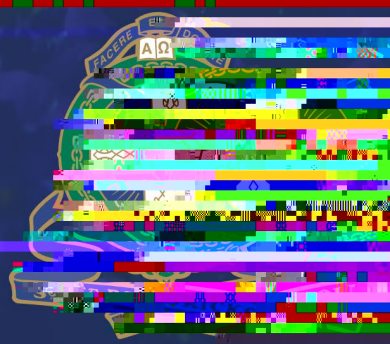St Pauls

Course

Context

St Patrick's College is a Catholic day and boarding school for boys in the Edmund Rice tradition, established in 1893. St Patrick's College is committed to providing a caring, supportive, and safe environment where every student has a place, a voice and their story is known. Edmund Rice Education Australia is committed to providing safe and supportive environments where all children and young people entrusted to our care are affirmed in their dignity and worth as a person.

Background

Edmund Rice Education Australia (EREA), as St Patrick's College's governing authority, sets the policy framework for all EREA schools. These policies have been contextualised for St Patrick's College's particular school environment so that our polnvt P p pepepep-5.7 (e)-11 ( )]TJ -0-3.2 (ta)-3.2 (-3.2
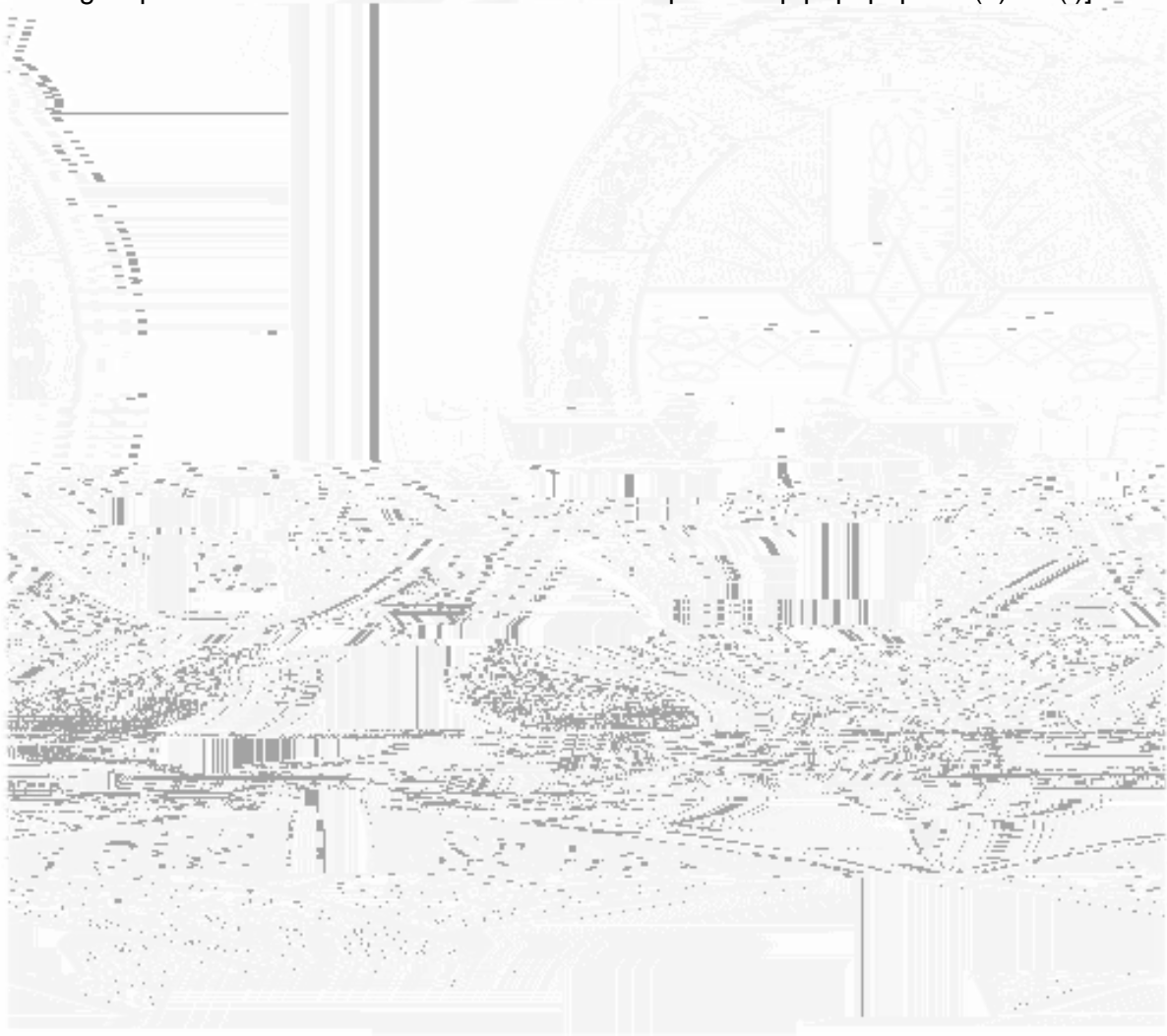
Section 2 – Preparing, invigilating, and marking Unit 3 & 4 School Assessed Coursework (SACs) and Unit 1 & 2 Assessment Tasks

