

# **VCE ASSESSMENT & REPORTING POLICY**

**Braemar College reserves the right to make changes to this policy document when they are found to be necessary. In such instances, the College undertakes to keep the students and parents informed about the changes that have been made.**

**The policy document as a whole will be reviewed at the end of the year 2010. The VCE Coordinator, Head of Senior School & Vice Principal will initiate the annual review.**

## Preamble

The main aims of the VCE Assessment & Reporting Policy are:

- To ensure that Braemar College procedures for assessment and reporting are consistent with, and complement, the requirements of the VCE and VCE/VET as determined by the Victorian Curriculum & Assessment Authority;
- To help maintain a high standard of education at Braemar College;
- To provide a high level of communication between the College, the students, the parents, and the Victorian Curriculum & Assessment Authority;
- To assist students to be successful in their studies and to provide them with the appropriate structures and support to enhance their personal development;
- To ensure that the VCE policies and procedures reflect the College's Vision Statement.

The procedures set down in this document are not designed for the purpose of taking sanctions against students, but to encourage them to be successful in their studies by completing all their assigned work satisfactorily.

This policy will be reviewed annually in order to improve areas, which may not have fully satisfied the needs of the Braemar College community, and to ensure the policy remains consistent with Victorian Curriculum & Assessment Authority policy.

## 1. Assessment

### a. Definition:

**SAC** – School Assessed Coursework, **SAT**- School Assessed Task

### b. Aims of Assessment:

At Braemar College, the aims of assessment are:

- To inform students about their progress in the study of units;
- To inform parents about students' performances in the study of units;
- To provide the Victorian Curriculum & Assessment Authority, employers and tertiary institutions with information about completion of units and performance in assessment tasks;
- To find out whether the learning outcomes specified in a unit of study have been achieved and demonstrated;
- To ensure that a high standard of education is maintained;
- To verify the authenticity of the students' work;
- To encourage students to improve their standard of achievement in education;
- To help teachers to gauge the levels of performance of their pupils;
- To measure students' progress in various skills required for the successful completion of units;
- To provide data which is clear and meaningful for reporting purposes;
- To provide information to be used in compiling references for students.

### c. Means of Assessment:

Each unit of study deals with specific content and is designed to enable students to achieve a set of outcomes stated for the unit. The courses of study prepared by the teachers at Braemar College will enable the students to demonstrate achievement of the outcomes and hence satisfactorily complete the unit.

Levels of achievement in Units 1, 2, 3 and 4 will be based on performance in school-assessed coursework, school-assessed tasks and examinations. The teachers of each subject will determine procedures for the assessment of levels of achievement in Units 1 and 2. The Victorian Curriculum & Assessment Authority sets down the procedures for assessing levels of performance in Units 3 and 4.

### d. Outcomes

Outcomes define what a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the VCE study design. Most units of study have 2 or 3 outcomes. To achieve an outcome, students must demonstrate an understanding of the key knowledge listed for the outcome. They should also be able to demonstrate the key skills listed for the same outcome.

### e. School-assessed coursework

School-assessed coursework consists of small content-based tasks. They are designed to fit into the regular classroom instruction and be completed within a limited timeframe mainly conducted in class. It is performance in school-assessed coursework, which will determine whether a student has satisfactorily achieved the outcomes for a unit. Performance in school-assessed coursework will also determine the student's level of achievement in Units 1 and 2. In Units 3 and 4, performance in school-assessed coursework will be reported to the Victorian Curriculum & Assessment Authority. This will be statistically moderated by the Victorian Curriculum & Assessment Authority and become a part of the student's overall level of achievement for the unit.

#### **f. School-Assessed Tasks**

These are school-based assessments for Units 3 and 4 sequences. They are used in studies where students are required to make products or models. They are set by the Victorian Curriculum & Assessment Authority and assessed by teachers in accordance with published criteria. The College's assessment of tasks are subject to review by a panel appointed by the Victorian Curriculum & Assessment Authority.

