

# Year 12 VCE Teaching and Assessment Policy

## RATIONALE

St Albans Secondary College is committed to implementing high quality teaching, feedback and assessment practices to support students in their learning and to maximise their opportunity for achievement. This policy supports a consistent approach to the delivery of Unit 3 & 4 courses and further improvement in VCE results.

## GUIDING PRINCIPLES

The satisfactory completion of VCE is a major pathway to further studies, and/or work. It is the role of the teacher to create a culture of high expectations and success, and to enhance and develop effective relationships and learning environments which support and promote the most successful outcomes for each student.

## IMPLEMENTATION

### LEARNING ENVIRONMENT

- Provide a supportive learning environment for all students. It is the right of all students to learn and of all teachers to teach. All students are expected to be focussed on work and on achieving their best. Any behaviour which is not in the spirit of the Student Management Policy and which interrupts learning for others is not acceptable.
- Establish learning classrooms. Visual displays of academic vocabulary, subject specific posters, glossaries, pictures and diagrams are to be displayed in all VCE classrooms.
- Create a culture of high expectations. Expect and accept only high quality work and acknowledge and reward student effort.

### HIGH QUALITY TEACHING PRACTICE

- Provide classroom instruction within the context of the schools instructional model
- Demonstrate active and explicit teaching of course content using a variety of resources and teaching strategies to engage and motivate students to achieve their best.
- Ensure student work and SACS are corrected and returned to students within a reasonable time frame.
- Provide students with detailed feedback on how they can improve.
- Provide study skill activities within the context of the particular subject. Incorporate advice regarding study techniques that are specific to each subject into the delivery of all courses eg. note making, summarising
- Analyse VCE data to evaluate results and inform the planning of the course.
- Complete the Unit 3 and 4 course by Week 8, Term 3, to allow for an effective revision and exam preparation period.
- Collaborate with teachers of the same subject, subjects that inter-connect, and teachers of Year 11 to ensure consistency, sequencing of skills and knowledge and appropriate scaffolding.
- Attend the Senior School VCE teacher meetings to discuss issues related to students, courses, assessments.
- Review and update course documentation on the electronic VCE template in Term 4 for the following year.
- Consult with and book additional lunchtime and afterschool classes as required, with the VCE Learning coordinator who will ensure a fair distribution of classes in the available time.
- Adhere to the college's Excursion and End of Semester Policies in planning activities that impact on students missing other classes.
- Monitor student progress and attendance. Student attendance must be 90% and progress needs to be satisfactory.
- Provide timely information regarding any concerns to the Sub School Team via SAMS, at Senior School teachers' meetings, or through individual discussions.

- Provide frequent exam practice. Exam preparation is an essential element in all courses and in supporting students to achieve the best possible study scores & ATAR. Students must have access to past exam questions and sample answers in class on an ongoing basis from the start of each year.
- Prepare and mark a practice exam conducted in the September school holidays.
- Leave work with students (or electronically) for known absences. The College will cover Year 12 classes when a teacher is absent for more than 3 days.
- Implement a rigorous orientation program.

## SACS AND ASSESSMENT

- Ensure that students have frequent, graded assessment practice in addition to SACs throughout the course of the year. This may take the form of topic tests, short answer questions and extended written pieces.
- Set SACs in accordance with the requirements of the VCAA study design. Every SAC should reflect the rigour and challenge of the final exam.
- SACs conditions must mirror the conditions of the final VCE exams. Students should be supervised at all times and should not be allowed to leave the classroom during the duration of the SAC. No electronic devices or large pencil cases should be permitted.
- A VCE SAC Calendar will be produced by the VCE Learning Coordinator in December for the following year, and will be published to staff, students & parents via SAMS and the school's website.
- Ensure that students who are absent for a SAC provide a medical certificate. This must be sighted by the classroom teacher and then submitted to the Level Coordinator. **A SAC Rescheduling** form needs to be completed and signed for a new SAC date to be set. (Refer to the VCE Handbook for further information).
- Provide Progress reports each term as per school requirements. Other individual progress reports may be required according to the needs of the Level coordinator, parent, teacher or student.
- Moderate SACs to establish an accurate rank for the subject, and meet with the VCE Learning Coordinator to review ranking.

## SUPPORT

Participate in meetings with the VCE Learning Coordinator:

- to review & discuss VCE data (Term 1)
- to review ranking (Term 2 & Term 3)
- for course review & SAC scheduling (Term 4 for the following year)
- for professional learning as required

Access support and assistance as required.

This may include:

- Sub School Leader and Year Level Coordinators
- VCE Learning Coordinator
- Staff Development / Teaching & Learning Coordinator
- Learning Area Coordinators( LAC)
- Other staff within the faculty
- VCAA website
- Subject associations
- Networking with teachers from other schools.
- Professional Development
- Staff must consult with the relevant LAC and Senior Sub School Leader prior to any contact with VCAA (Student Services Division).

## EVALUATION

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in...	September 2016
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