



ROCHESTER SECONDARY COLLEGE

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VCE POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 5484 1844.

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Vision

At Rochester Secondary College provides quality learning for all in a respectful and inclusive environment.

We value:

- Growth
- Respect
- Optimism
- Wellbeing

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is generally completed over two years, but it can be completed across up to seven years.

The VCE can incorporate a combination of both Victorian Curriculum and Assessment Authority (VCAA) curriculum components (VCE studies) and up to a maximum of two Vocational Education and Training (VET) qualifications. Each VCE study is typically designed to provide a two- year program.

Students may choose to undertake a program either from the VCE or VCE VM (Vocational Major) streams. Either stream may include VET studies, and some students may choose to incorporate one or more VCE studies as part of a VCE VM certificate. Further information about the VCE VM can be found towards the end of this booklet.

Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes.

What is the VCE?

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

At Rochester Secondary College, students in Years 11 & 12 are enrolled in the VCE and will complete the minimum requirement of 16 units over two years. Some students may have completed two units as part of their Year 10 course (known as fast-tracking), which will generally provide them with options for their Year 11 and 12 studies.

Students choosing to undertake the VCE VM will receive a VCE certificate and need to meet the required minimum number of VCE units (16) to achieve this standard.

Eligibility for awarding the VCE

The VCE is awarded on the basis of achieving satisfactory completion of units according to VCE program requirements, as set out in the VCE study designs. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

Students are required to demonstrate achievement of study outcomes. For VCE Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, which include school- based assessment tasks that are designated for the study. School-based assessment is generally used to determine both satisfactory completion of the unit and assessment for a study score. However, it is not a requirement that these be scored for the student to be eligible for the VCE.

A student may be eligible for the award of the VCE where they have submitted school-based assessment tasks for satisfactory completion of units, but have not been assessed for levels of achievement in the study and have not sat examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the evidence of knowledge and skill proficiency provided by the student, without assessing for levels of achievement. Where there is no assessment of levels of achievement for any part of the study, a student will not have a study score calculated.

Students will be encouraged to attempt all graded assessments, wherever possible. Study for the VCE is normally completed over at least two years, but students may accumulate units over any number of years. It is possible for students returning as adults, and students who have received credit equivalent to a full Year 11, to complete their VCE in a single year.

Most students are counselled to complete 22 units. Generally, students will undertake 12 units (6 subjects) in Year 11 and 10 units in Year 12 (5 subjects). Some students may also complete units in Year 10 as part of their VCE program.

Some variation to this may be made in exceptional circumstances.

Minimum requirements for the award of the VCE

The minimum requirements to achieve the Victorian Certificate of Education are:

- satisfactory completion of at least 16 units
- three units from the English group, with both units at Units 3 and 4 level
- at least three sequences of Units 3 and 4 studies, other than an English, which may include any number of English sequences once the English requirement has been met.

Units 1 and 2 may be completed separately (although they are usually completed as a Unit 1 and 2 sequence), whereas Units 3 and 4 must be completed as a sequence.

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of both Units 3 and 4 of an English sequence is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Students are at risk of not being eligible to receive their Year 12 graduating certificate of VCE when they have either:

- received an N result for a unit due to not meeting outcomes satisfactorily AND/OR
- received a J result for a unit due to no longer attending a class without an official withdrawal

This is due to the possibility that they may not have met minimum requirements to achieve their VCE as stated above.

Eligibility checks are run frequently when there are changes to patterns of study, or when students are at risk of not meeting outcomes. Students and families are kept informed via our school's LMS (Compass) and via in-person meetings and/or phone calls as required.

Please see details in later sections pertaining to receiving of an N result.

VCE Vocational Major (VCE VM)

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

Completing the VCE VM (Minimum requirements)

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units. At Rochester Secondary College, this will include the following:

- 4 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 4 VCE VM Numeracy or VCE Mathematics units
- 4 VCE VM Work Related Skills units

- 4 VCE VM Personal Development Skills units
- 2 or more VET credits at Certificate II level or above (180 nominal hours)

A minimum of 3 Unit 3 & 4 sequences must be undertaken as part of the VCE VM requirements.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake 16–20 units over the two years.

Students are at risk of not being eligible to receive their Year 12 graduating certificate of VCE Vocational Major when they have either:

- received an N result for a unit due to not meeting outcomes satisfactorily AND/OR
- received a J result for a unit due to no longer attending a class without an official withdrawal

This is due to the possibility that they may not meet minimum requirements to achieve their VCE VM as stated above.

Eligibility checks are run frequently when there are changes to patterns of study, or when students are at risk of not meeting outcomes. Students and families are kept informed via our school's LMS (Compass) and via in-person meetings and/or phone calls as required.

Please see details in later sections pertaining to receiving of an N result.

Pathways

The VCE VM is designed to develop and extend pathways for young people. On completion of the VCE VM, students will be able to make informed choices about employment or education pathways. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VCE VM learning programs to work and industry experiences and active participation in the community. Including curriculum from VET and FE in VCE VM learning programs helps connect students with broader options for work, further education and active community participation.

Successful partnerships in the Vocational Major involve building a culture of collaboration and creating connections between schools, non-school providers and partner organisations. Being able to follow pathways that are created from these partnerships relies on strong, cooperative relationships and a shared understanding and commitment to:

- 'learning that does not stop at the school gate'
- the values of technical and further education (TAFE) institutes, adult community education (ACE) organisations and schools, with easy movement between these sectors
- a 'whole community' approach that involves shared leadership, pooling of resources and expertise, and non-exclusive ownership of learning programs.

VCE VM Units

Students will be enrolled in VM Literacy, VM Personal Development Skills and VM Work Related Skills. They will also be enrolled in either VM Numeracy or, if it is deemed appropriate for their skills level, VCE General Maths.