#### **g. Examinations**

Examinations form an important part of the overall assessment in Units 1, 2, 3 and 4. All Unit 1 & 2 studies will have examinations at the end of the term or year. In Units 3 and 4, the Victorian Curriculum & Assessment Authority determines the requirement for examinations. The examinations in Units 1 and 2 will be set and assessed by the teachers of Braemar College. The examinations in Units 3 and 4 are set and assessed by the Victorian Curriculum & Assessment Authority.

## **2. Satisfactory Completion**

### **a. Unit Outcomes**

- At the start of a unit, students will be provided with a written unit outline and outcome timeline. This will list the outcomes for the unit and the coursework required to be completed for each outcome. More detailed information about each outcome, including relevant criteria will be provided at appropriate points during the completion of the unit. Students will also receive written indication of the deadlines when pieces of coursework will be completed.
- The above conditions will be set by the teachers of a unit and monitored by the Learning Area Leader, to ensure that all students of the unit are treated equally.
- A student will have achieved an outcome when the teacher receives the work on time, and can attest to the fact that the work is the student's own and has met the required standard.
- Where required, moderation between classes of the same unit will be undertaken.
- In cases where students have not successfully achieved the outcome, the teacher may provide an opportunity for the same, or a similar task to be completed, subject to the conditions laid out later in this document.
- In some cases the teacher may grant extensions of time. Rules regarding extensions of time are set out later in this document.

### **b. Semester Units**

- VCAA requires teachers to inform students of the following in writing:
  - a. All the work he/she needs to do to achieve **S** for a unit
  - b. All the work he/she needs to do for Graded Assessment
  - c. All unit outlines and outcome/assessment deadlines
- When a teacher is satisfied that all the outcomes in a unit have been satisfactorily achieved, then the student will be given credit for that unit. This will be indicated by an S (satisfactory completion) for the unit.
- If even one of the outcomes has not been satisfactorily achieved, the student will be given N (unsatisfactory completion) for the unit.
- In some cases, the awarding of an S or N may be delayed. Rules governing this extension of time are laid out later in this document.
- Credit for units satisfactorily completed will be reported to the Victorian Curriculum & Assessment Authority for all Units 1, 2, 3 and 4.

A student may receive an N for a unit on the basis that not enough class time has been recorded for the unit. Rules governing the application of this attendance policy are laid out later in this document.

### **c. Minimum Requirements**

The minimum VCE requirement is satisfactory completion of 16 units, which include:

- a. Three units from the English group, with at least one unit at Unit 3 or 4 level
- b. Three sequences of Units 3 & 4 studies other than English, including VCE VET Unit 3 & 4 sequences

VTAC advises that for the calculation of a student's ATAR; satisfactory completion of both Units 3 & 4 of an English sequence is also required.

Recognition of Vocational Education and Training (VET) within the VCE ensures that students who complete all or part of a nationally recognized vocational education and training qualification will receive credit towards satisfactory completion of the VCE. A VET certificate can contribute towards the VCE through enrolment in VCAA managed VCE VET programs, or School Based New Apprenticeships (SBNA).

## **3. Determination of Grades**

### **a. Units 1 and 2**

- For Units 1 and 2, some of the assessment tasks, which are used to determine if an outcome has been achieved, will also be graded. These grades will be used as an indication of the student's level of achievement in the unit.
- A semester examination may be used to indicate the level of achievement in Unit 1.
- In all studies, an end-of-year examination will be used as an indication of a student's level of achievement in Unit 2.
- Students will be given clear written and verbal instructions about the assessment tasks, which will be used to measure levels of achievement. The criteria for assessment will also be made known to them prior to the task in writing.
- A student must not receive undue assistance from any other person in the preparation and submission of work.

