

# Epping Secondary College

*2024 Senior School Staff Handbook*



**Striving for  
Excellence**

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## 2024 Senior School Team

<b>Principal</b>	
<b>Senior School Assistant Principal</b>	<i>Annette Spence</i>
<b>Year 12 Leading Teacher</b>	<i>Rebecca Munari</i>
<b>Year 11 Leading Teacher</b>	<i>Giulia De Vincentis</i>
<b>Year 10 Leading Teacher</b>	<i>Ned Harper</i>
<b>Careers Education and Programs Leading Teacher</b>	<i>Dean Malcolm</i>
<b>Year 12 Coordinators</b>	<i>Michael Contarin and Sue Kanidiadis</i>
<b>Year 11 Coordinators</b>	<i>Martin Evans and Stephanie Temos</i>
<b>Year 10 Coordinators</b>	<i>Laurie Naismith and Oliver Williams</i>

### ***Senior School Mantra – “Striving for Excellence”***

Since 2013 the Senior School Team, along with the support of passionate ESC staff, have developed a cultural change within the Senior School which encourages students to embody the mantra of “Striving for Excellence”. “Striving for Excellence” means each student actively works on achieving their personal best. This cultural change, along with additional academic and wellbeing support programs, have contributed to the improved educational outcomes for our VCE students. As a result, Epping Secondary College and our VCE students are among the top performing within the Northern Metropolitan state school region.

## ***VCE/VCE VM Assessment Policy and Procedures***

Consistency and fairness of assessment practices are imperative at the VCE level as the judgements teachers make directly impact on students' future opportunities. It is essential that staff have copies of the VCE Assessment Handbook (subject specific) and the Study Design for the subject/s they are teaching before the year commences. These can be accessed at <http://www.vcaa.vic.edu.au>. Assistance in understanding the VCE/VM Assessment Handbook can be obtained from Senior School Leading Teachers.

### ***Graded assessment***

Students will demonstrate the level of their achievement of each of the outcomes in the units they are undertaking through their performance on the *School Assessed Coursework (SACs)* designated for that unit. These tasks will be completed mainly in the classroom, in class time.

At the beginning of each unit, students will be given a schedule of SAC dates.

In Units 1 and 2 outcomes will be assessed and graded using the key knowledge and skills designated by the VCAA. In these Units, S or N results are reported to the VCAA. The college will provide students marks and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Marks will be reported on the end-of-semester reports. Marks are not reported to the VCAA and are not subject to moderation.

In Units 3 and 4, Coursework assessment or *School Assessed Coursework (SAC)* describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. School Assessed Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet *Statistical Moderation of VCE Coursework* which can be accessed on the VCAA website:  
[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

At the school level students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

*School Assessed Tasks (SATs)* are forms of assessment which are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio: Art, Media, Studio Arts, Visual Communication and Design, Design and Technology, Systems and Technology and Food and Technology. The scores for SATs are forwarded to the VCAA and are subject to review based on student performance on the General Achievement Test (GAT) which is held in June. The VCAA will inform students of their level of achievement on School Assessed Tasks. At the school level students will receive regular feedback throughout the duration of the task. In some studies there are designated SACs that are not scored but are essential for determining S or N.

### ***Satisfactory Completion of the VCE***

In order to be eligible for the VCE, at least 16 units must be satisfactorily completed including:

- Three units from the English group, with both Units 3 and 4. English units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English (EAL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.
- At least three sequences of Units 3 and 4 studies other than English which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of the student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Students are required to undertake the following:

- Year 11 - 12 units (six studies)
- Year 12 - 10 units (five studies)

### ***Satisfactory Completion of VCE-VM***

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

- Three VCE VM Literacy or VCE English units (including a Unit 3-4 sequence)
- Two VCE VM Numeracy or VCE Mathematics units
- Two VCE VM Work Related Skills units
- Two VCE VM Personal Development Skills units
- A minimum of three additional Unit 3-4 sequences, which can include other VCE or VCE VET studies
- A minimum of 180 nominal hours of VET at Certificate II level or above

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of 'Vocational Major' on their VCE certificate.

