

Year 12 VCE & VPC Teaching & Learning Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact a Coordinator or the General Office.

RATIONALE

St Albans Secondary College is committed to implementing high-quality teaching, feedback, and assessment practices to support students in their learning and maximise their opportunities for achievement. This policy provides a consistent framework for the delivery of Unit 3 and 4 courses and aims to enhance student outcomes across the Victorian Certificate of Education (VCE), including the VCE Vocational Major (VCE VM), and the Victorian Pathways Certificate (VPC).

GUIDING PRINCIPLES

The satisfactory completion of Units 3 and 4 of the VCE or VPC provides a pathway to tertiary education, vocational training, apprenticeships, and/or employment. Teachers play a vital role in fostering a culture of high expectations and achievement, while developing effective relationships and learning environments that support and promote successful outcomes for every student.

IMPLEMENTATION

This policy should be read in conjunction with the most up-to-date copies of the St Albans Secondary College Assessment and Reporting Handbook, the Victorian Curriculum and Assessment Authority's (VCAA) VCE Administrative Handbook and VCAA's VPC Administrative Handbook.

Learning Environment Expectations

Teachers will:

- structure classrooms to support learning, including visual displays such as academic vocabulary, subject-specific posters, glossaries, diagrams, and other relevant materials.
- ensure that students remain focused on their learning and adhere to the school's values, CPR Framework and the College's Behaviour Matrix. Instances of student misbehaviour are to be managed in accordance with the school's Student Management Policy.
- maintain high expectations for all students, requiring high-quality work and acknowledge effort and achievement.
- create a learning environment that promotes academic rigour, self-regulation, and effective study habits expected at the senior level.

High Quality Teaching Practices

Teachers will:

- deliver classroom instruction within the context of the school's instructional model - LATAR.
- demonstrate active and explicit teaching of course content using a range of evidence-based teaching strategies and resources to engage and motivate students to achieve their best.
- use differentiated teaching strategies to ensure all students are appropriately challenged and supported to meet the learning outcomes outlined in the VCAA study design.
- collaborate with teachers of the same subject and teachers of Year 11 to ensure consistency, sequencing of skills and knowledge and appropriate scaffolding. Where Year 11 and Year 12 students are taught together in a combined class by the same teacher, learning programs will be deliberately differentiated to meet the outcomes in the study design and accreditation standards of each year level. VCE VM and VPC teachers are expected to team teach where the timetable allows, working collaboratively to plan, deliver, and assess learning to ensure consistency, enable shared expertise and strengthen collective responsibility to improve student outcomes.
- attend the Senior Sub School teacher meetings, VCE VM & VPC/VCE teacher meetings and contribute to discussions when needed.

- review and update course documentation in the term prior, ensuring the Student Weekly Planner (SWP) and curriculum resources are current and available for students to access on Compass.
- analyse VCE and VPC performance data to evaluate student outcomes and inform strategic course planning and improvement.
- for VCE subjects, Units 3 and 4 should be completed by Week 8, Term 3 to allow sufficient time for effective revision and examination preparation. VCE VM and VPC subjects will require this time to prepare for their portfolio interviews.
- VCE VM and VPC Student Weekly Planners should be flexible to accommodate for practical project work, workplace learning, and community-based activities.
- incorporate study techniques specific to each subject into the delivery of all courses e.g. note-making, summarising or real-world applications.

Teacher Feedback

Teachers will:

- ensure student work and SACs are corrected, moderated and returned to students within two (2) weeks.
- provide students with detailed and practical written feedback on how they can improve.
- monitor student completion of classwork and homework. Provide timely intervention when students show signs of disengagement through targeted supports and discussions with the student. Notify the Year Level Coordinator with any ongoing or significant concerns.

Homework

Teachers set homework tasks, including practice exams, in line with the College's expectations, i.e. approximately 5.5 hours per subject per week. VCE VM does not have a fixed weekly homework requirement. Instead, students are expected to complete learning tasks as needed to demonstrate competency, meet subject requirements and submit tasks by published deadlines. At peak assessment periods, this may require additional work outside of class time.

Supplementary Classes

- Lunchtime, after-school and holiday classes may be used to: cover new course content, run SACs for multiple classes of the same subject and complete community projects (VCE VM & VPC)
- Teachers may have holiday classes as revision classes/workshops. Students will also be encouraged to attend these. These classes should not run during the timetabled practice exams. Holiday classes cannot be used to cover new content or run SACs (this may occur only under special circumstances and in consultation with the Principal Class)
- Teachers can book additional lunchtime and after-school classes as required through the AT/SAC Google Calander. Facilities and the General Office should be notified.
- Study periods are also available for teachers to work with students in small groups.
- Compulsory classes or practice exams cannot run during the study without teaching vacation (SWOTVAC) period. SWOTVAC is the designated period prior to external examinations allocated for student-directed revision, consolidation of learning and exam
- preparation, during which no scheduled teaching, compulsory classes or formal assessment should be conducted. Consultation and revision sessions with small groups and individual students, however, are permitted.
- All co-curricular activities must comply with the College's excursions and end-of-semester arrangements, particularly regarding student absence from other classes. Excursions involving senior students are not to be scheduled in Term 4, where possible.

