



HUME CENTRAL SECONDARY COLLEGE STUDENT SATISFACTORY COMPLETION POLICY

POLICY RATIONALE

The Satisfactory Completion Policy is underpinned by the following principles which stem from the HCSC values of achievement, diversity and success.

- **Responsibility:** The policy emphasises the importance of personal responsibility and commitment to learning. Staff help students to understand that effort, participation, and mastery of skills are crucial for learning growth and success.
- **Academic Standards:** The policy ensures that students meet the necessary academic standards which align with broader educational objectives and prepare them for future studies or careers.
- **Equity and Inclusion:** The policy ensures that all students can access the curriculum, are able to engage with learning activities and experience success.

POLICY PURPOSE

The purpose of the Satisfactory Completion Policy is to support student learning and the provision of quality teaching, learning and assessment practices through the following:

- **Communication:** the policy provides a summary of school-based processes, practices and guidelines related to teaching and learning, assessment, feedback and reporting.
- **Information:** the policy informs students, parents/guardians and teachers of the Victorian Curriculum Assessment Authority (VCAA) and Department of Education and Training (DET) requirements for implementation of related policies.
- **Consistency and Transparency:** by providing a clear explanation of what constitutes "satisfactory completion" the policy creates a fair and consistent framework for all students.
- **Skill and Knowledge Validation:** the policy ensures that students demonstrate essential skills and knowledge required in a subject before progressing to more advanced content.

POLICY COMPONENTS

The assessment policy is broken into four components:

- i. **Assessment opportunities:** addressing the opportunities which may be provided to students in order for them to demonstrate learning progress and achievement
- ii. **Feedback:** regarding how and when students may receive feedback about their progress
- iii. **Student learning progress and achievement:** addressing the means by which teachers form judgements about a student's level on the learning continuum
- iv. **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 in unit planners stored in Google Drive and may consist of:

- **Hurdle Tasks and Common Formative Assessment Tasks (CFATs)** are key learning activities that allow students to demonstrate their knowledge, understanding and skills prior to a summative assessment (SACs/CATs).
- In VCE, hurdle tasks are key coursework requirements used to demonstrate achievement of an outcome.
- **School assessed coursework (SAC)** is a score-based assessment designed to gauge the level of achievement
- **Vocational Major assessments tasks** (assessment designed to gauge the level of achievement of a set of outcomes as specified in the VCE-VM curriculum design)
- **Vocational Pathways Certificate assessments tasks** (assessment designed to gauge achievement of a set of modules as specified in the VPC curriculum design)

Consistency with regards to the summative assessment task for each unit is expected across all classes undertaking that subject.

At years 7-10, modifications to learning tasks may be necessary for students to experience success. These modifications must be discussed with all teachers of that subject and documented in unit planners. Students with additional learning needs will be placed on an Individual Learning Program and reasonable adjustments to their learning program will be documented.

At years 11 – 12, summative assessment tasks will not be modified for students with additional learning needs, however special provisions (such as time extensions) might be made.

II. FEEDBACK

Throughout a unit of work and across a semester, students will receive feedback on their learning progress and level of achievement. Timely feedback allows students to set goals and move their learning forward. Feedback should also be specific, to inform students about what they have done well and what they need to do to take the next step in their learning.

Modes of feedback include but are not limited to:

- Whole class feedback, identifying common errors and addressing misconceptions
- Small group targeted feedback
- Anecdotal, 'on the spot' verbal feedback
- One on one conferencing between teacher and student
- Audio recording of teacher feedback
- Written comments on the task or in Compass
- Rubrics (including developmental rubrics)
- Checklists completed by teacher
- Marking schemes provided by teacher
- Peer-assessment
- Self-assessment

III. STUDENT LEARNING PROGRESS AND ACHIEVEMENT

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)

Students will receive feedback on their classwork, learning behaviours, learning task completion and learning progress through the Progress Report Cycle. This will be identified on the College term calendars and completed by teachers 4 times per semester. Parents can access GPA reports online through Compass. These reports are used as the basis for student goal setting and discussion at Parent-Teacher-Student conferences.

Semester Reports

For semester reports at Years 7-10, teachers will use a range of information to make a judgment against the achievement standards in the Victorian Curriculum 2.0. Evidence of learning collected across the semester includes but is not limited to:

- Knowledge and skills demonstrated in diagnostic learning tasks
- Student achievement on learning tasks including (but not limited to) formative and summative assessment tasks
- Observation of student learning progress and performance during classroom activities
- Key knowledge, understanding and skills outlined in VCAA Study design outcomes
- Competencies outlined in VCAA VPC Curriculum Design modules

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. Please note that VCE and VPC students must comply with the VCAA regulations and the VCE/VPC Assessment Policy.

