



School Charter 2018 – 2021

Melbourne Swedish Community School Association Inc.

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Document Control

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Table 4: Related Documents

Document Name	Location / Link / Comments

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Introduction

School profile

The Swedish School was incorporated under its current name, Melbourne Swedish Community School Association Inc. on the 27th of July 1990 but has records dating back to 1979.

A committee elected by the parents (members) is responsible for the running of the school. Its current constitution was revised 2017. Students from all over Melbourne and its surrounds attend the school. Currently nearly 200 students from Foundation level through VCE are enrolled. The school employs several teachers and teacher assistants, each who regularly attend professional development programs. Its day to day administrative functions are carried out by a paid school Administrator.

The school is renting classrooms from the Swedish Church's and the nearby Toorak Primary School's properties in Toorak. Through this arrangement the school is fortunate to be able to provide students and their families with a splendid backdrop of lush gardens, big lawns, majestic oak trees, a playground and even a pool to enjoy before or after classes in summer at the Swedish Church's magnificent former Governor General's residence in St George's Road, an ideal meeting point for the Swedish Community.

The school enjoys an excellent relationship with its long term prime land-lords, and other benefits include full access to the library and a safe storage for books, materials, computers and other learning-aids.

The students

Generally, a student is aged between six and 18 and comes from a family where one parent is Swedish and the other Australian; typically, English is spoken as the first language and Swedish learnt as a second. A significant minority of students derive from Swedish ex-pat families who remain in Australia for periods generally ranging from one to five years. For these students, the school's academic aim is to provide maintenance and some basic development for their children's native Swedish language skills.

The curriculum and learning environment

The school operates within the guidelines set out in The Victorian Curriculum F–10¹. It also runs an increasingly popular and successful Victorian Certificate of Education (VCE)² program as well as catering for a handful of correspondence students.

Within its mix and the commonality of interest of its students, the school promotes multicultural values and more particularly provides a bridge between the cultures and languages that its children share. To facilitate this end, the school endeavours to engender its values outside the classroom as well as inside by encouraging students and parents to attend various excursions and outings throughout the school year including our annual school camp.

The Melbourne Swedish Community School is committed to developing the student's all-round individual capacity. So, the curriculum integrates a full range of various studies including, Swedish heritage, history, geography and provides for many cultural activities. The desire is to provide knowledge, understanding and some practical experience so that the individual can grow and maintain their sense of cultural belonging.

¹ <http://victoriancurriculum.vcaa.vic.edu.au/>

² <http://www.vcaa.vic.edu.au/Pages/vce/index.aspx>

School charter – VCE Specifics

VCAA Documentation

The Victorian Curriculum Assessment Authority (VCAA) requires VCE student to fill in certain documents each year. These documents are formulated by the VCAA and are an essential part of the VCE enrolment process. These documents are provided by your home school.

- 1 The subject information form provides the information about the subject you are studying. This information is entered into the VASS system and this establishes your VCE enrolment in the subject.
- 2 The Personal Details form must be filled in for each year of VCE study. It allows you to provide correct and current information regarding your name, date of birth and other contact details for your VCE Certificate and for the delivery of your results. This form is also a legal document, which you need to sign agreeing to a number of conditions as set out in the form.
- 3 Since it is essential that the VCAA has correct details of your subject and your personal details it is important that you carefully check this information and rectify it where necessary.

VCE ASSESSMENT

SCHOOL-BASED ASSESSMENT

For a student to receive a satisfactory completion of a unit, the student must demonstrate achievement of each of the outcomes specified in the Study Design. The teacher of the unit decides as to what constitutes “satisfactory completion”. The school-assessed coursework is a part of the on-going learning. Students will receive feedback from the teacher on the work being assessed. The student is advised to retain all coursework until the end of the school year if the Victorian Curriculum & Assessing Authority wishes to examine the material.

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student’s own
- There has been no breach of rules

If all outcomes are achieved, the student receives “S” for the unit. If any one of the outcomes is not achieved, the student receives “N” for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded “N” for Unit 1 or 2, a “J” for Unit 3 or 4. This means the unit is not able to count towards VCE graduation requirements, nor able to contribute to the calculation of the ATAR.

Please note: Mobile phones may not be taken into any school based assessment task or exam.

POLICY FOR SATISFACTORY COMPLETION OF VCE STUDIES

For a satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher’s judgement of the student’s performance on assessment tasks designated for the unit. VCE units will be attributed to your VCE only upon satisfactory completion of all requirements set for that unit. The granting of an “S” for a unit indicates that you have done so. It is important for students to note that your level of performance in a particular task does have significance. It is not the case that simply completing a piece of work to any standard will suffice. The allocation of an “N” for any outcome will mean a failure of the unit.