**Acceptable** levels of assistance include:

- The incorporation of ideas or material derived from other sources, but which has been transferred by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements and/or self correction

**Unacceptable** forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgement
  - Corrections or improvements made or dictated by another person
  - Teachers must not mark or provide comments on any draft of work that is to be submitted for School assessed coursework/score
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- When assessment tasks are completed, they will be returned to students and the results conveyed to them.
  - Appropriate teacher feedback should include advice on particular problem areas and advice on where and how improvements can be made for further learning.
  - Levels of achievement will be reported to parents and students at regular intervals during the year.
  - A student who is absent from an assessment task may be given the opportunity to make up the same or a similar task. The rules governing this option are laid out later in this document.
  - In cases where the result of an assessment task indicates that the student has not successfully achieved an outcome, the student may be given an opportunity to repeat the same task, or complete a similar task, in order to satisfactorily complete the outcome. In such cases the initial grade will remain unchanged. The rules are laid out later in this document.

- The following grading scale will be adopted in Units 1 and 2, for all assessment tasks which use numerical grades:

<b>A+</b>	<b>100 - 90</b>
<b>A</b>	<b>89 - 80</b>
<b>B+</b>	<b>79 - 75</b>
<b>B</b>	<b>74 - 70</b>
<b>C+</b>	<b>69 - 65</b>
<b>C</b>	<b>64 - 60</b>
<b>D+</b>	<b>59 - 55</b>
<b>D</b>	<b>54 - 50</b>
<b>E+</b>	<b>49 - 45</b>
<b>E</b>	<b>44 - 40</b>
<b>UG</b>	<b>40 - 0</b>

- NA (Not assessed) will be used in cases where assessment tasks have not been attempted, where insufficient or no work has been submitted, or the teacher due to late submission or because of authentication problems has not accepted work.
- Only S/N for Units 1 and 2 will be reported to the Victorian Curriculum & Assessment Authority.

**b. Units 3 and 4**

- The Victorian Curriculum & Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.
- In all subjects, the student's level of achievement will be determined by a combination of school-assessed coursework, school-assessed tasks and examinations. The details of the arrangements are set out in the Study Design and Assessment Guide prepared by the Victorian Curriculum & Assessment Authority for each unit of study.
- The teachers of a subject will together decide the combination of assessment tasks that will be used to measure the level of achievement in the school-assessed coursework component of the overall assessment. To ensure comparability of assessment, the same tasks, with the same criteria, will be used in all classes of a particular subject.
- In cases where there are a large number of classes of the same study, efforts will be made to have all the students undertake the assessment task at the one time. The College's timetable structure will be used for this purpose. All these arrangements must receive the approval of the Deputy Principal
- Students will be given clear written and verbal instructions about assessment tasks, and the criteria to be used to determine grades prior to each task.
- A student must not receive undue assistance from any other person in the preparation and submission of work.

**Acceptable** levels of assistance include:

- The incorporation of ideas or material derived from other sources, but which has been transferred by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements and/or self correction

**Unacceptable** forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgement
  - Corrections or improvements made or dictated by another person
  - Teachers must not mark or provide comments on any draft of work that is to be submitted for School assessed coursework/score
- When assessment tasks are completed, they will be returned to the students and the grades indicated to them. However, students will be made to understand that the scores are subject to statistical moderation by the Victorian Curriculum & Assessment Authority.
  - Appropriate teacher feedback should include advice on particular problem areas and advice on where and how improvements can be made for further learning.
  - Levels of achievement will be formally recorded on the Semester One Reports issued to parents and students. However, it will be made clear that the scores are subject to statistical moderation by the Victorian Curriculum & Assessment Authority.

- A student who is absent from an assessment task may be given the opportunity to make up the same or a similar task. The rules are set out later in this document.
- In cases where a student has to repeat an assessment task, or complete a similar task only for the purpose of satisfactorily achieving an outcome, the initial grade obtained will remain unchanged. The rules are set out later in this document.
- In the case of Units 3 and 4, S/N for each unit and also the grades obtained in the school-assessed coursework and school assessed task components will be reported to the Victorian Curriculum & Assessment Authority.

#### **4. Attendance Policy for VCE students**

##### **a. Aims**

The main aims of the VCE Attendance Policy are:

- To help maintain a high standard of education at Braemar College.
- To encourage a responsible attitude to class attendance by students, teachers and parents.
- To ensure that students attend class time in order to undertake coursework and complete assessment tasks.
- To provide opportunities for teachers to observe students at work, thus enabling judgments of authentication to be made.
- To ensure that students meet minimum VCAA attendance requirements.