Student Attendance

Teachers and Year Level Coordinators will:

- monitor student attendance, with a target of 90% attendance. Any concerns regarding attendance will be reviewed on a case-by-case basis in consultation with the Year Level Coordinator. Where needed, an Attendance Improvement Plan may be used by the Senior Sub School to support students to improve their attendance.
- ensure that work is available on Compass for students with extended absences due to medical or emergency leave, and clearly listed on the Extended Absence Learning Plan, where appropriate.

Teacher Attendance

Teachers are expected to leave work with students, or provide the work electronically e.g. on Compass, for known absences, where possible. The College will cover Year 12 classes when a teacher is absent for more than three (3) days.

Communication

Teachers will provide timely information regarding any attendance, academic, wellbeing or progress concerns to the Senior Sub School through individual discussions or posts on Compass. Teachers should discuss any ongoing or significant concerns regarding student wellbeing in person with the Year Level Coordinator and follow up with a Compass post.

Practice Exams

For subjects with exams, teachers are to provide frequent exam practice. Exam preparation is an essential element in all courses and in supporting students to achieve the best possible study scores and ATAR. Students must have access to past exam questions and sample answers in class from the start of each year.

Teachers should:

- provide at least six (6) practice exams for students to complete leading up to the exams.
- prepare and mark practice exams conducted in the June and September school holidays. Compensation of a day-in-lieu is available in Term 4 at a mutually agreeable time.

Year 11 into Year 12 Orientation Program

- Teachers should implement a rigorous Orientation Program and set holiday homework.
- The first Common Formative Task (CFT) should be given during the orientation period, with results provided to the Senior Sub School prior to the end of the term.
- Orientation homework should be checked in the first two (2) weeks of Term 1.

Assessment

School Assessed Coursework (SAC's) for VCE Students (Not Including VCE VM)

Teachers to:

- set SACs in accordance with the requirements of the VCAA study design.
- ensure every SAC reflects the rigour and challenge of the final exam.
- conduct SACs under conditions that mirror the final Units 3/4 exams.
- ensure students are supervised at all times. Students are not permitted to leave the classroom during the SAC. No electronic devices or unauthorised resources are allowed, and
- only essential stationery may be on the desk. Pencil cases and water bottles must be completely transparent.
- ensure 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.
- enter SAC dates and times into the AT/SAC Google Calander provided by the Sub School at the commencement of each unit.
- provide progress reports with assessment results each term as per the Assessment and Reporting Handbook. Other individual progress reports may be required according to the needs of the Year Level Coordinator, parent or student.
- moderate SACs to establish an accurate rank for the subject and meet with the VCE Learning Coordinator to review ranking.

Determining Satisfactory Completion of VCE (Excluding VCE VM)

Teachers are responsible for determining whether students have satisfactorily completed a VCE unit. This decision must be based on a holistic judgement of the student's overall performance, considering both set work (learning activities) and assessment tasks, as outlined in the relevant study design. Teachers are expected to provide students with multiple opportunities across the learning program to develop and demonstrate the key knowledge and skills required to achieve the unit outcomes.

S(Satisfactory): Awarded When the Student:

- Produces work demonstrating achievement of the unit outcomes.
- Submits work that is clearly their own.
- Meets the assessment criteria as described in Sections 3.6 to 3.8 of the Assessment and Reporting Handbook.

N(Not Satisfactory): Awarded When One or More of the Following Occur:

- Work does not demonstrate achievement of the unit outcomes.
- The student fails to meet school-based assessment deadlines, including any approved extensions or special provisions.
- Work cannot be authenticated, for example, due to inadequate attendance.
- There is a substantial breach of VCAA or school rules or procedures.
- Does not meet the assessment criteria as described in Sections 3.6 to 3.8 of the Assessment and Reporting Handbook.

For VCE units, teachers make two separate judgements:

1. S/N for each outcome.
2. Level of achievement, which contributes to the study score and ATAR calculation.

VCE VM Assessment

Teachers are to:

- design assessments to demonstrate practical skills, transferable skills and applied knowledge, in line with the VCAA Study Designs.
- ensure assessment is grounded in VCAA's 5 Pillars of Applied Learning

Determining Satisfactory Completion for VCE VM, VPC and Vocational Education and Training

VCE VM and VPC units are assessed only for satisfactory or not satisfactory completion and do not contribute to ATAR calculation.

S(Satisfactory): Awarded When the Student:

- Produces work demonstrating achievement of the unit outcomes.
- Submits work that is clearly their own.

N(Not Satisfactory): Awarded When One or More of the Following Occur:

- Work does not demonstrate achievement of the unit outcomes.
- The student fails to meet school-based assessment deadlines, including any approved extensions or special provisions.
- Work cannot be authenticated, for example, due to inadequate attendance.
- There is a substantial breach of VCAA or school rules and procedures.