This section provides an outline for teachers preparing the tasks and invigilating or supervising the task when it is completed by the students. In addition, it outlines the requirements for authentication of tasks by students when the task is completed inside of the classroom, either partially or in full. In addition, the section provides an outline of how the tasks will be marked by

2.   Scheduling Unit 3 & 4 SACs for subjects with multiple classes

For those subjects that have multiple classes, SACs should be scheduled as close together as possible to avoid any issues that may arise through the availability of SAC information to students yet to sit the task. Where possible, the SACs should be on the same day.

3.   Rescheduling Unit 3 & 4 SACs for all students within a subject

Rescheduling of Unit 3 & 4 SACs for all students can only occur after consultation and agreement with the VCE Co-ordinator and relevant Head of Faculty. If teachers wish to reschedule a Unit 3 & 4

Setting an alternate task

Students who were absent for a task, should sit the same task as the rest of the cohort. However, if deemed necessary due to issues such as the length of the student's absence, an alternate task

for the student to demonstrate understanding to achieve an S for the outcome, however, the score will stand

x

x   Acceptable levels of assistance include:

　　o   incorporating ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context

　　o   prompting and general advice from another person or source, which leads to refinements or self-correction or both

x   Unacceptable forms of assistance include:

　　o   use of or copying another person's work, including their teacher's work, or other resources without acknowledgement