ASSESSMENT TASKS

All School Assessed Coursework Tasks will be conducted during class time. It is imperative that students attend all these sessions.

If a student is absent from an assessment task and there are no extenuating circumstances with supporting documentation, the student will not receive a score for the task.

Unit 3 & 4

You are assessed on two levels in Units 3 and 4. The satisfactory completion of all outcomes will be reported as S or N, the same as for Units 1 and 2. You will be doing several School Assessment Tasks/Coursework (SACs); they can be essays, projects, tests etc. The marks you get for these will be your school assessed task/coursework mark, and will be sent to the VCAA. The total mark of these will then be statistically moderated against the external examination and your external examination result, which are finally combined to determine your final result. This will be reported by the VCAA as Study Score.

If a student is absent from a SAC they must complete a form on which a statement is made explaining the reasons for the absence supported by the relevant documentation including a doctor's certificate if ill. The Principal will consider this application. The decision will be communicated to the student. A date will be set on which the student is to attempt the rescheduled task.

Unit 1 & 2

These are also reported on two levels. First, your teacher will determine whether you have satisfactory completed all outcomes in a Unit. This will be shown on your end of semester report as S or N and will be reported to the VCAA. A Satisfactory Completion (S) indicates that various subjects-specific tasks have been completed; it does not indicate a level of performance nor understanding. Non-Satisfactory (N) completion means that one or more Learning Outcomes have not been satisfactory completed. Second, your performance in the subject will be graded from A+ to F. This performance grade is not reported to the VCAA.

If a student is absent from an assessment task, the student need to request permission to attempt a re-scheduled task in order to achieve a score. The student will need to provide a medical certificate or other relevant documentation to account for the absence. The student will then be required to complete the task in their next study period unless an alternative arrangement has been made with the teacher. Students who do not provide adequate information for missing an assessment task will not be graded for that piece of work and may receive an "N" for the unit. If an "N" is received an alternative task may be completed to receive an "S", but the task will remain ungraded.

ATTENDANCE

Units 1 and 2: Students at Unit 1 and 2 level must attend a minimum of 70% of all scheduled classes in a unit to meet the requirements for satisfactory completion of that unit.

Units 3 and 4: It is important for all students to note that, the failure to meet the 70% attendance requirements may result in the student receiving a "J" result for that unit. In effect, this result equates to non-completion of the unit in question. It is vital that all students note that attendance and punctuality at scheduled classes is regarded as an essential component of satisfactory completion of a unit.

FEEDBACK TO STUDENTS

After work is submitted and marked, the teacher will provide feedback to students. Appropriate feedback would include:

- advice on problem areas, and
- advice on where and how improvements can be made for further learning

DISCLOSURE OF SCORES – UNITS 3 & 4

As a part of this feedback students will receive their raw scores for individual coursework tasks. However, it is important to understand that a student's total coursework score will be subjected to statistical moderation and is therefore likely to change.

AUTHENTICATION

The VCAA sets down the following rules, which a student must observe when preparing work for assessment by the school. These rules are as follows:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own. Students must only submit for assessment work that is their own. Students are responsible for ensuring that the teacher has no difficulty in authenticating their work. Non-compliance may result in the award of an "N" result for a VCE unit.
- A student must acknowledge all resources used, including:
 - text, websites and source material
 - the name/s and status of any person/s who provide assistance and the type of assistance provided.
- A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which has been transformed by the student and used in a new context
 - prompting and general advice from another person or source which leads to refinement and/or self-correction.

Unacceptable forms of assistance include:

 - use of, or copying of, another person's work or other resources without
 - acknowledgment, corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study.
- A student who has knowingly assists other students in a breach of rules may be penalised.
- A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
- A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

BREACH OF VCAA RULES

If there has been a breach of the VCAA or the Swedish School rules, a Breach of Rules Hearing may be required. This is a formal process governed by VCAA regulations. The VCAA rules governing the VEC can be found at:

http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Students will be given written notification to attend a meeting to explain the circumstances of the breach.

The Chairman and the Principal will investigate any breach of VCE rules. The teacher will notify the Chairman and the Principal if a breach of rules is suspected.

REDEMPTION

A student will be given an opportunity to redeem an N result for an Assessment Task by completing a comparable task. However, this redemption will only alter an N to an S; it will not alter the initial score for

this Assessment Task. Attention is focused on the requirement that to attain Satisfactory Completion of a unit, all Learning Outcomes must be assessed as Satisfactory (S). The process is necessary in cases where:

- no work is submitted
- no extension is granted and work is submitted after the due date
- an extension has been granted and work is submitted after the extended date
- an “N” grade is in dispute.