Attendance

Hume Central Secondary College requires that Year 7-12 **students attend 100%** of the College program. Students who do not meet this requirement will jeopardise their chances of successfully completing units of study. To be eligible to receive 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 HCSC 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.

YEAR 7-9 Student progression to next year level

In order to be considered for progression to the next year level, students must

- Meet the attendance requirement
- Complete the required learning activities
- Demonstrate engagement with learning
- Show evidence of learning growth
- Achievement of a satisfactory semester result for the majority of subjects
- Achievement of a satisfactory result for English and Mathematics in at least one semester

YEAR 10-12 STUDENT PROMOTION TO NEXT YEAR LEVEL**Year 10 to 11 (VCE/VCE - VM)**

In order to be considered for promotion to the next year level, students must meet the College attendance requirements and satisfactorily complete 9 units

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

Year 10 to 11 (VPC)

In order to be considered for promotion to the next year level, students must meet the College attendance requirements and satisfactorily complete 8 units:

- both semesters of English
- at least 1 semester of Mathematics
- at least 5 Specialisations

Year 11 to 12 (VCE/VCE - VM)

In order to be considered for promotion to the next year level, students must meet the College attendance requirements and satisfactorily complete 9 units, including

- one unit of English or Literacy
- at least 8 other Units
- at least 1 VET Credit (90 nominal hours of VET Units) - VCE-VM only

Year 11 to 12 (VPC)

In order to be considered for promotion to the next year level, students must meet the College attendance requirements and satisfactorily complete 7 units, including

- Literacy
- at least 6 other Units
- at least 1 VET Credit (90 nominal hours of VET Units)

Completion of Structured Workplace Learning (minimum of 30 days per year) is essential for students to be considered for promotion in VCE-VM and VPC

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.

The following documents support this policy:

- Hume Central Secondary College Attendance Policy
- Hume Central Secondary College Promotions Policy
- Satisfactory Completion Policy Implementation Guidelines and flowchart of processes to support implementation
- Reporting Policy
- Verification of Authentication Rules Form

REVIEW

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

Date Reviewed	To Be Reviewed	College Council
December 2024	Annually	Not required to be endorsed at College Council



STUDENT SATISFACTORY COMPLETION POLICY IMPLEMENTATION GUIDELINES 2025

Teachers will support students to demonstrate learning progress and achieve learning outcomes through:

- communication of assessment related information to students
- formation of fair, informed and consistent judgements about satisfactory completion and levels of student achievement
- qualitative and quantitative descriptions of a student's level of achievement and learning growth
- provision of timely feedback to students to assist them to improve their level of achievement
- the use of formative assessment, including hurdle tasks (HTs) and common formative assessment tasks (CFATs)
- the use of summative assessment - common assessment tasks (CATs), school assessed coursework (SACs), school assessed tasks (SATs), VCE-Vocational Major assessment tasks and Victorian Pathways Certificate assessment tasks
- provision of multiple opportunities for students to demonstrate the required knowledge, understanding and skills.

Satisfactory Completion of a Semester/Unit

- The award of satisfactory completion for a semester/unit is based on the teacher's judgement that the student has demonstrated achievement of the set of outcomes specified for the semester/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 semester/unit is distinct from the assessment of levels of achievement determined by summative assessment tasks in that subject.

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. This includes study guides, sample responses, notes, tables/charts etc.
- Students must not receive undue assistance from another person or Artificial Intelligence 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
- Use of Artificial Intelligence

Teachers will ensure that students are aware of the above expectations and that prior to each assessment task:

1. Students sign the Authentication Declaration on the Hurdle Task/CAT/SAC/Assessment Task/Examination cover sheet.
2. Students do not have a mobile phone / other unauthorised electronic device on them whilst completing the task.

The Authentication Panel (Campus Principal, Assistant Principal, Team Leader and student) convenes to determine:

1. If a breach of Authentication Rules has occurred and the conditions that lead to this occurring.
2. The consequence is to be issued to the student.

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 for all students. For hurdle tasks, the marking scheme may be a checklist, success criteria or rubric. All assessment tasks require a marking scheme/success criteria. The Hurdle Task and CFAT do NOT need to be assessed against all criteria which apply to the summative assessment task.

2. 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 % and achievement levels for CFATs and summative assessment tasks.