### ***Satisfactory Completion of Units for VCE and VCE VM***

To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design.

Achievement of an outcome means:

- the work meets the required standard as described in the outcomes
- the work was submitted on time;
- the work is clearly the student's own;
- there has been no substantive breach of rules.

If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes.

### ***Satisfactory Completion of Units for VPC***

Students must complete a minimum of 12 units, including at least:

- 2 units of VPC Literacy (or units from the VCE English group including VCE VM Literacy)
- 2 units of VPC Numeracy (or units from the VCE Mathematics group including VCE VM Numeracy)
- 2 VPC Work Related Skills units
- 2 VPC Personal Development Skills units.

### ***A student may not be granted satisfactory completion if:***

- the course work or assessment is not of the required standard as described in the outcomes;
- the student has failed to meet a school deadline or approved extension of time for the assessment task;
- the work cannot be authenticated;
- there has been a substantive breach of rules including school attendance rules.

### ***School Assessed Course Work***

- LA Leaders are responsible for ensuring that all VCE teachers in their LA have the relevant VCE Assessment Handbook and the Study Design and have devised appropriate SAC/SATs and marking rubrics.
- The approximate SAC dates must be determined before the start of the school year and communicated to students and parents via the XUNO Calendar.
- Students must be informed at least one week in advance of the exact date and time of a SAC.
- If there are extraordinary reasons why a SAC must be rescheduled, the new date must apply to the whole class and must be within five days of the original date.
- After work is submitted and marked, teachers must provide feedback to students which includes where and how improvements can be made.
- ***Authentication:***
  - Teachers must be able to determine that the work submitted for assessment is the student's own. Most work for the assessment of unit outcomes will be completed in class, however this does not preclude additional work and study outside of class.
  - The amount of preliminary preparation and associated activities for unit outcomes will be determined by the teacher with reference to the Study Design.
  - Authentication issues arise when there are instances of; alleged plagiarism, high absenteeism, or a significant portion of submitted work was not completed during class time
  - Report any concerns surrounding plagiarism and high absenteeism to the relevant year level team.

### ***When there are multiple classes for a subject:***

- All classes must complete the same assessment within two days. It is the responsibility of the LA Leader to ensure this happens.

- LA Leaders must ensure a fair method of moderation. Fair methods include: marking blind (no other teacher's marks available), mixing and redistributing scripts for marking (i.e. a teacher does not necessarily mark the students in their own class).

### ***School Assessed Tasks***

#### ***Authentication and feedback:***

- Teachers should read carefully the authentication and feedback guidelines for their individual subjects.
- Teachers must use the Authentication Records for School Assessed Tasks Form to keep records of sightings of student work.
- Teachers are required to provide feedback to students on work in progress. Feedback can be verbal or written, and must be briefly documented in student Authentication Records.
- It is appropriate in the developmental stages of the work for teachers to ask questions and give general advice about alternate strategies, etc. However, the teacher must not dictate changes that may lead to questions about the ownership of the work.
- For SATs undertaken outside of class time teachers must monitor and record each student's progress using the Authentication Record (SATs). Students must document visual evidence of the undertaking of their work at home and send this to their classroom teacher. The classroom teacher needs to document this process in student Authentication Records.

#### ***When there are multiple classes for a subject:***

- All classes must complete the same task within the same time frame. It is the responsibility of the LA Leader to ensure this happens.
- LA Leaders must ensure a fair method of moderation. Fair methods include: marking blind (no other teacher's marks available), mixing and redistributing work for marking (i.e. a teacher does not necessarily mark the students in their own class).

#### ***Integrity of VCE school-based assessments.***

To ensure the integrity of school-based assessment in all VCE units, teachers must:

- Carefully plan, develop, document and implement plagiarism, cheating and authentication policies and strategies to ensure that student work completed is the student's own and completed without undue assistance from another person
- Keep assessment tasks, including tasks in development, out of reach, view and access of students until they are delivered
- Avoid storing assessment tasks on open school networks and unsecured media such as USB sticks where possible, and avoid sending assessment tasks by unsecured means such as emails
- Make sure that tasks are not recycled from one academic year to another to prevent student use of other student work from previous academic years, including previous tasks that were not returned to students
- Suitably modify commercially produced materials and publicly available materials to make sure the school can authenticate student work.