Students will also be required to enrol in a VETiS Certificate at level ii or higher, or in a School Based Apprenticeship in order to meet the 180 hours of VET required for the VCE VM certificate. Students studying VCE VM at Rochester Secondary College will also need to arrange a structured work placement for one day a week to support their VET and VCE VM studies. This can be arranged with the assistance of our Careers and Pathways Leader or other careers support staff.

Assessment of Achievement in VCE VM

As the Vocational Major is now recognised as part of the Victorian Certificate of Education (VCE), students are assessed using the same assessment processes as in all other VCE studies.

Teachers will use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome.

All VCE VM studies require students to meet the course Outcomes to a satisfactory standard. In the case of VCE VM studies, this will be determined by the classroom teacher, using standard descriptors as set out by the VCAA in the relevant Study Design for each subject.

Students deemed not to have met the requirements for a unit, will receive a Not Satisfactory for that unit. The processes outlined earlier in the guide will apply to VCE VM students as they do to all other VCE students. Evidence of achievement can include, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCE VM unit cannot be used to demonstrate achievement in any other VCE VM unit, VET unit of competency or VCE study.

RSC VCE & VCE VM Assessment Policy

Consistency and fairness of assessment practices are imperative at the VCE level, as the judgements teachers make directly impact on students' future opportunities. The purpose of the Rochester Secondary College VCE & VCE VM Assessment Policy is to ensure school-based practices align with expectations outlined by the VCAA, enhance consistency and ensure expectations are explicit for students. Assistance in understanding and implementing the VCE & VCE VM Assessment Policy can be obtained from the Principal and Assistant Principal.

A core aim of our work at Rochester Secondary College is to motivate students to achieve their personal best. At VCE level, teachers are working towards the College's improvement agenda to enhance VCE median study scores to at or above state mean, and to engage students in studies designed to enhance their future career pathways. A consistent and fair assessment policy in line with requirements set by the VCAA is one of many actions implemented to achieve these aims.

Satisfactory completion of units is determined by the school in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are detailed in the VCE study designs for subjects offered at Rochester Secondary College.

Levels of achievement for Units 1 and 2 are determined by schools and not reported to the VCAA. At Rochester Secondary College, Unit 1 & 2 results are reported using a Very Low- Very High scale which is reflective of the scale used in Units 3 & 4. Students will also be provided with detailed feedback from teachers, and may, in addition, receive scores on assessments which reflect their achievement or position in the class.

Levels of achievement for most Units 3 and 4 sequences are assessed using School-based Assessment and external examinations. Most VCE studies have three graded assessment components: either one School-based Assessment and two examinations, or two School-based Assessments and one examination. Each of the three graded assessment components contributes to a study score out of 50. For VCE VM studies, there are no external examinations and students are assessed using School-based assessment.

VCAA external examinations:

The performance and oral examinations for Performing Arts and Languages studies occur in October and November and the written examinations for all subjects are held in October and November. The General Achievement Test (GAT) is conducted in June, and ALL students, including VCE VM students are required to complete the GAT.

There are two forms of School-based Assessment for Units 3 and 4 VCE Subjects:

- School-assessed Coursework (SACs)
- School-assessed Tasks (SATs).

School-assessed Coursework

School-assessed Coursework, which consists of a set of assessment that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design.

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance will not be provided to students while undertaking assessment tasks. Students will be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

Provision of Marks for School Assessed Coursework

Schools provide a score for each component of coursework specified in the study design for Units 3 & 4. The Victorian Curriculum and Assessment Authority (VCAA) aggregate these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study.

Students will be informed of the scoring range of their achievement at the time of assessment (Very Low- Very High) and will also be provided with detailed feedback from their teacher. Unit 3 & 4 School-assessed Coursework will be moderated and cross-marked across classes, where relevant, and in the case of very small classes, across schools, in order to achieve consistency and fairness in marking.

School-assessed Tasks

School-assessed Tasks, which are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study.

These will be completed in subjects such as (but not limited to) Art Creative Practice and Visual Communication Design and will be done over an extended period of time.

Students will be informed of the scoring range of their achievement at the time of assessment (Very Low- Very High), and will also be provided with detailed feedback from their teacher. Unit 3 & 4 School-assessed Tasks will be moderated and cross-marked across classes, where relevant, and in the case of very small classes, across schools. This is done in order to achieve consistency and fairness in marking and for allocation of final results.

Satisfactory completion of a unit

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- made a reasonable attempt at all SACs/SATs, including any required re-sits
- submitted work that is clearly their own
- followed the rules of the VCAA and the school (for example, attendance or submission of work policies)

Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgement of satisfactory or non-satisfactory achievement of outcomes.

The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit. VCE unit results (S or N) contribute to satisfactory completion of the certificate and not to study score calculation.

Not Satisfactory completion of a unit

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated, for example through lack of attendance
- there has been a substantial breach of rules.

Senior Sub School Assistant and Senior Sub School Leader will be notified of students who are not meeting the outcome requirements in units before this occurs to ensure support is provided to the student and parent communication is made. A letter will be sent home to notify and alert parent/guardians that a student is at risk of an N result. This will also be documented on Compass.

Redeeming Outcomes – submitting further evidence for satisfactory completion

If, in the judgement of the teacher, coursework and the SAC/SAT submitted by a student for the assessment of an outcome does not meet the standard for satisfactory completion as outlined in the relevant study design, the student must be offered the opportunity to redeem the result. This redemption must occur within a reasonable timeframe and ideally before the end of the semester the unit is offered in according to the College calendar for that school year.

The student will be given specific feedback on what skills or knowledge they need to show in the redemption work to redeem the outcome.