In such cases, the student is called before the Principal who may grant the student a redemption at their discretion. Unless extenuating circumstances can be demonstrated students will only be offered one opportunity for redemption.

EXAMINATION

VCAA decides the timing of the external examinations. There is one major scheduled assessment period during the year, October - November. The timetable and approved materials and equipment for examinations will be published by the VCAA in early Term 2. The student will receive a notice from the home school stating the time and the location for the external exam.

SPECIAL PROVISION

There are four forms of Special Provision for the VCE:

- Student programs
- School-based assessment
- Special Examination Arrangements
- Derived Examination Scores

In each case there are specific eligibility requirements that apply. For student programs and school-based assessment, the School is responsible for determining eligibility and the nature of the provisions granted. For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval.

Student Programs

The purpose of Special Provision in student program is to help students in defined circumstances to complete the VCE in a reasonable time frame. A student is eligible for this provision if the student is significantly adversely affected by illness or other serious causes, or if the student is disadvantaged by a disability or impairment. Prolonged absence from school or study is not in itself grounds for special provision. The usual provisions granted in this category may include a three-year VCE.

School-based Assessment

Students are eligible for Special Provision for school-based assessments if they are adversely affected by illness, impairment and traumatic personal and family circumstances. The usual provisions granted in this category may include allowing the student to undertake the task at a later date, allowing the student extra time to complete the task, substituting or replacing one task with another task, using technology to complete the task. All these possible provisions must be dependent of the resources of the School.

Derived Examination Score

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be fair or accurate indication of their learning or achievement in the study. Students are eligible for a DES if immediately before or during an examination period they can demonstrate that they have been affected by the onset of an illness or experienced an

accident or personal trauma that has affected their performance in the examination or has prevented them from attending the examination. "Immediately before" is within two weeks of an examination period.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study.

Students do not have grounds for Special Provision if they:

- are absent from school or study prolonged periods without evidence of significant hardship
- are affected by teacher absence and other teacher-related difficulties
- are affected by faulty technology in the preparation of work
- misread an examination timetable or an examination paper.

HOW TO APPLY FOR SPECIAL PROVISION

The Principal is the first point of contact regarding Special Provision. The Principal will make the final decision on the nature of special provision.

Permanent Disability

The School must be informed in writing of any permanent disability by the end of the second week of the first semester. Medical and/or psychological documentation must be included.

Extended Absence from School

The School must be notified in writing far in advance of the proposed absence, or in the case of unexpected circumstances, as soon as reasonable possible. The communication must outline clearly the reasons for the absence (where relevant, accompanied by medical documentation) and be signed parents. Parents may be requested to attend an interview to discuss the matter.

Family Problems and/or Ill Health

The School must be informed in writing of any request for consideration based on these grounds as soon as reasonably possible. The request must be accompanied by documentation from a professional and signed by parents. Parents may be asked to attend an interview to discuss the request.

GLOSSARY OF TERMS USED IN THE VCE

ATAR – Australia Tertiary Admission Rank. The method of ranking VCE students to allow comparability over all students who apply for tertiary entrance. The ATAR is expressed as a percentile.

Derived Examination Score – Provision to obtain an examination score for Unit 3 and 4 students who have missed an examination or whose examination performance has been impaired due to illness or other circumstances.

GAT – General Achievement Test. This is taken by all students enrolled for any Unit 3 and 4. It is used by Victorian Curriculum and Assessment Authority as a measure of checking correct and fair assessment of school-based assessment for Learning Outcomes.

Learning Outcomes – the basic work required of VCE students in each unit to demonstrate achievement of a unit. Each piece earns 'S' or 'N' for the completion of assessment tasks as set out in study designs and decides if a student has successfully completed a unit or not.

'S' or 'N' – satisfactorily completing or not satisfactorily completing individual assessment tasks and whole units. Granting of the VCE Certificate depends on gaining 'S' for all Learning Outcomes in the Units.

Semester – half an academic year. The time allowed for the completion of a VCE unit.

VASS – VCE Administrative Support System (computer database).

VCAA - Victorian Curriculum and Assessment Authority, the body responsible for administering VCE.

VCE Study – individual subject approved by VCAA and offered at school to students in Units 1-4.

VTAC – Victorian Tertiary Admission Centre. The body responsible for administering entry of students to tertiary institutions (TAFE Colleges and Universities).