Teachers must provide multiple opportunities for students to demonstrate knowledge and skills before making an S or N judgement.

VET Unit of Competencies (UoCs) are reported as 'competent' or 'not yet competent'. Students will receive an S for a UoC if they have been assessed as competent in that unit. The student's Registered Training Organisation (RTO) is responsible for determining final assessment results.

Plagiarism and Cheating

Teachers to:

- clearly communicate to students at the start of each unit the expectations for academic integrity, including proper referencing, citation, and independent work.
- teach students strategies for avoiding plagiarism, including paraphrasing, summarising, and correctly citing sources.
- provide explicit instruction on the ethical and unethical applications of Artificial Intelligence (AI), emphasising its role in supporting learning and the consequences that arise from inappropriate use.

- actively supervise all CFTs, SACs and exams to prevent cheating. Ensure that students do not have access to unauthorised materials or electronic devices.
- notify the Senior Sub School of any breaches. Consequence for plagiarism or cheating will result in a 0 grade for the CFT, SAC or exam, which may impact the student's global unit result.

Supports for Students

Special Provisions

Students who require special provisions are provided with appropriate support in accordance with VCAA guidelines. These arrangements are designed to provide equitable access to assessment for students with verified learning needs, disabilities, or medical conditions.

Special arrangements may include, but are not limited to, extra time, rest breaks, separate supervision or the use of assistive technology. All arrangements must be formally approved by the Senior Sub School Leader and documented according to VCAA procedures. Students must submit any required documentation, such as medical certificates or specialist reports, in advance to allow sufficient time for arrangements to be implemented.

Redemption

- Students may encounter challenges in meeting assessment standards. Where appropriate, students may be offered opportunities for redemption to demonstrate their learning. Redemption opportunities must be made in consultation with the teacher, Year Level Coordinator and VCE Learning Coordinator.
- Redemption may take the form of a revised SAC, practice exam or other task as determined appropriate by the teacher, Year Level Coordinator and VCE Learning Coordinator.
- A student may only complete a redemption task for reconsideration to redeem an N to an S outcome. Students may not resubmit a school-based assessment task to improve an initial school-based assessment score.

Extensions & Reschedules

Students who are absent for a SAC due to illness must provide a medical certificate. An AT/ SAC Extension and Reschedule form needs to be collected from the Senior Sub School, completed and signed for a new SAC date to be set. Rescheduled SACs will be conducted after school and will be fully supervised. Teachers must follow standard exam procedures when preparing rescheduled SACs. This includes arranging a paper bag labelled with the student's name, class, date and time of the rescheduled SAC, authorised materials, and a photograph of the student. The rescheduled SAC must then be submitted to the Senior Sub School for processing by 1:30pm the day before the reschedule. A maximum of two (2) reschedules or extensions per semester with a medical certificate will be accepted, except in special circumstances. Students who miss an assessment must sit the reschedule within three (3) days of the original assessment date, where possible.

Support for Teachers

Year 12 teachers will be supported to complete at least one hour of approved professional development focused on teaching and learning within the VCE or VPC. They are encouraged to engage with approved external professional learning providers and curriculum bodies, including VCAA and subject-specific associations.

VCE teachers (excluding VCE VM) are also required to participate in scheduled meetings with the VCE Learning Leader to support accountability, consistency, and continuous improvement, including:

- Term 1: Review and discussion of VCE performance data
- Term 2 & Term 3: Review of SAC and assessment ranking
- Term 4: Course review, SAC scheduling and preparation for the following year.

VCE VM and VPC teachers will receive ongoing support from the Vocational Education Leader, as required. This support will be provided through classroom visits, VCE VM meetings and continuous consultation on student needs, curriculum, assessment and program delivery.

Additional Internal Supports

Staff Development Team – for professional learning, capability building, and instructional support.

Teaching and Learning Leader – for guidance on pedagogical approaches, curriculum planning, and whole-school instructional practices.

Diversity Inclusion (DI) and Wellbeing Teams – support with individual student needs and adjustments.
Learning Area Leaders (LALs) – for subject-specific curriculum support, moderation and assessment planning.

Faculty Staff – for collaborative planning, resource sharing, and team-based practice.

External Supports

Victorian Curriculum and Assessment Authority (VCAA) – for accredited curriculum, study designs, assessment advice, and updates. Staff must consult with the relevant Learning Area Leader (LAL) and Senior Sub School Leader prior to any contact with VCAA.

Subject Associations – for professional learning, resources, and best-practice teaching strategies.

Networks and Professional Learning Communities – including collaboration with teachers from other schools to share practice and strengthen program delivery.

POLICY REVIEW AND APPROVAL

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| Policy last reviewed | February 2026 |
| Consultation | |
| Approved by | School Council |
| Next scheduled review date | February 2029 |