***Extensions of time:***

- Students who do not hand in a SAT on the due date because of acute illness or extraordinary family circumstances must provide written evidence (eg medical certificate, funeral notice, psychologist's report).
- Students receiving an extension must contact their classroom teacher and work together to document a work plan which will specify exactly what work is to be completed by the extended date, and where the work can be completed. This is to be documented as a Conversation in XUNO.

***Redeeming SATs:***

- A numerical mark is required to meet the outcome.
- Students will need to meet with their classroom teacher to discuss which outcomes in the SAT were not met, what they will need to do in order to satisfy the key knowledge and skills for that particular outcome, and where they are able to redeem the work. This needs to be documented as a Conversation in XUNO.
- Students will be able to redeem SAT tasks over specific scheduled periods of time organised by the classroom teacher. This needs to be documented as a conversation in XUNO.
- Students who are allowed to complete SAT tasks from home, as organised and documented by their classroom teacher must provide visual evidence of their work to their teacher by the due date discussed. This needs to be documented as a conversation in Xuno upon completion of the work.
- Students will be able to redeem SAT tasks in a room that is able to provide the appropriate learning resources if working on school grounds.
- Students must be supervised by their classroom teacher while completing SAT redemption tasks on school grounds.

## Assessment Conditions

School based assessment sessions in Senior School should be conducted according to VCE standards:

1. Students must not cheat or assist other students to cheat.
2. Students must not take any action that gives or attempts to give them or another student an unfair advantage in an external assessment.
3. Students must obey and observe all proper instructions or directions given by their supervisor.
4. Students attending an assessment may bring only materials and equipment approved for that assessment into the examination room.
5. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches during an assessment.
6. Students detected with any ICT device must, upon the direction of a supervisor, surrender that device for inspection by Senior Years Leading Teacher or Year Level Coordinator.
7. Students must not bring into or possess in the examination room any drinks or food.
8. Bottled water is permitted in the examination room if it is transparent with no labels
9. Students must not communicate with any other student while the assessment is being conducted.
10. Students must not cause any nuisance, annoyance or interference to any other student during an assessment.
11. Students must not remove any examination material, used or unused, from the examination room.
12. Students must not begin to write or mark their response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
13. Students must raise their hand if they wish to communicate with a supervisor.
14. Students must not leave their place until permitted by a supervisor.
15. Students must cease writing when instructed to do so by a supervisor.
16. Students must remain silent and seated in their place at the end of the assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room

***Teachers who believe that a breach of rules has occurred in a school based assessment must report the incident to the Senior Years Leading Teacher or relevant YLC and document the incident on XUNO under "Misbehaviour" immediately. The VCE team will then conduct an investigation into the allegation. and arrive at a decision on the outcome .***

