



## HUME CENTRAL SECONDARY COLLEGE STUDENT SATISFACTORY COMPLETION POLICY

### POLICY RATIONALE

For teachers to support students to achieve learning outcomes through:

- Communication of assessment related information to students
- Making consistent judgements about the level of student achievement
- Qualitative and quantitative descriptions of a student's performance
- Providing timely feedback to students to assist them in improving their level of achievement
- Formative (hurdle tasks, homework tasks and common formative assessment tasks) and summative assessment (common assessment tasks)
- Providing an additional opportunity for students to demonstrate the required skills and knowledge via the provision of additional opportunities for students to demonstrate required knowledge, understanding and skills.

### POLICY PURPOSE

- To provide an effective communication infrastructure across the College for all assessment related matters (including types of assessment, different modes of feedback used by teachers in communicating with students about their learning progress throughout the learning cycle; the use of student evidence and rubrics in determining the level of student achievement; the level of progress expected within a given period of learning)
- To inform students, parent/guardians and teachers, Victorian Curriculum Assessment Authority (VCAA) and Department of Education and Training (DET) requirements for implementation
- To provide a consistent process for award of student 'satisfactory completion' for teachers
- To prove equity in consistent decision making about the level of student achievement.

### POLICY COMPONENTS

The assessment policy is broken into four components:

- Assessment opportunities: addressing the opportunities which may be provided to students in order for them to demonstrate progress and achievement**
- Feedback: regarding how and when students may receive feedback about their progress**
- Determining student achievement: addressing the means by which teachers form judgements about a student's level on the learning continuum**
- Expected academic progress: with regards to the monitoring of outcomes/units and promotion of students.**

### I. ASSESSMENT OPPORTUNITIES

Students at Hume Central Secondary College will, within a learning program, have multiple and varied opportunities to demonstrate learning and achievement. These assessment opportunities are documented through **unit planners** documented and stored in Google Drive and may consist of:

- Hurdle tasks (learning tasks that students are required to complete at a satisfactory level prior to SACs/CATs to qualify for an S in unit of work; these learning tasks build students' skills and knowledge in preparation for SACs/CATs; in VCE they are a coursework requirement to demonstrate achievement of a set of outcomes)
- Common formative assessment asks or CFATs (learning tasks designed to enable students to test their skills and knowledge and receive feedback on their learning so far)
- Common assessment tasks or CATs (designed to gauge to what extent the student can demonstrate the learning goals)
- School assessed coursework or SAC (score based assessment designed to gauge the level of achievement of a set of outcomes as specified in the VCE study design).

Consistency with regard to the summative assessment task for each unit is expected across all classes. At times, modifications to the task may be necessary however, in order to cater for students with additional learning needs who are placed on an Individual Learning Program at the start of the year. At years 11 – 12, summative assessment tasks/SACs will not be modified for students with additional learning needs, however special provisions (such as time extensions) will be made.

### II. FEEDBACK

Throughout a unit of work and across a semester, students will receive feedback on their progress and achievement. Feedback needs to be timely, in that it is useful to the student in setting goals for their learning and moving their learning forward. It should also be specific; in that it informs the students about what they have done well and what they need to do to improve with regard to their skills and knowledge. Rubrics will be used to provide qualitative and quantitative feedback. Modes of feedback include but are not limited to:

- One on one conferencing
- Whole class discussion about common errors and misconceptions
- Anecdotal, 'on the spot' verbal feedback
- Written comments on the task or in Compass
- Rubrics
- Peer-assessment
- Self-assessment



### III. DETERMINING STUDENT ACHIEVEMENT WITH REGARDS TO:

#### Assessment tasks

The level at which a student has demonstrated achievement on an **assessment task** is determined by examining the evidence they have produced and matching the evidence to descriptors on a **rubric or marking scheme** which represent different levels of achievement of the learning goals. The learning goals are derived from the relevant curriculum standards and therefore, the rubric allows the teacher to determine the level demonstrated by the evidence produced in response to the assessment task.

#### Progress reports – (Grade Point Average - GPA)

Parents and students will receive feedback on students' class work, effort and behaviour through the GPA progress reporting cycle. This will be identified on the College's term calendars and completed by teachers at least 4 times per semester. GPA reports are available to parents online through Compass.

#### Semester reporting

For the purpose of semester reporting, teachers will make a judgement to determine what level a student has achieved for each of the dimensions covered, by using a range of information collected across the semester including but not limited to:

- Levels achieved on relevant assessment tasks
- Learning tasks, including but not limited to hurdle tasks and common formative assessment tasks (CFATs)
- Observation of performance during classroom activities
- Victorian Curriculum levels descriptions

The summative assessment task for each unit carries the most weight with regard to determining achievement levels. It may not be possible for a teacher to accurately assess students who fail to complete assessment tasks due to medical or other circumstances. Where a student is unable to complete an assessment task due to medical reasons or other circumstances, arrangements must be made with the classroom teacher to complete the task after school within a week of the initial assessment. Please note that VCE students must comply with the VCAA regulations and the VCE Assessment Policy.