##### **b. Definitions**

The term '**absent**' shall mean that the student was not present at the scheduled class.

**"School Related Absence"** Although marked absent by the subject teachers, the student would have been given permission to miss the scheduled classes. Examples of School Related Absences are:

- Excursions
- College Approved Sports
- SRC Meeting
- Preparation for College events such as the College musical and Braemar Celebration Night
- Instrumental Music programme
- Appointments with Year Level Leaders or Student Counsellors

A **"Non School Related Absence"** would occur when a student is absent from class without the approval of the College. Examples of Non School Related Absences are:

- Illness
- Medical Appointment
- Dental Appointment
- Family or Personal Reasons
- Driving Lessons/Tests
- Absenting yourself from class to complete schoolwork
- Truancy
- Holiday (*parents who are planning a holiday or activity which will disrupt your child's education, are asked to discuss this with the relevant YLL a minimum of four weeks prior to the proposed travel*)

##### **c. Absence from Assessment Tasks:**

- A student who is absent from an assessment task may be given the opportunity to complete the same or a similar task and hence obtain a score, by applying to the VCE Coordinator. In Unit 3 & 4 a student must provide a medical certificate if they are absent for an Assessment Task.
- Unsatisfactory completion of a Unit due to absence:
- In any one unit of work, a student can miss only 20% classes due to non school-related absence.
- A student who is absent for more than 20% of classes due to non school-related absence will receive an N for that unit.
- The decision to award an N due to absence is not the subject of appeal to the Victorian Curriculum & Assessment Authority.
- A student may lodge an appeal against an N decision due to absence with the Appeals Committee. The procedure is set out later in this document.

##### **d. Special Provision:**

- The rules for attendance may be waived in cases of special provision.
- Absence from the College or study for prolonged periods is not of itself grounds for special provision, unless a student has experienced severe hardship, which may have resulted in the prolonged absence from school. In such a case, the student will receive appropriate assistance.

##### **e. Notification of Student Attendance**

- Teachers will monitor the attendance of students in their classes. The Year Level Leaders will maintain records of VCE attendance.
- The College undertakes to inform students and their parents about attendance issues. The Year Level Leader may also decide to hold discussions with the students and their parents.

- The College requires parents to contact the College by phone, before 8:30 am, when their child is absent. The student on return to school must present a note and/or a doctor's certificate.
  - If a student is or is to be absent for more than two days, parents are requested to notify the relevant Year Level Leader. If appropriate, the school will arrange for work to be sent home.
  - When a student has reached 20% school-related absences in a unit, a letter will be sent home. The letter explains to the student and parents that any further non school-related absence in the unit will result in the student receiving an N for that unit. Parents will be required to contact the Year Level Coordinators regarding a meeting. The subject teacher will be notified of the action that has been taken.
  - When a student has exceeded 20% non-school-related absences in a unit, a second letter may be sent home indicating that the student has received an N for that unit. The letter will also contain information about the appeals process. The subject teacher will be notified about the decision.
- f. Some guidelines regarding appointments:**
- Medical or Dental Appointments should be made after College hours and the hours of any compulsory activity. If this is not possible, students should arrange appointments so as to minimize time away from school. Year Level Coordinators should be notified in writing, if this is necessary.
  - Notes from parents, appointment notices, doctor's certificates etc will be kept as records of non school-related absences.
  - Appointments with the Careers Coordinator or Student Counsellor should be made during private study periods, lunchtimes, before or after school, or during times when the students are not normally at the College.

## **5. Delay of Decision**

### **a. Outcomes and Semester Units:**

Coursework and assessment tasks related to the outcomes will be completed mainly during class time. Furthermore, all the work required for a unit should be completed during the semester in which the unit is undertaken. It is therefore expected that decisions about satisfactory achievement of outcomes and S/N for units will have been made by the end of the semester in which the units were studied. In exceptional cases, these decisions may be delayed. Due to reporting deadlines imposed by the Victorian Curriculum & Assessment Authority, it is generally only possible to delay these decisions for the units completed in the first semester of Year 11 and Year 12. The procedures are outlined in the next section.