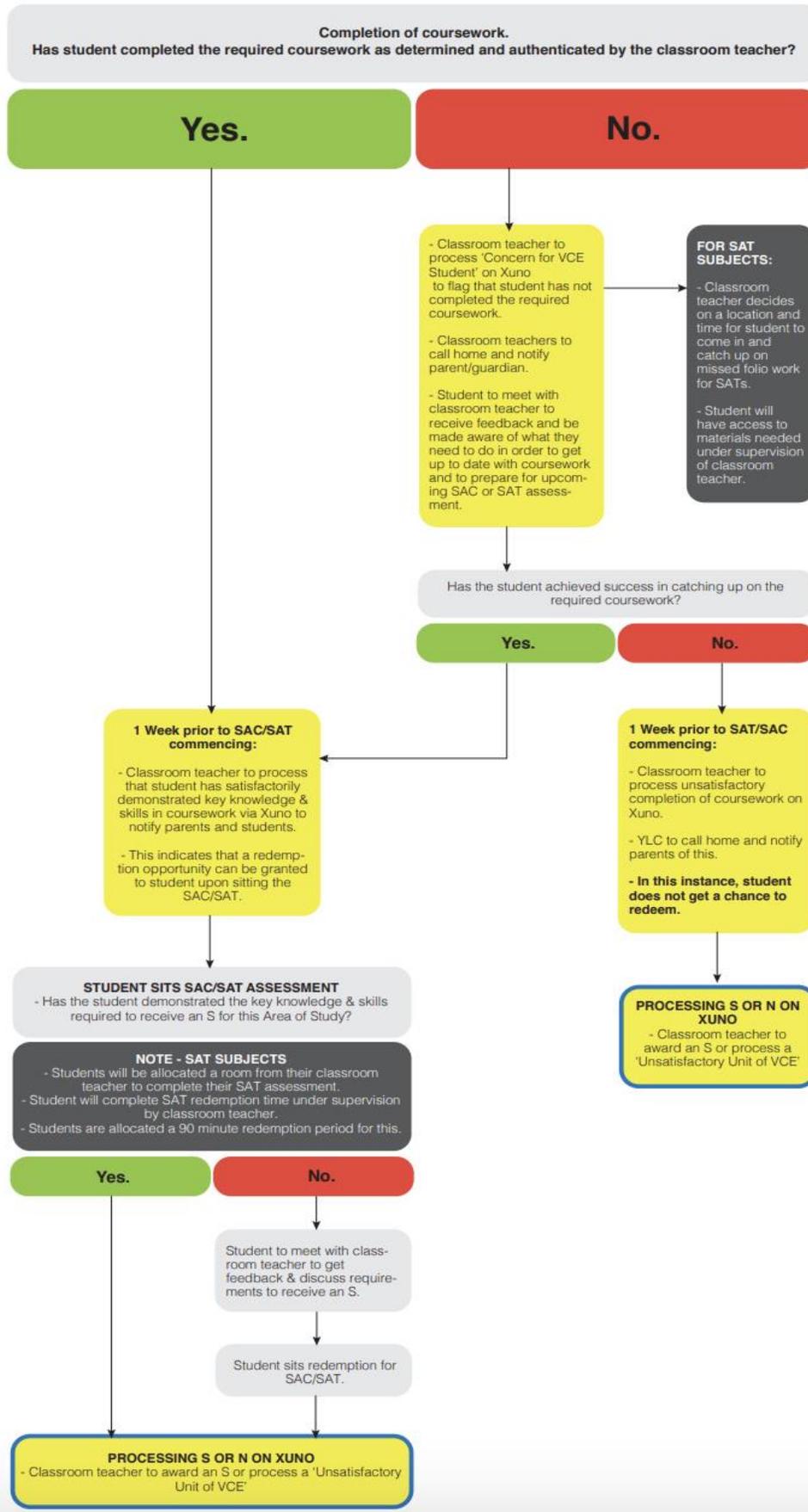
## VCE SAC Reschedule/ Redemption

To satisfactorily complete an outcome, students will be offered multiple opportunities within the learning program to demonstrate the required skills and knowledge. Students then sit the SAC/SAT for a level of achievement and for a satisfactory (S) or unsatisfactory (N) result. If a student does not achieve success on the SAC/SAT but has shown a commitment to their studies by completing the coursework as determined and authenticated by their classroom teacher, they will receive one opportunity to redeem the SAC/SAT for a satisfactory result. If a student has not engaged with the multiple opportunities through coursework and has not passed the SAC, a redemption opportunity will not be offered, and the N result will be final.

Please note:

- Any additional work completed in redemption will not alter the original mark received.
- The student will then have their SAC redemption scheduled for the next **Tuesday or Thursday after school** in the SAC Reschedule/ Redemption Class. If the student does not attend their redemption session but have an approved absence, their teacher will reschedule their session. If they do not attend and have an unapproved absence, they will receive an N for the outcome and an N for the Unit.
- If the redemption still does not meet the required standard for satisfactory completion, they will receive an N for the unit.