　　o   use of or copying sample answers provided by their teacher or another person

　　o   corrections of o (e)-6 (d)-0.7 (b0)4.92 (n)-0.h b in (u)-0.7 l3 (p)-0.7 (r-6h(1i96h)e)do8e(p)30(8
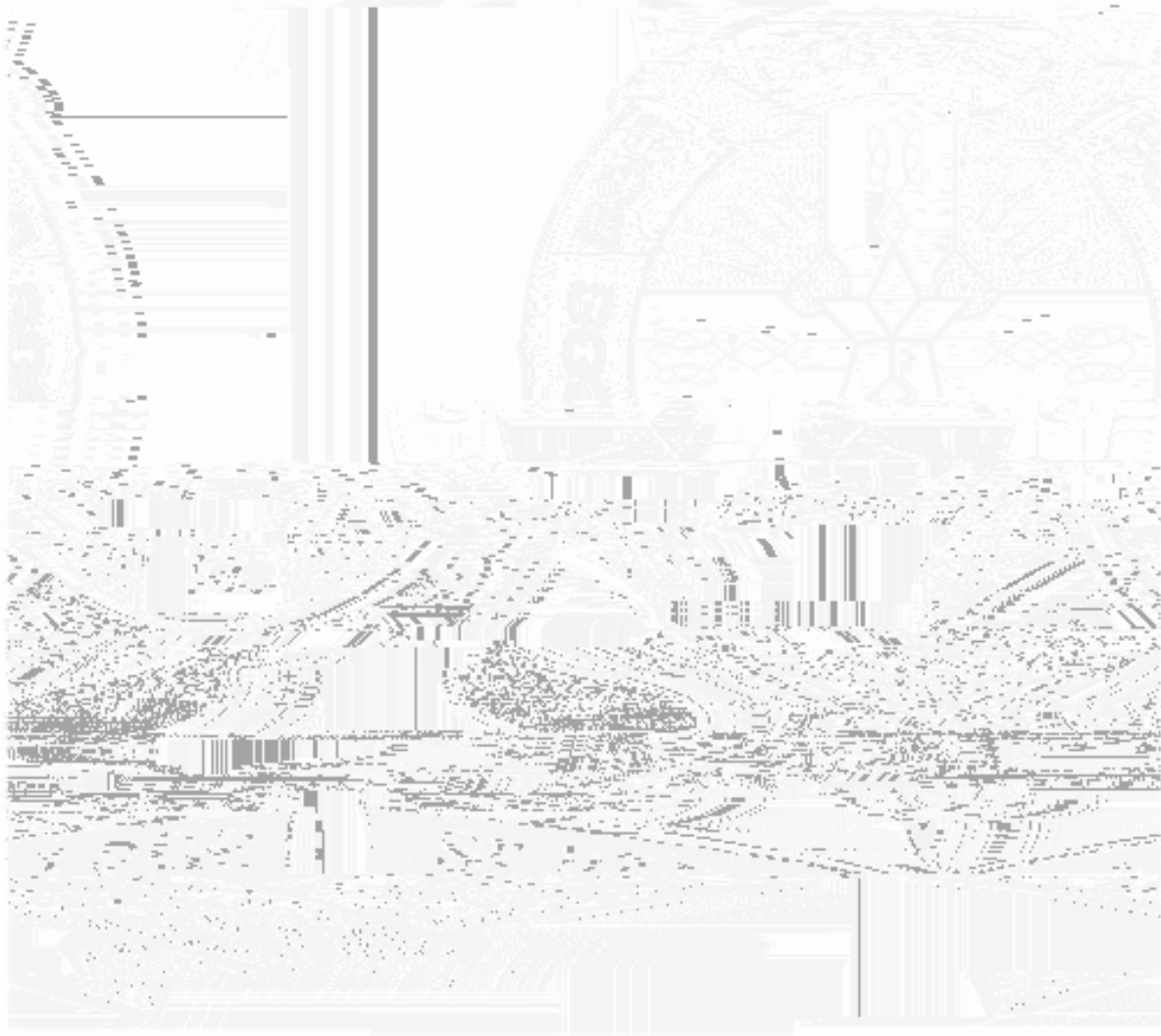
VCE SATISFACTORY / NSATISFACTORY FRAMEWORK

If 40% and above
Student currently on track for a S in the Outcome/Unit, no action required.

The task must focus on the gaps revealed by the coursework and assessment, the areas (i.e., specific Key Knowledge or Key Skills) that are yet to be demonstrated Task should not include areas the student (8) (5)(d)-0023TJ /TT2 1r (r)-75.2 (d4012 TcTT2 1 Tf -0.01 Tc -0.004 Tw 5.( )Tj EMC 1-8.6 (.9 (a)-15.210.01 Tc -0.BDC 4 Tq 31.2 218.19 672.

If redemption task completed to satisfactory standard, as judged by Subject Teacher / Faculty Head

Student is currently on track for an S in the Outcome/Unit.
Incident in SIMON updated to Resolved by Subject Teacher, provide reason.

Final redemption task(s) and agreed behaviours completed to satisfactory standard, as judged by Subject Teacher / Faculty Head Back on track for an S in the Outcome/Unit.

Incident in SIMON updated to Resolved by Head of Senior School Letter sent to parents.