### **b. Procedures for extensions:**

- For all work related to outcomes, the application for a possible extension of time must in the first instance be made to the teacher. Teachers are entitled to grant extensions of up to one week. The teachers must maintain records of extensions granted or refused.
- A teacher should grant only one extension per student in a particular subject. Variations to this rule, or to the length of time for an extension, can only be granted with the approval of the VCE Coordinator.
- At the end of the first semester, a student may be given the opportunity to redeem one unit for which an N has been awarded. This application must be made to the VCE Coordinator who will decide, in consultation with the subject teachers and the Head of Senior School, whether permission to redeem will be granted.
- The VCE Coordinator, who will also keep records of all applications for redemption and the results of these applications, will determine the conditions for the redemption.
- A student has the right to lodge an appeal against a decision not to grant an extension to satisfactorily complete an outcome or a unit. The appeal must be made to the Appeals Committee. The procedure for appeals is set out later in this document.

## **6. Special Provision**

### **a. Criteria for Determining Special Provision:**

Special Provision is designed to allow students who are experiencing significant hardship to demonstrate both what they know and what they can do to maximize their opportunity to complete their senior secondary studies. The provisions are available to VCE students.

These provisions are not allowances. The objective is, as far as possible, to remove barriers to a student demonstrating his or her capabilities in a particular study. Special Provision is available for students who experience hardship of a permanent or temporary nature, which affects their schoolwork.

### **b. Special Provision for school-based assessment:**

Students are eligible for Special provision for school based-assessment if their ability to demonstrate achievement is adversely affected by:

- Illness – acute and chronic
- Impairment – long term
- Personal circumstances

There are a number of strategies in which the College can make alternative arrangements to assist students to be assessed against the outcomes of the study design:

- Allow the student to undertake the task at a later date
- Allow the student extra time
- Set a substitute task of the same type
- Replace one task with a task of a different kind
- Use technology, aides or other special arrangements to undertake assessment tasks

**c. Special Provision for VCAA assessment and examinations:**

Special Provision may be obtained by students who are:

- Affected significantly by illness, by any factors relating to personal environment or by other serious cause;
- Disadvantaged by any permanent physical disability or impairment;
- Unfamiliar with the English language.

**d. Unacceptable criteria:**

- Special Provision will not be provided for students who have been absent from the College or study for prolonged periods and have therefore been unable to satisfactorily complete the coursework or assessment tasks, unless the absence is deemed to have been caused by severe hardship.
- No special provision will be given on the grounds of teacher absence during the year.
- Any other teacher-related difficulties will not be accepted as grounds for special provision.
- Not being familiar with College or VCAA policies, not reading or misreading instructions such as examination timetables, will not qualify students for Special Provision.

**e. Procedure for Special Provision:**

- Students who feel that they are entitled to Special Provision should apply to the VCE Coordinator in consultation with the special needs department, will decide whether special provision will be applied for and decide the action that must be taken according to VCAA rules and guidelines.
- In the case of a student who is disadvantaged by a permanent disability or impairment, the Special Needs department will co-ordinate support
- In most other cases extensions of time may be granted to overcome the disadvantage being experienced.
- In extreme cases, S/N and grades may be awarded on the basis of work that has already been completed.
- Students will be entitled to lodge appeals against decisions relating to Special Provision directly to the VCAA.
- All cases of Special Provision being granted or refused by the VCAA will be reported to the VCE Coordinator. Appropriate records will be maintained.