The teacher may employ one or all of the following strategies for a student to redeem the learning outcome:

- require the student to complete a supplementary or modified task in SAC redemption time as additional evidence that the student has developed the required skills and knowledge to meet the learning outcome
- consider coursework previously submitted as supplementary evidence that the student has met the learning outcome
- conduct an oral examination to derive supplementary evidence that the student has met the learning outcome.

In Year 11, the student's end of semester exam can also be used as evidence of student work towards an outcome.

If the student is successful, then a satisfactory result can be recorded. However, the student will still receive the original numerical score. A student cannot improve their numerical score by completing a supplementary task. If the student does not complete the agreed redemption task/s at the agreed times, they forfeit the right to the redemption process.

If the student is not able to satisfactorily meet outcomes following set redemption tasks and activities, another opportunity will be arranged with specific requirements and due dates set within a reasonable timeframe.

At this time, the student and family will be notified using an 'At Risk' notification letter and a support meeting scheduled. The student will be given another opportunity to meet course outcomes as outlined in the 'At Risk' letter and discussed in the support meeting.

Support meetings and 'At Risk' notifications will also be used where a student is not meeting outcomes across multiple studies.

If a student is unable to achieve a satisfactory level by the VASS results deadline, the student will receive a Not Satisfactory (N) for the assessment task and outcome(s). Communication will occur through the school's LMS (Compass) and by phone, or in person.

The Victorian Curriculum and Assessment Authority's (VCAA) Rules

Students must observe and apply rules for the authentication of School-based Assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules state that:

- a student must ensure that all unacknowledged work submitted for assessment is their own
- a student must acknowledge all resources used, including
 - texts, websites and other source material
 - the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another 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 have been transformed by the student and used in a new context
 - prompting and general advice from another person or source, which leads to refinements and/or self-correction
- unacceptable forms of assistance include
 - use of, or copying, another person's work or other resources without acknowledgement
 - 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, or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules
- in considering if a student's work is their own, teachers will consider if the work

- is atypical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development

Authentication – School Assessed Coursework

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class; however, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to gaining key knowledge and skills outside of class time.

Additional work and study undertaken outside of class time will be required as part of the student's regular learning program. The setting and marking of work with a formative focus provides students with the opportunity to develop their knowledge and skills, and for teachers to provide feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task (for example, gathering necessary research data). The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task. Students will be advised just before beginning the task that some information or data might be collected outside the classroom.

For School-assessed Coursework undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-based Assessment form.

Authentication – School Assessed Tasks

Teachers must ensure that there is a sufficient range of topics within their SATs to distinguish a student's work and, therefore, to assist in the authentication process.

Teachers must monitor and record each student's development of work, from planning and drafting through to completion, in the study specific School-assessed Task Authentication Record form. This requires regular sightings of the work by the teacher.

Observations of individual work done in class will be recorded. The teacher and student must sign each recorded observation.

Breach of Rules

Following the determination of a breach of rules the principal or an authorised member of the principal class may wish to be the initial point of contact for reports, and may wish to delegate the conduct of investigations to a person of appropriate seniority and experience.

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.

Step 1 – Preliminary Investigation

On receipt of an allegation, the person responsible for investigating alleged breaches of rules will assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.

Step 2 – Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA School-based Assessment rules. If so, the evidence will be put to a decision-maker for determination as to whether the allegations are proven, or not proven. The investigator must approach the investigation with an open mind and act fairly and without bias.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the School-based Assessment was to be undertaken (including the VCAA examination rules)
- the student's work

- if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
- samples of other work by the student for comparison, if relevant
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

If this investigation suggests there is any substance to any allegation, the student will be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation. Adequate notice (3 to 5 business days, or earlier if requested by the student/family) of the interview will be given to the student, who will be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

If a student elects not to attend an interview, they will be given an opportunity to respond in writing to any allegation against them.

The student's parents or guardians may be advised of the nature of the allegations, depending on the school's policy in relation to reporting discipline matters.

Records of communication and meetings will be kept using the school's LMS (Compass).

If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator will ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements.

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task

The student will be given a reasonable timeframe to complete supplementary work, and/or provide evidence, similar to procedures for redemption of an outcome. Depending on the nature of the task, a period of one to two weeks would be typical to address the requirements as outlined.

Step 3 – Decision Maker

- The decision-maker must decide, in relation to an allegation/s found to be proven, whether a penalty will be imposed, and, if so, what penalty is appropriate. Possible penalties include
- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule & VASS deadlines
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome

The decision-maker will inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision to the VCAA. The decision-maker will keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

After the meeting or hearing, the school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

The school will retain all material related to the allegation/s, in case the student wishes to appeal a decision.

Appeal

Section 2.5.21 of the Education and Training Reform Act 2006 (Vic) provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the CEO of the VCAA must nominate an employee of the Secretary of the Victorian Department of Education and Training to interview the parties to the appeal and attempt to resolve the matter.

Attendance requirements

The VCAA stipulates that a minimum attendance requirement is necessary to meet authentication rules. At Rochester Secondary College this requirement states that students must attend at least 80% of all classes.

To record student attendance subject teachers will mark a Compass attendance roll every lesson. Overall attendance will be monitored by the Senior Sub School Assistant. The Senior Sub School Assistant will inform parents and students when students are at risk of not satisfactorily meeting outcome requirements due to attendance.

It is important that students meet the Rochester Secondary College attendance policy requirements as outlined by VCAA. The VCE involves frequent deadlines for work. Some SACs specify that particular tasks must be done at the College so that student work can be authenticated and students' skills can be assessed by their teacher. Students absent from SACs must provide the appropriate documentation for their absence to be approved.

The 80% requirement does not include approved absences. Students who are absent from school without a medical certificate or for prolonged periods of time are at risk of receiving an N result for units.