# VCE Redemption Procedure.



## Rescheduling a SAC

If a student is absent on the day of a scheduled SAC the teacher needs to determine if their absence is approved or unapproved. Please see the list on page 10 of examples of common approved and unapproved absences and follow the appropriate process below.

### ***Rescheduling SACs for Approved Absences***

*Staff need to:*

1. Check XUNO to confirm that the absence is a VCE Approved Absence.
2. Log students into “VCE SAC Redemption/ Reschedule” Section on XUNO by filling out the form. You can complete this form for multiple students by selecting “Show/Hide Additional student selection”.
3. Select the “Student” and “Parent” notification groups, click the arrow on the right of the “Save and Print” button and print a copy to attach to the SAC (you may also choose to hand a copy to the student). When you do this, an SMS message is sent to their parents and an email is sent to the students with details of their rescheduled SAC.
4. Place the SAC with the cover sheet attached in the folder in the Senior YLC Office before the morning of the SAC.
5. After the session, the SAC will be placed in the subject teacher’s pigeon hole with the attendance indicated on the cover sheet.
  - If the student attended the SAC Reschedule, their SAC is marked and they receive a result.
  - If the student did not attend the SAC Reschedule and the absence is approved, they may reschedule again. Go into XUNO and select “Closed (Reassigned)” and reassign the SAC.
  - If the student did not attend the SAC Reschedule and the absence is unapproved, they receive a 0 for the SAC and follow the SAC Redemption Process on pages 8-9.

### ***Rescheduling SACs for Unapproved Absences***

*Staff need to:*

1. Check XUNO to confirm that the absence is a VCE Unapproved Absence.
2. Inform the student and parent that they have received a 0 for this SAC but need to sit redemption to achieve an S
3. Follow the SAC Redemption Process on pages 8-9.

## Unsatisfactory Unit of VCE

- If a student has not achieved an S for an Outcome, parents need to be notified via phone call and this needs to be documented on XUNO under “Parent Correspondence”.
- After this phone call, staff need to document this under “Unsatisfactory Unit of VCE” on XUNO and fill out the form appropriately
- Select “Year 11/ 12 Notification group”, “Parent” and “Student” Notification groups. An email will then be sent to these groups with the letter attached.
- If a student receives an N for another outcome in the same Unit, edit your previous entry for that student under “Unsatisfactory Unit of VCE” by ticking the additional outcome number.
- Ensure that this N is documented clearly on the VASS forms distributed by the VASS Coordinator and on the ESC Semester Reports.