## **7. Authentication**

**a. Introduction:**

In order to meet the requirements for satisfactory completion of a unit and also for the allocation of grades, students must submit work that is clearly their own. Apart from reference to, and incorporation of appropriate texts and source material, no part of a student's work may be copied from any other person's work. A student must sign an authentication record for work done outside class at the time of submitting the completed task. A student may not accept undue assistance from any other person in the preparation and submission of work. Should the College be satisfied that a student has submitted work that is not his or her own, or that a student is in breach of other rules relating to school assessment set by the College or by the Victorian Curriculum & Assessment Authority, then the VCE Coordinator and the teacher, will determine the action to be taken. This will involve an investigation and interview with the student. Appropriate sanctions will be imposed as per VCE Handbook guidelines. Parents will be informed of the outcome.

**b. Procedures for Authentication cases:**

- In order to minimise authentication problems, school-assessed coursework tasks will be undertaken mainly during class-time.
- The subject teachers will handle minor cases of breach of authentication rules, detected during the completion of coursework and assessment tasks. If necessary, the assistance of the VCE Coordinator may be sought.
- If the matter is considered to be more serious, it must be reported to the VCE Coordinator.
- The VCE Coordinator, in consultation with the Head of Senior School and the teacher, will determine the action that will be taken.
- In all authentication cases, the procedures that will be followed and the actions taken will be in accordance with the rules set out by the Victorian Curriculum & Assessment Authority in the "VCE Administrative Handbook 2011".



- Students will be entitled to lodge appeals against decisions related to authentication issues.
- In all authentication cases, the College will retain all the documentation, including the originals or copies of the student work in question.
- Parents will be informed of the outcome

## **8. Submission of Work**

- Since school-assessed coursework tasks will be undertaken mainly during class-time, it is expected that most work will be submitted to the teacher at the end of the lesson.
- In cases where work has been completed outside class-time, it must be handed personally to the subject teacher.
- In some instances, the teacher may make arrangements for the work to be handed in at the Office. In these cases, the permission of the Head of Senior School must be obtained in advance.
- Completed work must not be accepted by anyone other than the subject teacher. The deadline for submission of work is 4.00 p.m. on the due date.
- The College will not accept responsibility for work that is lost because the rules listed above have not been followed.

## **9. Lost, Stolen or Damaged Work**

- It is the student's responsibility to submit completed work in the manner described in Section 8 of this document. The College will not accept responsibility for work that is lost because these rules have not been followed.
- The College will not accept responsibility for work that is lost or damaged due to computer misuse or malfunction.
- If the work has been lost, stolen or damaged during the course of its completion, the student must firstly make a written statement of the circumstances and submit it to the VCE Coordinator. The statement must be signed and dated. The student may be required to redo the work. If necessary, the student may apply for an extension of time to complete the work.
- In cases where the work has been lost or damaged after it has been properly submitted, the matter must be reported to the VCE Coordinator.
- The VCE Coordinator, in consultation with the student and teacher, will decide the action that will be taken.
- In all cases of lost, stolen or damaged work, the College will maintain records. These records will include written statements by the student and teacher. If necessary, the matter will be reported to the Victorian Curriculum & Assessment Authority.

## **10. Student Appeals**

The College accepts the fact that there will be instances in which students will disagree with decisions which have been reached in areas such as satisfactory completion, internal Special Provision, authentication or lost work. In all these and other cases, the College will be prepared to review the decisions, on application from the students concerned. The following procedures must be followed:

- The appeal must in the first instance be made to the VCE Coordinator.
- The VCE Coordinator will assist the student to prepare a written appeal to the Deputy Principal
- In cases, which do not concern the Victorian Curriculum & Assessment Authority, the Deputy Principal and the VCE Coordinator, will hear the appeal.
- The Deputy Principal will inform the student about the result of the appeal, and this decision will be final.
- In cases, which fall under the jurisdiction of the Victorian Curriculum & Assessment Authority, the student will be instructed about the procedures that must be followed.
- The VCE Coordinator will maintain records of all appeals lodged, and the actions taken. In some instances, the Victorian Curriculum & Assessment Authority will also be notified.

## **11. Record keeping**

### **a. College Role:**

Responsibility for management of College records rests with the College Principal. The minimum records that will be retained by the College include records relating to satisfactory completion, authentication, special provision, appeals and attendance at classes. Victorian Curriculum & Assessment Authority regulations regarding the status, safe storage and disposal of these documents will be followed.