Student absences are approved by the Senior Sub School Assistant, Senior Sub School Leader or Principal when the required documentation is submitted.

- A list of what can be deemed an approved absence is provided below:
- Absence due to school-based activities (such as camps, sporting events, excursions, etc)
- Absence due to short-term illness for which a medical certificate will be required
- Personal circumstances (supporting documents must be provided by Student Wellbeing team, Senior Sub School Assistant, or external practitioners)
- On-going illness or injury (for which medical certificates must be provided)
- Other (these will require consultation with the Senior Sub School Leader, Senior Sub School Assistant and classroom teachers for approval)

A student may apply to negotiate alternate timing and/or conditions for assessment based on any of the above reasons by completing the Rochester Secondary College SAC/SAT Reschedule form in a timely manner

The onus is on the student to obtain and submit medical certificates and other documentation to support absences to the Senior Sub School Assistant or Senior Sub School Leader. A statutory declaration can be used as documentation for approved absence provided it is submitted and approved within one week of the return of the student to school.

Attendance at School and for SACs or SATs

All VCE units require approximately 50 hours of class time. A student needs to attend sufficient class time to complete work in the presence of the subject teacher so the work can be authenticated as their own. As stated above, the school has set minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to record an N result for a unit, the unit teacher must assign an N for those outcomes the student has very low attendance for and this results in an overall N for the unit.

Where a student requires an extension of time for submitting school-based assessments or outcome tasks to meet course requirements, they should follow the procedures for a reschedule or unexpected absence:

What should I do if I need to reschedule a SAC or SAT?

1. Make contact with your classroom teacher prior to the SAC or SAT to discuss the situation.
2. Obtain a SAC/ SAT reschedule form from the Senior Sub School Assistant or Senior Sub School Leader.
3. Complete the form, ensuring that it is signed by you, your parent/guardian and your classroom teacher. Attach relevant documentation such as medical certificates.
4. Lodge the form with your classroom teacher who will arrange to reschedule the task and confirm a date for the task to be completed (in consultation with the Senior School or Senior Sub School Assistant). Your classroom teacher will then lodge the completed form with the Senior Sub School Leader.
5. Your classroom teacher will enter the details of the rescheduled task and date on to your Compass student file.

What should I do if I know I will be absent for an assessment task?

1. Make contact with your classroom teacher as soon as possible to discuss the situation.
2. Obtain a SAC/ SAT reschedule form from the Senior Sub School Assistant or Senior Sub School Leader.
3. Complete the form, ensuring that it is signed by you, your parent/guardian and your classroom teacher. Attach relevant documentation such as medical certificates.
4. Lodge the form with your classroom teacher who will arrange to reschedule the task and confirm a date for the task to be completed (in consultation with the Senior School or Senior Sub School Assistant). Your class teacher will then lodge the completed form with the Senior Sub School Leader.
5. Your classroom teacher will enter the details of the rescheduled task and date on to your Compass student file.

What do I do if I have an unexpected absence?

1. Parent/ guardian must make contact with the College office as soon as possible on 03 5484 1844
2. Upon your return to school you should make contact with class teachers to discuss your situation.
3. Obtain a SAC/ SAT reschedule form from the Senior School or Senior Sub School Assistant.
4. Complete the form, ensuring that it is signed by you, your parent/guardian and your classroom teacher. Attach relevant documentation such as medical certificates.
5. Lodge the form with your classroom teacher who will arrange to reschedule the task and confirm a date for the task to be completed (in consultation with the Senior School or Senior Sub School Assistant). Your class teacher will then lodge the completed form with the Senior Sub School Leader.
6. Your class room teacher will enter the details of the rescheduled task and date on to your Compass student file.

*Note that while parents/guardians can respond to the absence SMS sent by the school, with reasons for the absence, formal documentation is required to approve absences that affect assessment or completion of course outcomes.

At Risk Students

If a classroom teacher believes that a student is at risk of not successfully completing their VCE Units the Senior Sub School Assistant or Senior Sub School Leader needs to be informed immediately. and Senior School Leaders will also contact parent/s to inform them that their child is at risk of receiving an N for an Outcome and the Unit and a meeting may be required to discuss. The teacher will have previously made contact as per the aforementioned redemption process. Any incomplete work or work that is not completed will also be entered on Compass so that a record of the

student's progress (or lack of progress) is kept. A Student at Risk letter will also be sent home signed by the Senior Sub School Assistant or Senior Sub School Leader and the Principal.

Administration of records

All VCE, VCE VM, GAT and VET student assessment records are to be entered by the VASS Administrator.

Students enrolled in VCE, VCE VM and VET at Rochester Secondary College must complete a VCAA Student Personal Details form, which is used to input or verify information on the VCAA's student assessment database known as the Victorian Assessment Software System (VASS).

At various times authorised employees at Rochester Secondary College and the VCAA may access the students' information to manage the enrolment records and to accumulate required assessment records. Approved Rochester Secondary College employees may also extract student personal information from VASS and process this to provide advice to teachers and school administration on educational outcomes and the efficacy of teaching approaches. Personal information so extracted, and its management, becomes the responsibility of the school and the provisions of the Privacy and Data Protection Act.

The VCAA uses the assessment data to generate final results for students. These results are reported to students and are the basis for certification for VCE.

Student personal information for VCE, VCE VM and GAT and final VCE, VCE VM, VET and GAT results are disclosed to the Victorian Tertiary Admissions Centre (VTAC) for calculation of Australian Tertiary Admissions Rankings (ATARs) and processing of applications for tertiary selection. A student will consent to the release of this personal information when they complete an on-line VTAC application. The VTAC also includes the information provided by the VCAA into its CourseLink database - a password protected, interactive, web-based program enabling VCE and VCE VM students to access their own individually tailored career and course options.