Student fails to abide by conditions of final redemption activity or activities (can include behaviour agreement), student is awarded an N for the Outcome/Unit.
This can only be approved by the Head of Senior School in consultation with the Faculty Head.
Incident in SIMON updated to Resolved by Head of Senior School Letter sent to parents.
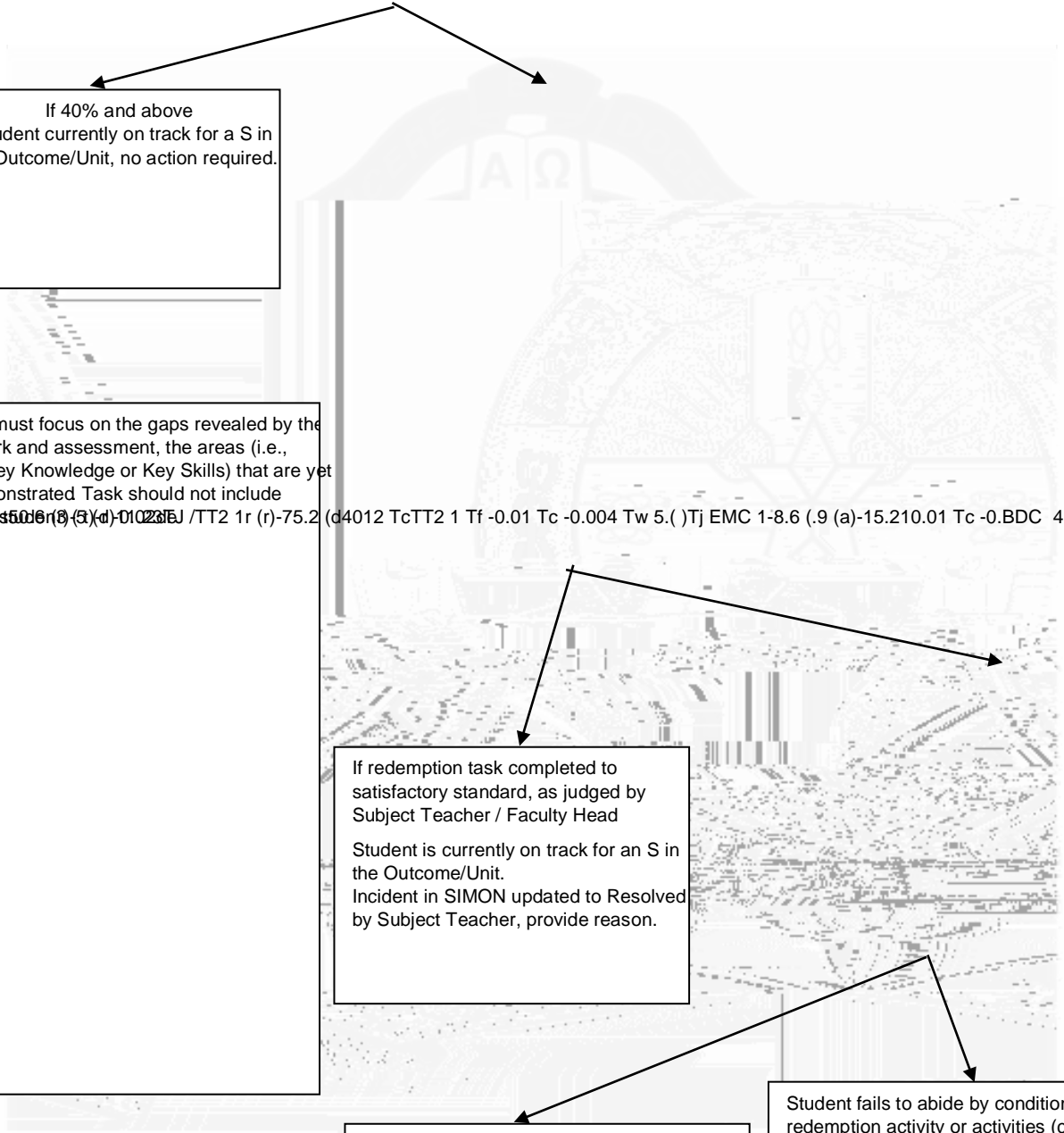
6. Feedback to VCE students

Feedback should not be provided to any VCE students until all students have completed the task, including those that have had to reschedule due to absence.

Following the submission of an assessment task, teachers should provide feedback to students. Feedback can include:

x   Advising on particular areas for improvement/where gaps exist in student knowledge or skill relevant to the subject/outcome being assessed
x   Advising on where and how to make the required improvements
x   Reporting S or N decisions and providing written comments on students' performance against each outcome

If a mark is provided, teachers must advise students that the SAC score may change following statistical moderation.

When returning work teacher must retain a copy until end of calendar year, teachers must retain the original SAC, and if required for the purposes of feedback or requested by the student, a scanned copy can be provided

It is important to note that students may be permitted to submit further evidence for satisfactory (S) completion of a unit, however, students may submit further tasks for the reconsideration of SAC scores awarded by the school.