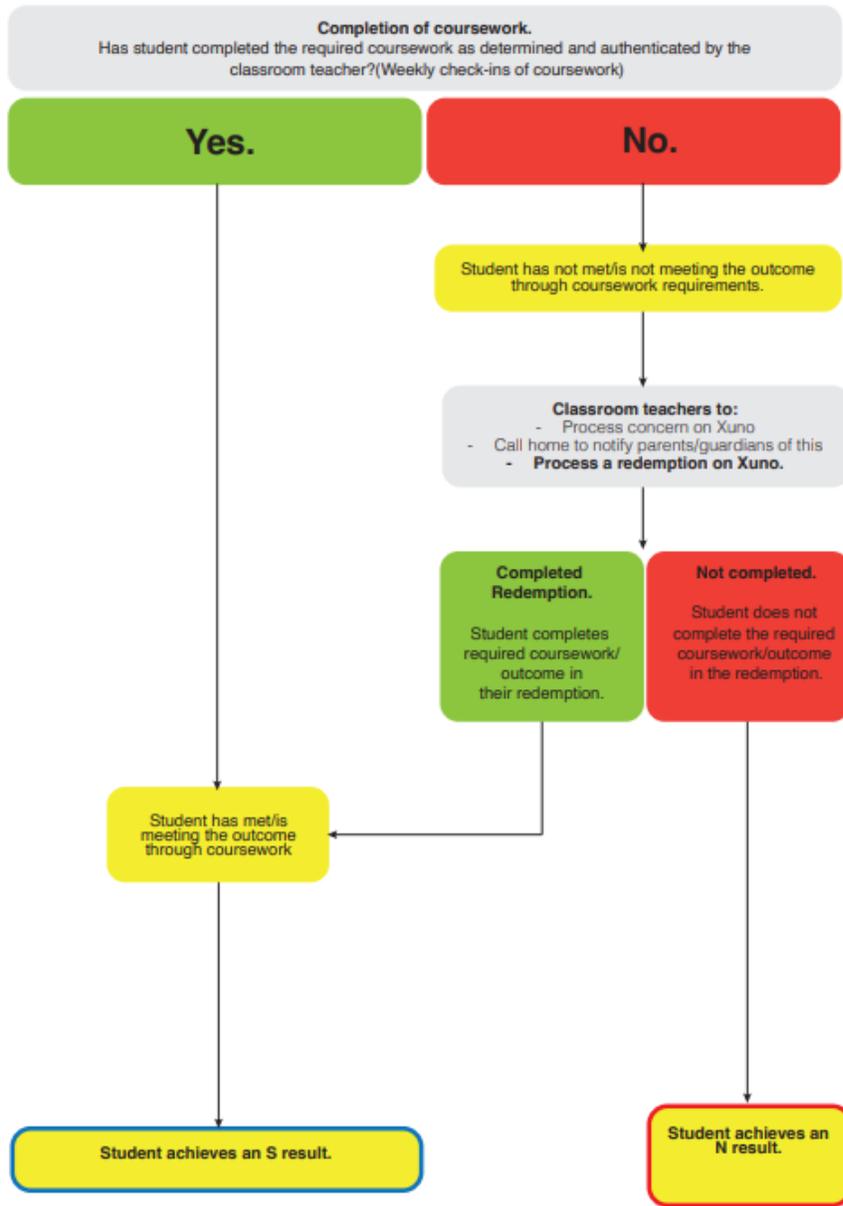
## VCE VM Redemption

To satisfactorily complete an outcome in VCE VM, students will be offered multiple opportunities within the learning program to demonstrate the required skills and knowledge surrounding school-based assessment opportunities, including projects and practical assessments. Students need to meet weekly check-ins of key tasks to demonstrate the key knowledge and skills. If the student does not meet these deadlines and/or the work they submit cannot be authenticated, they will be required to attend redemption. If a student does not engage with the redemption process, an N result will be issued.

Please note:

- Any additional work completed in redemption will not alter the original mark received.
- The student will then have their SAC redemption scheduled for the next Tuesday or Thursday after school in the SAC Reschedule/ Redemption Class. If the student does not attend their redemption session but have an approved absence, their teacher will reschedule their session.
- If the redemption still does not meet the required standard for satisfactory completion, they will receive an N for the unit.

# VCE VM Redemption Procedure.



## Attendance Policy and Procedures

### ***Senior school staff members' role in monitoring attendance:***

- Monitor students' attendance rate in your subject as a 90% attendance rate is required to receive an S for VCE Units.
- Be familiar with the difference between VCE Approved and Unapproved absences (please see table on page 10) and how this will be communicated on XUNO
- Ensure that students who are absent for a SAC provide a medical certificate and refer to our SAC Reschedule/ Redemption Policy on pages 7-9.
- Ensure that the student is not absent during the day and then presents for an after school SAC. This is a breach of rules and must be communicated to the relevant team
- VCE students cannot have more than 5 unapproved absences per unit and a total of 10 absences (approved and unapproved) per unit.
- Keep in touch with students via XUNO or email when they are absent
- Flag students whose absences have impacted upon their ability to make progress in the subject in the Interim and Progress reports
- Please call home if students are at risk of not satisfying attendance requirements for your subject and document on XUNO under "Parent Correspondence"
- Students are supported in redeeming time to reach the attendance requirements. However, 50 hours of class time is required to achieve an S in a VCE Unit regardless of time redeemed by the student.
- If a student has not met the school's attendance policy, the school can choose to assign an N result for the unit.
- Ensure that a student has not been absent during the day and then presented for your after school SAC. If this is the case, please flag it with the year level team as it is a breach of rules