VCE, VCE VM, VET and GAT students completing Student Personal Details forms for their enrolment also may, depending on the nature of their enrolment, provide personal and sensitive information related to their Overseas Student Status, any hearing impairment they may have, their status as Aboriginal and Torres Strait Islanders, and whether they speak English as a Second Language. The 'VCAA Collection Notice for Students', provided at the point of collection, notes the purposes for which this information is collected.

VCAA Special Provision

VCAA Special Provision aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.

The underlying principle of the VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special Provision should provide equivalent, alternative arrangements for students, but not confer an advantage to any student over other students.

While in some circumstances, a student can achieve their VCE or VCE VM over a prolonged period of time, the provisions available seek to help a student complete the requirements in a timeframe comparable with their peers.

Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

At the same time, students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCE VM, or from being assessed against the outcomes for a study. Students are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE external assessments.

Similarly, the programs and assessment tasks designed for VCE VM students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

Specific eligibility criteria apply to the granting of Special Provision for the VCE or VCE VM.

Students are briefed about Special Provision during Year Level meetings within our pastoral care program. Special Provision information is shared via our school's LMS (Compass).

Families should contact our Sub School Leaders, Disability & Inclusion Leader or the Assistant Principal for further information and advice.

Eligibility for Special Provision

Students may be eligible for Special Provision if, at any time while studying the VCE or VCE VM, they are adversely affected in a significant way by:

- acute or chronic illness (physical or psychological)
- any factors relating to personal environment
- an impairment or disability, including learning disabilities.

These circumstances do not include matters or situations of the student's own choosing such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

All special provision applications will be managed according to the criteria listed in the [VCAA VCE and VCE VM Administrative Handbook](#).

Any student wishing to apply for Special Provision must do so via the appropriate form which can be obtained from their Year Level Coordinator or Senior School Leader.

School leaders will also identify students who may benefit from Special Provision and be in contact with families regarding potential applications to assist students in accessing coursework and assessment.

Examinations

All students are encouraged to attend and attempt the examinations to the best of their ability and stay for the entirety of the exam.

If the student is unable to attend an examination (including the GAT) it is imperative that they notify the Senior Sub School Leader as soon as possible. Where a student is eligible, an application for a Derived Examination Score (DES) for Units 3 and 4 subjects can be made to VCAA through the Senior Sub School Leader.

The examinations are conducted under the following VCAA Rules:

- There is one formal exam period for Unit 3 and 4 subjects in October/November
- Students undertaking a Unit 3 and 4 subject will also undertake practice exams during the last week of term 3 or the first week back of Term 4 each year
- There are two formal Unit 1 and 2 exam periods during June and November of each school year.

Why is the General Achievement Test (GAT) important?

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. GAT results are also used in the calculation of the Derived Examination Score (DES).

No special study is needed. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning.

Who sits the GAT?

Both Sections A and B:

- Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, including students not planning to undertake scored assessment even if they have met the standards in a previous year.

Section A only:

- Students enrolled in one or more VCE VM Unit 3–4 sequence but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences.

If a student has already met the standards in a previous year and they are enrolled in VCE VM but not in any VCE or scored VCE VET Unit 3–4 sequences, they will not be expected to sit Section A. However, they may do so if they wish.

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they play an important role in checking that School-based Assessments and external assessments have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES).

All students undertaking a Unit 3 and 4 study will complete the General Achievement Test (GAT) in June. It is important that all students attempt the GAT and aim to do their best. The VCAA will use a student's GAT score to:

- contribute to statistical moderation of School Assessed Coursework
- review school assessments of School Assessed Tasks
- calculate a Derived Examination Score if required
- check the accuracy of examination marking
- provides an opportunity to demonstrate that students meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level.

Monitoring and analysis of results

Each year the VCE team will prepare and analyse the VCE results. In addition, the Principal and Assistant Principal will conduct an analysis of Unit 3-4 subject results in conjunction with each individual subject teacher using the VASS Data Service to improve teaching efficacy. VCE teachers are encouraged to use the data from the previous year's results to set their Student Outcomes goal in their individual Professional Development Plans.

VCE Teacher Expectations

VCE Assessment is an integral part of teaching and learning at the senior secondary level that:

- Measures student achievement
- Articulates and maintains standards
- Identifies opportunities for further learning
- Provides the basis of the award of a certificate.

When administering assessment tasks for VCE subjects at Rochester Secondary College, teachers must adhere to the following expectations to ensure that the above principles for assessment are realised.

Preparing SACs

Students must be given formal notification of the date, time, conditions, assessment and weighting of SACs/SATs at least two weeks prior to the task. Students will be given access to the SAC/SAT Assessment calendar (digital through school's LMS). Where possible, school-based assessment will be sensibly spaced out over the calendar year to ensure students can manageably complete their assessment.

Teachers must ensure that the school-assessed coursework or task meets the VCE Assessment Principles and requirements outlined in the relevant study design. Teachers should not develop a task that draws from publicly available resources without significant modifications to ensure assessments are unique. Resources such as previously used tasks, commercial tasks, subject association materials, past VCE examination materials must be sufficiently modified to ensure each assessment is unique for each course year.

The SAC/SAT must be presented with the Rochester Secondary College cover sheet as the front page. Teachers need to customise this template for each SAC/SAT to ensure it reflects the specific conditions for the task.

When planning dates for SACs, **all assessment for VCE Unit 4 studies be should be completed by the end of Term 3 in any school calendar year** so that students may use the Term 3 holidays for exam revision and prepare for practice exams leading into Term 4.

Storage of SACs

Teachers must ensure that electronic copies of scheduled SAC and SAT tasks are stored securely on the school Curriculum drive under the relevant domain sub-folders. Hard copies of prepared SAC/SAT materials must be stored with the teacher in their locked drawer, or, in the locked office storage room (behind our administration office) if being left for an alternative supervisor.