7. Resubmitting work/Redemption

Refer to the VCE Satisfactory/NSatisfactory Framework in 5. Marking SACs for redemption process.

Extensions for tasks related to units of competency (UoCs) contributing to scored VCE VET sequences cannot be permitted beyond the final date for results submission. Unit completion is essential for finalising study scores, which must be calculated at the same time for all VCE studies.

Refer to Special Provisions Policy

Section 4 –Preparing, invigilating, and marking School Assessed Tasks (SATs)

1. Preparing and Marking School Assessments Tasks (SAT's)

Where there is more than one class, teachers must consult with one another to develop school based assessments.

2. Authentication School Assessments Tasks (SAT's)

As part of the authentication process through observations, teachers are required to provide feedback to students on work in progress for a SAT. These comments are to be noted on the Authentication Record form, found on the VCE Study Design page for each individual study.

Teachers must follow the authentication advice for the relevant Administrative information for school based assessment for their VCE Study Design to make sure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student's authorship or ownership of the work.

3. Marking School Assessments Tasks (SAT's)

Schools are responsible for the initial assessment of a student's level of achievement in SATs. The basis for this is the teachers' rating of the performance of each student against the set of criteria that is published each year by the VCAA in the Administrative information for school assessment available on the VCE study pages. The VCAA provides detailed descriptors of levels of performance for each criterion. These criteria are mandated and schools must use the descriptors when making assessment judgments.

Where there is more than one class, teachers will implement one of the three VCAA recommended approaches for cross marking to ensure consistency.

Approach 1
x   Teachers meet to discuss performance descriptors or assessment criteria, topics and approaches used for the task
x   Teachers combine and distribute the student tasks among themselves for assessment
x   The results are returned to the class teacher, who reassesses all tasks or the tasks of students who have unexpected results
x   Unusual cases are considered by all teachers concerned

Approach 2
x   Teachers meet to discuss performance descriptors or assessment criteria, topics and approaches used for the task
x   Samples from all classes are distributed
x   All teachers assess the same tasks;

x Differences in results are discussed to gain a clearer and more consistent understanding of the application of the performance descriptors or assessment criteria;

x When all teachers are confident, they have a consistent understanding of the application of

x   copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students

x   samples of other work by the student for comparison, if relevant

x   the teacher's record of authentication

x   the teacher's opinion about the student's work

x   accurate notes of conversations with witnesses, the teacher, and the student

If the allegation suggests that the work is not their own, the student may be asked to:

x   provide evidence of the development ofevnIak
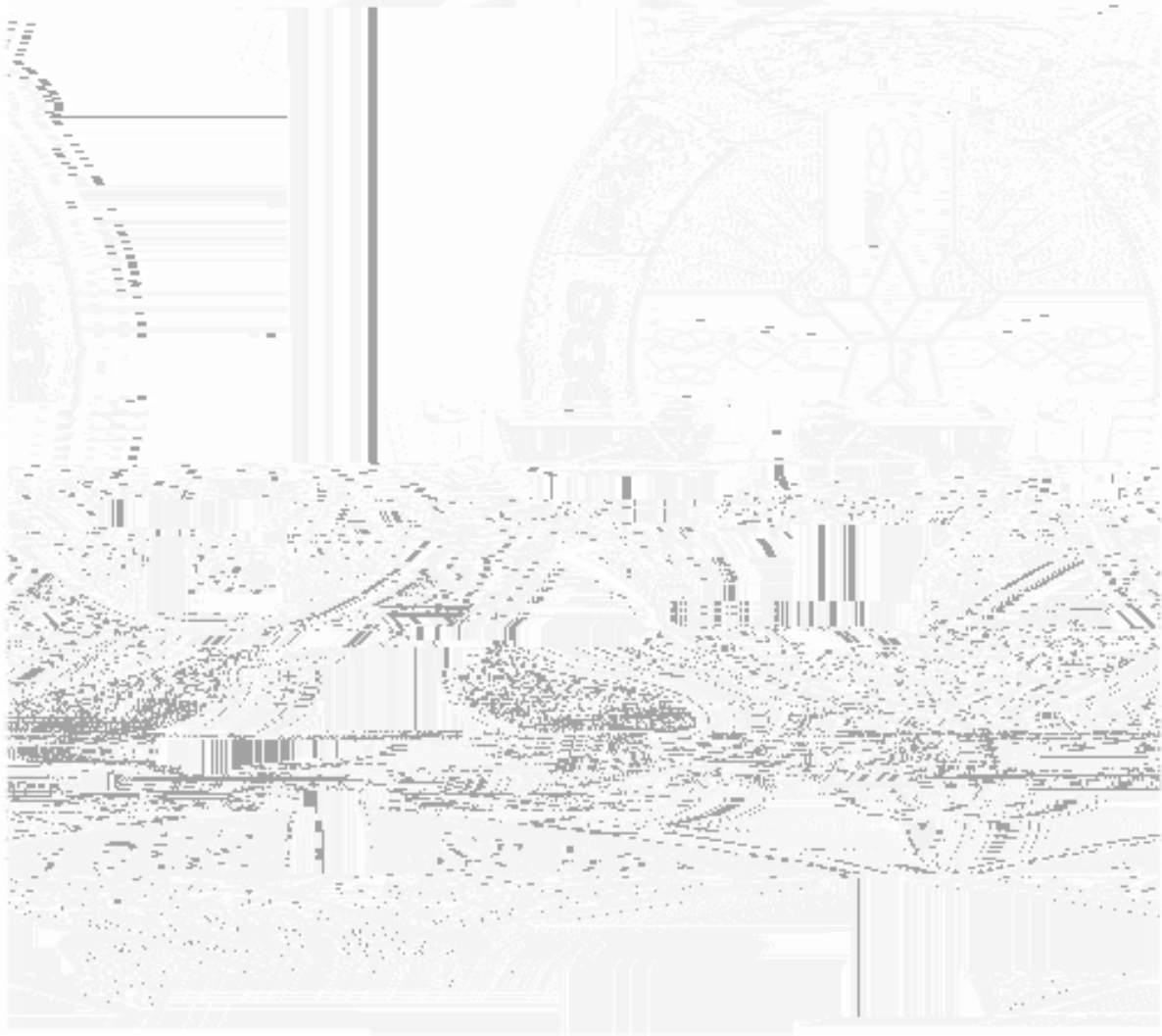
x   It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any interview, meeting or hearing.

include at least 3 of the above mentioned. The VCE Coordinator and/or VET Coordinator will chair the meeting, however, they play no role in decision making.

The VCE Panel will:

x   Investigate alleged breaches of the VCE / VCE VM policies
x   Advise the principal of any significant breaches of VCE / VCE VM policies
x   Advise the Principal as to whether consequences should be imposed on students who breach VCE / VCE VM policies

And where appropriate:

x   Inform the student and parents of consequences imposed in writing
x   Deal with the assessment of students' outcomes which are submitted late or are incomplete

4.   Appeals
An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA no later than 14 days after the student receives the notice of the decision from the school.

Section 6 – Special Provisions

When applying Special Provision, only those stipulated by the Enhanced Learning Team in the students Personal Learning Plans should be implemented. It is a requirement that all teachers apply these instructions. Alternative arrangements that have not been approved by the Enhanced Learning Team cannot be applied.

At no stage, should a student have the SAC or task altered in any way.
Teachers are required to familiarise themselves with the Special Provisions policy for detail relating to students with Special Assessment/Examination Arrangements.

Section 7 – Managing small group partnerships for statistical moderation of VCE school-based assessment.

VCAA recommends the following be including in a process as best practice when conducting partnerships.

x   School principals should be informed of the initial formation of the partnership, the ongoing maintenance of the partnership, and the resulting moderation of school-based assessment scores;
x   Teachers in the partnership should make contact as early in the academic year as possible and keep emails and written records of meetings, telephone calls and any other relevant interaction;
x   School principals should be kept informed of any conflict that arises and the measures taken to resolve any issues;
x   There should be an initial meeting that covers the requirements of the study design for each of the chosen assessment tasks and the assessment criteria, and for coursework

- x Teachers are required to agree on the procedures for ensuring comparability of assessment tasks as well as the schedule and marking schemes of any tasks to be done in common
- x Teachers should be clear and consistent about the application of the mandated criteria and descriptors for the school-assessed tasks;
- x Each school should mark the assessment tasks of its own students and select student tasks for moderation;
- x