### **b. Teacher Role:**

Teachers will be responsible for maintaining records relating to attendance at classes, unit outlines, satisfactory completion, the awarding of grades, extensions granted or refused and cases where decisions on satisfactory completion have been delayed. Victorian Curriculum & Assessment Authority regulations regarding the status, safe storage and disposal of these documents will be followed.

## **12. Student Transfer**

### **a. From other Victorian Schools:**

When a student transfers from another Victorian school to Braemar College, the student must bring the following from the Principal of the other school:

- Advice on the student's progress with respect to satisfactory completion of units;
- The school-assessed coursework tasks completed and the grades obtained;
- The list of units satisfactorily completed and the units currently being studied;
- Any other relevant student records.

In such cases, Braemar College will assist the student in altering existing Victorian Curriculum & Assessment Authority enrolment information, and will report the student's assessments to the Victorian Curriculum & Assessment Authority.

### **b. From Interstate or Overseas:**

- Students in this category will be required to complete entry forms for submission to the Victorian Curriculum & Assessment Authority.
- The units, which these students can take, will depend on the Victorian Curriculum & Assessment Authority deadlines.
- The Victorian Curriculum & Assessment Authority will provide advice on the amount of credit, which can be given to these students.

## **13. Reporting**

When school-assessed coursework tasks are completed, they will be returned to students together with the grades, which have been obtained. In the case of Units 3 and 4 the students will be informed that the Victorian Curriculum & Assessment Authority may change these grades during the process of statistical moderation.

Braemar College will provide the students and parents with progress reports and statements of results at various times during the year. These reports and statements will be outlines of progress that students have made in studying units, and results and grades that have been obtained at the completion of each semester. The reports and statements are confidential documents and will remain the property of the College, the students and their parents. The College will forward no information regarding the reports and statements to an individual or authority other than the Victorian Curriculum & Assessment Authority, without the student's written permission.

The reports and statements issued by the College are in addition to any other statements of results or certificates that are issued by the Victorian Curriculum & Assessment Authority. The types of reports and dates of issue will be determined by the College at the start of each year. The students and their parents will then be formally notified.

## **14. Promotion**

### **a. Introduction:**

In order to be promoted to Year 12 at Braemar College, certain minimum academic standards must be achieved, each Year 11 student must achieve attendance and behavioural standards. At the end of each year, the Promotions Committee reviews each Year 11 student's performance and makes recommendations for promotion.

### **b. General Policy:**

The Braemar College Promotion Policy is based on the requirements set for entry to Year 12. These requirements are:

- Satisfactory completion of at least ten Year 11 units undertaken at the College in one attempt, including 2 units of English;
- The possibility of providing a Victorian Curriculum & Assessment Authority approved program of studies which makes the student eligible to complete the VCE;
- Attendance & behavioural requirements;
- Discretion of the Vice Principal and Head of Senior School.

**c. Variations to General Policy:**

- Special consideration may be given when the requirements for entry to Year 12 have not been met due to special circumstances, such as those listed under “Special Provision”.
- The number of units satisfactorily completed may include VCE units studied at other educational institutions registered by the Victorian Curriculum & Assessment Authority as VCE Providers.
- The number of units satisfactorily completed may include VCE units studied in Year 10.
- The number of units satisfactorily completed may include all the units satisfactorily completed in two attempts at Year 11 studies.
- In cases where the requirements for entry to Year 12 have not been met at the first attempt, some students may be given the opportunity to accumulate Year 11 units and Year 12 units simultaneously, according to guidelines set down by the Promotions Committee.

## **15. Graduation**

Year 12 graduation is the recognition and celebration of the completion of secondary schooling at Braemar College. At the end of each year, the College invites eligible students to graduate before the College community and their parents and friends.

In order to graduate at the end of Year 12, students must satisfactorily complete all VCE requirements. Unacceptable behaviour and conduct may jeopardise a student’s chances of graduating.