Running SACs

Where there are multiple classes for the one VCE study running in the same semester, the SACs for this subject must run in same the calendar week (and as close as possible together) across the different classes.

Where this is not possible, and a larger time lag exists between multiple classes completing the assessment, the task is required to be modified so that it differs between classes to ensure fairness.

Students should complete their SACs/SATs in the following conditions, unless otherwise stipulated in the relevant study design:

- Silence
- Watches removed and placed face up on the desk (smart watches must be handed in to the teacher for the duration of the task) and pencil cases/other personal items placed under the desk
- All materials allowed into the SAC/SAT are checked by the teacher for compliance
- Visible clock available for students to monitor time
- Water bottles (up to one litre) should be clear plastic only
- Students granted Special Provision must be provided with the agreed SAC/SAT conditions.

How do I apply for a University or TAFE program?

- VTAC coordinates the process for applying for tertiary providers
- An information evening will be held later in the year to discuss this further
- Any students wanting further information can contact, the Career and Pathways Leaders and Senior Sub School Assistant.

VTAC (Victorian Tertiary Admissions Centre)

VTAC is an organisation that administers a joint selection system for undergraduate courses on behalf of Victorian Universities and TAFE Colleges. VTAC does not have any responsibility for the VCE curriculum or assessment nor does VTAC select applicants. It produces and distributes application material and passes information onto selection authorities within the tertiary institutions.

The website <http://www.vtac.edu.au> can be used to assess you eligibility for particular courses. You need your VCAA number and PIN, which is the first four numbers of your birth date.

What is a study score?

- A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's moderated School-based Assessment scores, the Externally-assessed Task and the examination scores for each study.
- So, a study score of 40 means that you are in the top 9% of students studying that subject in Victoria, as shown below.

Study Score (Relative Position)	Percentage of Students above this position (approximate)
45	2
40	9
35	26
30	53
25	78

UG: If an assessment is of such a low grade that it could not be graded it is awarded a UG

Study Score

The Study Score (Relative Position) of a student in a study is based on scores achieved in exams and SACs and SATs and has a maximum of 50. The relative position indicates how the student performed in relation to others who undertook the study. Scores of 23-37 indicate the student is in the middle range. A score of over 37 is evidence that the student is in the top 15% of candidates in the study. Where a study score is less than 20 the score is reported as <20. The study score is scaled by VTAC to determine the ATAR.

What is an ATAR and why do I need one?

The ATAR is a ranking, not a score. There is no pass or fail ATAR. Every VCE student who receives an ATAR has successfully completed the VCE. An ATAR of 50.00 is not the pass rank, nor is it the average rank. An ATAR of 50.00 means you have performed better than 50% of the year 12 age group.

How is the ATAR calculated?

VTAC uses VCE results issued by the VCAA (Victorian Curriculum and Assessment Authority) to calculate the ATAR. The ATAR is a percentile rank, so it shows the relative performance of each student compared to everyone else in their age group.

The ATAR is a rank based on each student's aggregate (or total) produced by adding:

- The VTAC scaled study score in one of English, English Language, Literature or English as an Additional Language (EAL)
- The next best three VTAC scaled study scores permissible; and
- 10% of the fifth and sixth permissible scores that are available.

Who gets an ATAR?

VCE students: VTAC calculates an ATAR for all VCE students who have successfully completed the VCE and satisfied minimum tertiary entrance requirements. Only applicants who have at least four VCE study scores in an acceptable combination will have an ATAR calculated.

Getting your Results

Your VCE study scores, ATAR and VTAC Scaled Study Scores will be available to you via the Results and ATAR website and the Results and ATAR app. All current VCE students will receive a statement of VCE study scores from the VCAA. However, only students who have applied for courses through VTAC this year and have paid their VTAC processing fees will be sent an ATAR statement in the mail.

How to access your results online

- The VCE results and ATAR Service will be available in December.
- To view your results online, log on to resultsandatar.vic.edu.au using the instructions provided there.
- Note: The Results and ATAR service log in details are different from your VTAC ID and PIN.
- VCE students can access their ATAR in the VTAC account.

What if I want to change or withdraw from a VCE Unit?

1. All changes to VCE courses need to be discussed with Senior Sub School Assistant & Career and Pathways Leader.
2. The relevant subject change form must be filled out and signed
3. Parents and students will need to discuss the change and the consequence with the Career and Pathways Leader
4. All teachers involved will be consulted about the change.
5. *Note that changes to units will only be available where class size permit

Appendices

Appendix 1: VCE Documentation

The following links provide information on the delivery, content and requirements for VCE studies:

- [VCAA VCE and VCE VM Administrative Handbook](#)
- [VCE examination specifications, past examinations and examination reports](#)
- [VCE Study Designs](#)
- [VCE VM Study Designs](#)
- [VCE General Advice and Policy](#) – see here for the [VCE Assessment Principles Special provision within the VCE](#)
- [For students: Where to Now? Guide](#)
- [VCAA Key Dates](#)

Appendix 2: List of relevant acronyms and abbreviations

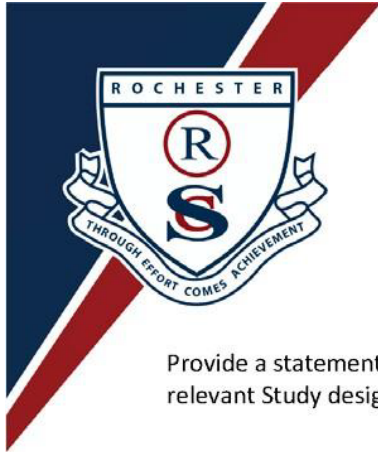
ATAR	Australian Tertiary Admission Rank
DES	Derived Examination Score
EAL	English as an Additional Language
GAT	General Achievement Test
N	Unsatisfactory Result for a VCE Unit
RSC	Rochester Secondary College
S	Satisfactory Result for a VCE Unit
SAC	School-assessed Coursework
SAT	School-assessed Task
VASS	Victorian Assessment Software System
VCAA	Victorian Curriculum and Assessment Authority
VCE VM	VCE Vocational Major
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre

Appendix 3: VCE Quick reference glossary and overview

Term	Meaning
Victorian Curriculum and Assessment Authority (VCAA)	The governing authority who set the policies, procedures and guidelines associated with the VCE. They are responsible for designing the VCE/VCE VM curriculum (published in study designs) and external Unit 3 and 4 exams. Website: www.vcaa.vic.edu.au
Unit 1 and 2 Studies (sometimes referred to as Year 11 subjects)	Studies undertaken in Year 11. Generally preliminary introductions to the more in-depth studies in each subject undertaken in Units 3 and 4. Unit 1 / 2 subjects can also be undertaken by students in Year 10 if they have been recommended by subject teachers. Units run for one semester each (i.e. Unit 1 subjects are taught across Semester 1, Unit 2 subjects across Semester 2). Some, but not all, are prerequisites in order for a student to undertake studies in Units 3 / 4 of the same subject. Although gaining a good base across both Units 1 and 2 is generally recommended, some students may complete Unit 1 of a subject and then change to study Unit 2 of a different subject in Semester 2.
Unit 3 and 4 Studies (sometimes referred to as Year 12 subjects)	Studies undertaken in Year 12. Year 11 students can undertake a Unit 3 / 4 study if they have been successful in their applications to do so. Teachers assess student level of performance and completion of units/outcomes through SACs/SATs and coursework. Students also sit an externally set and graded exam for each study.
Outcomes	To satisfactorily complete a unit of work students must demonstrate the required knowledge and skills. These are known as Outcomes in the study design. NOTE: Outcomes are commonly assessed through a range of tasks, including SACs/SATs.
Coursework	Means by which students demonstrate their satisfactory knowledge and skills of each outcome.
School Assessed Coursework (SACs) and School Assessed Tasks (SATs)	Means by which a student's level of achievement for each outcome is judged. These tasks generate a student's graded achievement.
Reporting students' results	VCE Unit results are reported to the VCAA as: S = satisfactory completion or N = not satisfactory. If a teacher judges all outcomes are achieved = S for unit. NOTE: The terms 'pass' and 'fail' are no longer used by VCAA, and will not be reflected in teacher's language.
At risk of achieving an 'N' for an outcome/unit (not satisfactory)	Parents/guardians will be notified when their son/daughter is at risk of achieving an 'N' for an outcome or unit due to academic performance, learning behaviours or attendance. It is expected that the subject teacher makes phone or email correspondence with the parent and notifies the Senior School Manager.
General Achievement Test (GAT)	A test of general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social science. The GAT is a 3 hour exam administered by the VCAA in June. All students enrolled in a Unit 3 / 4 study are required to sit this exam. The GAT is an essential part of the VCE assessment procedures and is used to monitor school assessed coursework to ensure consistency in assessment across the state.
Special Provision	Policy designed by the VCAA to provide students in defined circumstances with the opportunity to participate in and complete their senior secondary studies. Year 11 – applications processed internally by school. Year 12 – application processed by the VCAA.
Victorian Tertiary Admissions Centre (VTAC)	The administrative body which processes applications for university institutions.
Study Score	Shows how well the student has performed in a study at Unit 3 / 4 level, compared to everyone else in Victoria who took that study. Study scores can range from 0 to 50. Study scores calculated by the VCAA will be used by VTAC to calculate the student's ATAR. To generate a study score at Unit 3 / 4 level students need to complete the graded assessments (SACs/SATs) plus the examination and need to satisfactorily complete both Units 3 and 4.
Australian Tertiary Admission Rank (ATAR)	The ATAR is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. It is a rank on a scale of 0 – 99.95 which shows a student's achievement in relation to other students. VTAC uses the VCE results issued by the VCAA to calculate the ATAR. The ATAR is calculated by adding: One English study score The next best three study scores 10% of the fifth and sixth study scores.

Appendix 4: SAC SAT Cover Sheet

This cover sheet needs to be edited to suit the SAC/SAT requirements for your VCE Study.



ROCHESTER SECONDARY COLLEGE School Assessed Coursework

VCE _____ UNIT ___ OUTCOME ____

Provide a statement of the outcome this task will meet. This should be taken from the relevant Study design.

Date Task will be completed

Provide dates for all sections of the task

Task

Provide a description of the task to completed. This should be taken from the relevant Assessment Handbook.

Marks

This task will be marked out of _____. Provide other relevant information about the marks such as how the task contributes to the outcome and how many tasks contribute to the outcome.

Time allocated

Provide information about time allowed for each section of the task.

Conditions of task

Provide information about the materials and equipment that students are permitted to use.

Provide specific instructions relevant to the task.

Key Knowledge and skills related to this outcome

Provide the key knowledge and skills that will be assessed. This should be taken from the relevant Study Design.

Appendix 5: Senior School Review Panel Letter

[Insert Date]

Dear [Insert Name of Parent/Guardian],

Your child [Insert Name] is required to appear before the Rochester Secondary College Senior School Review Panel in the [Insert Venue] at [Insert Time] on [Insert Date] due to:

- [Insert Reason].