#### Attendance

Hume Central Secondary College requires that Year 7-12 **students attend 100%** of the College program. Students who fail to meet this requirement will jeopardise their chances of successfully completing units of study. In order to achieve an S for a unit, students must not have more than 5 unapproved absences. Family holidays during term time are not approved absences. Refer to the Attendance Policy for further details.

### IV. EXPECTED ACADEMIC PROGRESS

The College promotions policy outlines that making *satisfactory progress* is one of the factors to be considered by Student Engagement Committees (SEC) at each year level. Students are expected to show progression equivalent to that outlined in the national guidelines; one year's progress (one level) in one year. This will be demonstrated by the progress shown on semester reports (two per year). A student may be found to have made unsatisfactory progress if they are assessed as working below the expected level (in accordance with the Victorian Curriculum) and have not shown expected progression as stated above. This does not apply to students with additional needs who are placed on an individual education plan (IEP).

### IMPLEMENTATION

Assessment details for formative assessment tasks (CFATs), hurdle tasks and common assessment tasks (CATs) will be published by teachers and distributed to students.

- A VCE/VET/VCAL assessment task planner will be published by the Student Learning Area of the AIP and distributed to all staff and students.
- Details of common assessment tasks including criteria for VCE/VET and VCAL (School Assessed Coursework, School Assessed Tasks and Examinations) will be published by teachers and distributed to students that will:
  - enable them to use knowledge and skills developed during appropriate learning activities
  - enable adequate preparation through the inclusion of details of conditions under which assessment tasks are to be conducted
- Information about adherence to VCAA guidelines and requirements regarding satisfactory completion for VCE/VET and VCAL studies is provided in the VCE/VET/VCAL Assessment Policy and its Implementation Guidelines
- HCSC/Victorian Assessment Software System (VASS) reporting dates to be published and distributed to all staff at the beginning of the relevant semester.
- VCAA and HCSC examination timetables to be published and distributed to all staff and relevant students prior to the period.
- HCSC Orientation timetables to be published and distributed to all staff and relevant students prior to the period.

#### Documents to support this policy are:

- Hume Central Secondary College Attendance Policy
- Flowchart of processes to support implementation of the Satisfactory Completion Policy
- Satisfactory Completion Policy Implementation Guidelines
- Reporting Policy
- Verification of Authentication Rules Form.

Reference document – VCE and VCAL Administrative handbook 2021: [VCE and VCAL Administrative Handbook 2021 \(vcaa.vic.edu.au\)](http://vcaa.vic.edu.au)



### **Student progression to next year level – Year 7 to 8, 8 to 9 and 9 to 10**

In order to be considered for promotion to the next year level, students must satisfactorily complete at least 75% of subjects in which they are enrolled in order to be eligible for automatic promotion.

### **Student progression to next year level – Year 10 to 11 (VCE)**

In order to be considered for promotion to the next year level, students must satisfactorily complete 9 units:

- both semesters of English
- at least 1 semester of Mathematics
- at least 6 Specialisations

### **Student progression to next year level – Year 11 to 12 (VCE)**

In order to be considered for promotion to the next year level, students must satisfactorily complete 9 units:

- one unit of English
- at least 8 other Units

Eligibility reports on VASS will be accessed for students deemed 'at risk' of not being eligible to receive their certificate as indicated by the Student At Risk Form. The Student Engagement Committee (SEC) will liaise with the Parent/Guardian in order to agree about the appropriate pathway for the student.

### **VCAL REQUIREMENTS**

All VCAL studies are conducted under the auspice of the Victorian Curriculum Assessment Authority (VCAA). To be awarded the VCAL, students must successfully complete a learning program, which is designed to comply with the following credit requirements. It must:

- Be made up of 10 credits
- Include curriculum components from each of the following four VCAL curriculum strands:
  - (a) Literacy and Numeracy Skills
  - (b) Industry Specific Skills
  - (c) Work Related Skills
  - (d) Personal Development Skills.

#### ***Include:***

- a minimum of two VCAL units;
- in the Literacy and Numeracy Skills strand, curriculum components to the value of one credit for literacy and one credit for numeracy;
- in each of the remaining three strands, curriculum components to the value of at least one credit in each;
- curriculum components to the value of six credits at the level of the VCAL award, of which one must be for Literacy and one credit must be for a VCAL Personal Development Skills unit.

At the VCAL Intermediate and Senior levels, the learning program must include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand.

In order to be eligible for automatic promotion from Year 11 to Year 12, VCAL students must:

- achieve a satisfactory (S) result in 75% of the units studied within the calendar year.

## **STUDENT SATISFACTORY COMPLETION POLICY IMPLEMENTATION GUIDELINES 2021**

- The award of satisfactory completion for a unit is based on the teacher's judgement that the student has demonstrated achievement of the set of outcomes specified for the unit
- Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks
- Teachers will develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes through formative assessment tasks
- The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement determined by summative assessment tasks.