VCE Approved reasons for absence <i>On XUNO this absence will be titled "Medical" when the Senior Attendance Manager receives appropriate documentation.</i>	VCE Unapproved reasons for absence <i>On XUNO this absence will be titled "Illness" or "Unexplained" or "Parent Choice"</i>
Illness (medical certificate required)	Driving lessons
Funeral (notice from paper and note from home required)	Personal issues (without further explanation)
Year 12 Examinations (for those in Year 11)	Family commitments (including extended holidays)
Medical/dental appointments (which cannot be arranged out of class time, medical certificate required)	SAC / SAT preparation or completion of work due in other subjects (see breach of rules policy)
Court appointments and counselling (letter from the court required)	Part time work commitments
College/State/National representation in sport (if outside school, letter from coach is required)	Sleeping in or missing the bus/car or bike breakdown
License testing (one attempt only and receipt required)	Supporting upset friends or timetable mix-ups
Religious observation (key calendar date)	Centrelink appointments

## Concern for Senior School Student

It is the responsibility of staff to document any concerns that they have about a student's ability to achieve an S for their subject. This includes concerns in the areas of **coursework, assessment, attendance and behaviour. This policy must be followed as per our redemption flowchart.**

If you have a student that fits this criteria, please follow these recommendations:

- Discuss your concerns with the student and support them in reflecting on their progress.
- Discuss your concerns with the relevant year level team
- Contact parents via XUNO or phone call to discuss your concerns and suggest ways they can support their child.
- Log students into catch-up class at lunchtimes to support them to complete the required work
- Encourage participation in Study Hall, Tutoring program and Homework Club.
- Use the SWPBS reflection process if there are behavioural concerns
- Flag students you are concerned about in the Interim and Progress Reports.

**Document your concerns on XUNO under *Conversation, Parent Correspondence, Misbehaviour* and *generate a Concern for VCE student/ 7-10 student on XUNO.***

## ***VCE Best Teacher Practice Guidelines***

At Epping Secondary College, we are committed to creating and maintaining a culture that supports VCE students in their learning and embeds the pursuit of excellence. This document endeavours to provide guidelines for a consistent approach to the delivery of VCE Units by outlining *best teacher practice*. These guidelines are categorized under the following headings and are expected of all staff who work with VCE students at our college.

### ***Curriculum and Planning***

- Plan and document curriculum on relevant learning area platform(One Note/Google Drive
- Upload SAC dates on XUNO at the beginning of the school year
- Make coursework requirements explicit at the beginning of each unit and reinforce these requirements by regularly recording coursework completion throughout the semester.
- Respond to the needs and learning of the classroom so that resources and activities may be differentiated in their classes.
- Use ICT resources to allow student access to learning materials prior to class: e.g. XUNO Lesson Plans, Edmodo, Google Docs, and Microsoft Teams etc.
- Provide and explain Learning Intentions and Success criteria at the beginning of each lesson and consistently throughout pedagogical practice

### ***Exam practice and preparation***

- Embed practice exam questions into classes at the end of each Key Knowledge and Key Skill
- Provide substantial exam practice material and past VCAA exams to students
- Explicitly teach and model the comprehension of exam style questions including command terms and mark allocations
- Explicitly teach and model exam strategies such as structing responses and time management

### ***Providing Quality Feedback***

- Provide models and samples of high/medium/low work
- Differentiate feedback to cater to each individual student's ability and knowledge
- Provide sample answers to students during assessment reflections
- Include an opportunity for SAC reflection and feedback in a timely manner
- Provide positive and reinforcing feedback to promote a positive mindset and motivation
- Provide constructive feedback to allow for growth and future improvements

### ***VCE Data***

- Review and respond to VASS Data
- Engage in professional and collegiate discussion using VCE data to effectively evaluate teaching practice and to inform curriculum and assessment development