3. Judgement of Satisfactory Achievement

Year 7-10

Teachers monitor student learning progress (including completion of activities) and check for understanding of knowledge, understanding and skills. This informs teacher judgement.

The decision about awarding an S for a semester (7-10) is based on the following:

- the student meets the attendance requirements
- the student displays engagement with learning
- the student displays learning growth
- the student completes learning activities/classwork, formative assessment and summative assessment tasks to a satisfactory standard, with modifications and reasonable adjustments where necessary

The teacher can look for evidence of the student's satisfactory completion of each topic/unit within a semester in the following ways:

- Completion of classwork/ coursework
- Learning demonstrated through formative assessment tasks
- 50% achievement or above on summative assessment

Teachers develop courses that provide appropriate opportunities for students to demonstrate satisfactory completion of classwork. Evidence of achievement of learning intentions must be ascertained through a range of class activities and assessment tasks. Flexible methods should be used to allow students to demonstrate the successful completion of activities which address the learning intentions without disadvantage to those students.

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

Year 11 and 12

The decision about satisfactory completion of learning **outcomes** (VCE/VCE-VM/VPC) 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.**

The teacher can look for evidence of the student's satisfactory completion of each outcome in the following ways:

- Completion of classwork/ coursework
- Learning demonstrated through formative assessment tasks
- 50% achievement or above on summative assessment

Teachers must clearly outline the key knowledge, understanding and skills that students must demonstrate to achieve an S (satisfactory) result for each outcome.

Within each outcome **students will receive multiple opportunities to demonstrate the required knowledge, understanding and skills.**

To be eligible for an S for in that outcome, students must complete **most formative assessment tasks to a satisfactory standard.**

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

4. Feedback on Formative Assessment: Feedback is informed by knowledge of learning progressions and achievement standards outlined in guiding curriculum documents. Teachers provide 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.

5. Knowledge/Skill Review: Where the Hurdle Task or CFAT result is N (unsatisfactory), teachers will provide targeted feedback to those students. Teachers will create opportunities during class time (or at an arranged time) for students to apply this feedback, review the required knowledge and/or practise the skills through other classwork or resubmission of part of the original task. Teacher judgement of learning progress in this review process should be consistent across classes. The N result will remain on the Hurdle Task/CFAT.

6. 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.

7. SCP Entry on Compass: Prior to the summative assessment task, teachers will inform students who have not yet completed the required learning activities and/or been unable to demonstrate the required knowledge, understanding and skills through formative assessment, resubmissions and/or classwork.

For these students, teachers will complete an amber SCP entry on Compass at least two weeks prior to the summative assessment task. This should be completed during business hours. The SCP entry must be closed off (changed to red or green) within ten days of the summative assessment task.

8. Summative Assessment Tasks

Common summative assessment tasks (CATs) provide students with feedback regarding their level of achievement in comparison to other students. Teachers assess the common assessment task and moderate samples of student work using the published marking scheme. Following the moderation process, at an agreed time, teachers award a percentage, enter scores on Compass and provide all students with explicit feedback.

In Years 10-12, summative assessment tasks should be considered as another opportunity to receive feedback to improve level of achievement in the final examination.

The summative task for the unit is an opportunity for students to demonstrate learning growth and is the final opportunity for students to demonstrate the key knowledge, understanding and skills required in the unit.

For VCE and VCE-VM 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).

The summative assessment task 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 or green.

ASSESSMENT IMPLEMENTATION

- For all students in Years 7-12 dates for formative and summative assessment are attached to each Compass Learning Task and an assessment calendar is published for Year 10-12 students.
- A VCE/VET/VCE-VM/VPC academic calendar will be published and distributed to all staff and students.
- Details of summative common assessment tasks including criteria for VCE/VCE-VET (School Assessed Coursework, School Assessed Tasks and Examinations) and VCE-VM/VPC (Assessment Tasks) will be published by subject teachers and distributed to students.
- Information about adherence to VCAA guidelines and requirements regarding satisfactory completion for VCE/VET/VCE-VM and VPC studies is provided in the VCE/VET/VCE-VM and VPC Assessment Policy and Implementation Guidelines
- HCSC/Victorian Assessment Software System (VASS) reporting dates will be published and distributed to all staff at the beginning of the relevant semester.
- VCAA and HCSC examination timetables will be published and distributed to staff and students prior to the period.
- HCSC Early Commencement timetables will be published and distributed to staff and students prior to the period.

These details will:

- enable students to prepare for assessments through revision and application of knowledge and skills developed during learning activities.
- enable appropriate preparation through the provision of conditions under which assessment tasks are to be conducted.