### **Hume Central Secondary College and VCAA Authentication Rules**

- Students should be clearly informed by teachers of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted
- Students must ensure that all work submitted for assessment is their own
- Students must not use unauthorised materials (e.g. notes, tables, charts)
- Students must not receive undue assistance from another person in the preparation/submission of work
- A student must not knowingly assist another student in a breach of rules.

#### ***Unacceptable forms of assistance include:***

- Use of, or copying, another person's work or other resources without acknowledgment
- Use of unauthorised electronic devices



**1. Publication of Formative/Summative Assessment Tasks and Marking Schemes:** Teachers publish assessment details and marking schemes for hurdle tasks (HTs), common formative assessment tasks (CFATs) and common summative assessment tasks (CATs/SACs/examinations) for all students. For hurdle tasks, the marking scheme may be a checklist, success criteria or rubric. All CFATs and CATs/SACs require a marking scheme/success criteria. The CFAT does not need to be assessed against all criteria which apply to the CAT/SAC.

**2. Judgement of Satisfactory Achievement:** The decision about satisfactory completion of learning outcomes (VCE/VCAL) or semester units of work (7-10) is based on the teacher's judgement of the student's overall performance on a combination of set learning tasks and assessment tools related to each outcome.

Hurdle Tasks (HTs), CFATs and CATs are considered essential course requirements. These learning tasks must be undertaken during class. Students should sign a declaration of authentication at the start of these tasks.

Students will receive multiple opportunities across the unit of work to demonstrate the required knowledge, understanding and skills. To be awarded an S for a unit, students must complete the majority of formative assessment tasks to a satisfactory standard.

It is expected that most students should be able to achieve an S for the unit/outcome prior to the summative assessment task (CAT/SAC). The summative assessment task (CAT/SAC) serves as the student's final opportunity to gain a satisfactory result for the unit.

**3. Feedback on Formative Assessment:** In assessing Hurdle Tasks at years 7-10, teachers will expect that students produce work consistent with their level of ability and their developmental stage. Teachers award S or N for the completion of a hurdle task to a satisfactory level and provide individualised feedback on strengths and areas for improvement. Ideally, this feedback should be provided during class time, to allow opportunities for clarification and discussion with students.

**4. Data Entry on Compass:** S/N results must be entered in the corresponding learning task on Compass in a timely manner. This process also applies to recording % for CFATs and CATs/SACs.

**5. Resubmission of Hurdle Tasks:** Where the initial result was N, teachers will provide opportunities (during class time) for students to apply feedback and resubmit that hurdle task (within a time frame of 4 lessons, or 10 days).

Students should be able to take advantage of teacher feedback to improve, show growth and resubmit a hurdle task to a satisfactory level. Students must demonstrate the required knowledge/skills to a satisfactory level (across Years 7-10 and VCE/VCAL) in order for the N to be changed to an S for that formative assessment task.

Teachers will include a comment (attached to the task on Compass) to indicate when the resubmission occurred and the improvement from an 'N' to an 'S' result OR indicate the student's failure to achieve an 'S' upon resubmission of the task.

**6. SCP Entry on Compass:** As soon as teachers are aware of students who are at risk of not achieving an 'S' for the unit (based on their inability to achieve sufficient S results on resubmission of formative assessment tasks), an SCP entry will be completed on Compass. This must occur well in advance of the summative assessment task.

**7. Common Formative Assessment Tasks:** teachers assess student work (CFATs) and moderate using the published marking scheme, award a percentage and provide all students with explicit feedback.

Following a CFAT, teachers will provide time in class for all students to apply feedback, make improvements and set learning goals to prepare for the summative task (CAT/SAC).

**8. Resubmission of CFATs:** For CFATs assessed as below 50%, the teacher records the score and provides the student with another opportunity to demonstrate the skills and knowledge required via a resubmission or undertaking a similar task.

The teacher supports the students to revise the relevant knowledge and skills and notifies the student of the due date of the resubmission. Students are provided with time in class to resubmit or resit part of the task. Teacher judgement of learning progress in this resubmission process should be consistent across classes.

**9. Summative Assessment Tasks:** (CATs/SACs) provide students with feedback regarding their level of achievement in comparison to other students. Teachers assess student work (CATs/SACs) and moderate using the published marking scheme, award a percentage and provide all students with explicit feedback.

Additionally, as the summative task for the unit, the CAT/SAC is the final opportunity for students to demonstrate a satisfactory standard in the key knowledge, understanding and skills required in the unit.

If students have not yet achieved an overall 'S' for the unit of work by the time they undertake the CAT/SAC and they do not achieve 50% in the summative task (CAT/SAC), there will be **NO redemptions**. The CAT/SAC score remains unchanged. Teachers should update the SCP entry for those students to indicate the 'N' result on the summative assessment task and change the original entry from amber to red.

For VCE students who have not yet met the outcome following a summative task, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit (as per VCAA Policy).

## REVIEW

This policy will be reviewed as required or due to changes in regulations or circumstances.

Date Reviewed	To Be Reviewed	Endorsed at College Council
June 2021	Annually	NA