### ***Supporting students' study skills and habits***

- Be clear about the equipment needed for each class
- Model positive learning practices such as punctuality to classes and returning work in a timely manner
- Embed practices of effective note-taking into classes
- Explicitly teach effective study strategies
- Provide scaffolded study material to students

### ***Subjects with multiple classes***

- Moderate SACs to establish an accurate rank for the subject eg. blind cross-marking
- Plan and collaborate with colleagues on a regular basis
- Ensure the due date for coursework is determined by and agreed upon by all teachers
- Ensure consistency of course content by meeting regularly and following unit outline
- Ensure SACs across multiple classes are run on the same day where possible or in the same week

### ***Ensuring continuous/consistent completion of coursework and homework***

- Provide an appropriate amount of homework allowing time for students to revise and study
- Encourage the use of a study timetable and planner
- Follow up students who have not completed assigned homework and document conversations on XUNO
- Offer support strategies to students to complete required work
- Contact parent(s) to discuss lack of coursework and offer support strategies

### ***Student Wellbeing***

- Develop effective and positive relationships with students
- Engage students in ways that promote a positive and growth mindset
- Discuss individual student's wellbeing concerns with the Year Level Coordinator or Senior Years Leading Teacher or make referrals via XUNO to the student wellbeing team
- Ensure important conversations with students are documented on XUNO
- Reinforce and support students in strategies to promote positive thinking

### VCE teacher's checklist 2023

This table will assist VCE teachers to identify key processes and practices that support the effective delivery of the VCE, including the VCE Vocational Major. "

<b>VCE study development and delivery</b> Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs.		
1	In developing a course of study, I have: <ul style="list-style-type: none"><li>• used the current study design</li></ul>	

	<ul style="list-style-type: none"> <li>• selected a text from the current text list, where applicable</li> <li>• prepared a range of tasks that enable students to             <ul style="list-style-type: none"> <li>○ develop the listed knowledge and skills</li> <li>○ demonstrate the listed outcomes.</li> </ul> </li> </ul>	
2	Where a student has been identified as needing special provision for classroom learning and school-based assessment, I have liaised with the VCE coordinator.	
<p><b>Satisfactory completion</b></p> <p>The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes.</p>		
1	I have explained clearly the work a student must do to achieve an S for a unit and the conditions under which the work is to be done.	
2	I separate S and N judgments from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student's overall performance on a combination of set work and assessment tasks related to the outcomes.	
3	I have provided students with opportunities (including additional opportunities, where appropriate) across the learning program to develop and demonstrate the key knowledge and skills required for the outcomes of the unit.	
4	Where the work submitted by the student does not demonstrate the outcome, I have considered other work, including class work, homework, additional tasks or discussions with the student, that demonstrate their understanding of the outcome, when making an informed decision on whether an outcome is met.	
5	In the case of lost or stolen work, I retain a written statement explaining the circumstances.	
6	I know the school-based process to delay satisfactory completion and apply it where appropriate.	
<p><b>School-based assessment</b></p> <p>School policies and procedures, including the conditions and rules under which school-based assessment will take place, must be communicated to students and parents at the beginning of the academic year or when a student enrolls in any VCE unit at the school.</p>		

1	To the best of my knowledge, the school-based assessment I deliver does not include any existing commercially produced, publicly available school-based assessment material, nor have I included previous year's school-based assessment. Where I have used existing resources to create school-based assessment it has been suitably modified to make sure I can authenticate student work.	
2	I use the <b>Authentication Record for School-based Assessment</b> form (or similar) to monitor and record student progress on school-based assessment work conducted outside of class time.	
3	I have not marked or provided comment on any draft submitted for school-assessed coursework unless it is a requirement of the VCE study design and/or for authentication purposes.	
4	When assessing student work, I use performance descriptors or an assessment rubric/marking guide.	
5	If there is more than one class in my study, I follow the internal school practices regarding cross-marking and/or internal moderation.	
6	After assessment is submitted and marked, I follow school-based procedures in relation to the provision of feedback to students.	