Under the provisions of the VCE Assessment Policy the college will convene a Senior School Review Panel to adjudicate matters involving a significant breach of the Assessment Policy or unsatisfactory academic progress in two or more VCE subjects as reported in 5-week cycle mid-term, end-of-term and semester Compass reports. The Senior School Review Panel can be convened for a student who:

- is not making satisfactory academic progress as indicated in Interim / Term / Semester Reports
- consistently disregards College policies and rules,
- fails to attend the College or classes on a regular basis,
- requires a second or subsequent extension of time to submit work in any semester,
- has submitted work that cannot be authenticated,
- is caught cheating in a SAC or semester examination,
- is awarded an "N" grade in two or more unit(s), and / or
- fails to complete a SAC at the designated time without an approved absence.

The VCE Review Panel will consist of at least two staff members from the following positions:

- College Principal
- Assistant Principal
- Senior School Manager
- Senior Sub School Assistant.

If the Panel is called due to a problem arising within a particular unit, the teacher of that unit may also be present. That teacher may make appropriate recommendations to the panel. A student required to appear before the Senior School Review Panel may request an advocate or support person. The support person may be another student or a teacher, for example, the Student Wellbeing Coordinator. Parents/Guardians are invited to attend a review by the Senior School Review Panel by receipt of this letter.

The VCE Review Panel may make the following decisions:

- require the student to re-sit a SAC or resubmit a SAT
- require the student to complete a replacement task and/or time as appropriate
- redeem unsatisfactory VCE subject attendance by participating in Attendance Redemption
- provide the student with additional appropriate support, such as an individualised study program
- recommend that an "N" grade be confirmed
- recommend the student be withdrawn from a particular unit, or
- recommend the exit of a student from the College where there has been persistent unsatisfactory attitude, attendance and/or academic performance.

Yours sincerely,

[Insert Name][Insert Name]

Senior Sub School Assistant or Senior Sub School Leader

Appendix 6: Attendance Policy - (Full policy is on the [school website](#))



ROCHESTER SECONDARY COLLEGE

PO Box 186, 26 Edward St
Rochester, VIC, 3561
Ph. (03) 5484 1844
rochester.sc@education.vic.gov.au
www.rochsec.vic.edu.au

ATTENDANCE POLICY

Purpose

The purpose of this policy is to

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Rochester Secondary College has in place to
 - support, monitor and maintain student attendance
 - record, monitor and follow up student absences.

Scope

This policy applies to all students at Rochester Secondary College.

This policy should be read in conjunction with the Department of Education and Training's [School Attendance Guidelines](#). It does not replace or change the obligations of Rochester Secondary College, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

Policy

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Rochester Secondary College during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment in Rochester Secondary College, or
- the student is registered for home schooling and has only a partial enrolment in Rochester Secondary College for particular activities.

Both schools and parents have an important role to play in supporting students to attend school every day.

Rochester Secondary College believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.

Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents to improve their attendance through a range of interventions and supports.

Appendix 7: Application to Reschedule an Assessment

APPLICATION TO RESCHEDULE AN ASSESSMENT

Rochester Secondary College and the Victorian Curriculum and Assessment Authority have an expectation that all students complete ALL assessment pieces as outlined by their subject teacher and the relevant study design in order to meet all course outcomes. This includes sitting all scheduled SAC and SAT tasks as informed by the study design(s) for VCE units.

A student who misses a scheduled SAC or SAT will receive no score (zero) and be unable to reschedule unless their absence is approved.

If you are/have been unable to complete a SAC or SAT on the date scheduled by your class teacher, please complete the following information:

Name: _____

Subject: _____

Teacher: _____

Original SAC/SAT date: _____

Reason for request to reschedule the SAC/SAT

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Absence due to scheduled school event, activity or camp |
| <input type="checkbox"/> | Absence due to illness (a medical certificate MUST be submitted with this form) |
| <input type="checkbox"/> | Absence due to personal circumstances (a statutory declaration MUST be submitted with this form) |
| <input type="checkbox"/> | Other (please provide details, attach a separate page if necessary) _____ |

Rescheduled date & time for SAC/SAT to be completed (this will need to be negotiated and agreed to with your class teacher): _____

Approval from Class Teacher/Senior Sub-School Leader/Principal:

_____ (signature required)

Student name: _____ Signature: _____

Parent/Guardian name: _____ Signature: _____

Appendix 8: Not Meeting Course Requirements Letter (At Risk – Academic)

STUDENT NOT MEETING COURSE REQUIREMENTS

To the Parent(s)/Guardian(s) of student name,

This letter is to inform you that at the time of writing, student name is currently not meeting the course requirements for subject and as such, is at risk of receiving an 'N' determination (Not Satisfactory) for Unit X Subject.

This is due to one or more of the following concerns:

- Failure to complete required set course work
- Unsatisfactory standard of work submitted
- Authentication concern
- Attendance

While an 'N' result will be recorded for this unit at this time, students do have the opportunity to redeem this and achieve an 'S' (satisfactory) result, provided they meet modified learning activities as set by the class teacher to address the relevant course outcomes.

The class teacher can consider previous classwork and assessment and may set alternate or supplementary tasks to be completed under supervision in order to obtain a satisfactory result for:

Area of Study(s) X, Unit X Subject.

Task to be completed	Submit via	Last Date Accepted
	Google Classroom/email/in-person	XX/XX/202X

Please feel free to contact the College if you would like to discuss this or if your child needs support with this work.

Yours sincerely,

Teacher Name
Class Teacher

Teacher Name
Sub School Leader

Appendix 9: Unapproved Extended Travel Agreement

UNAPPROVED EXTENDED TRAVEL AGREEMENT: VCE/VCE VM UNIT 3&4

Student Name: _____

Year Level: _____ Student Course: VCE VCE VM

Date(s) of Extended Travel: From _____ to _____

Purpose of Agreement

This agreement outlines the conditions under which a student may undertake unapproved extended travel during the school term while undertaking VCE or VCE VM Unit 3 or 4 subjects. The agreement also recognises the potential impact extended travel on a student's academic progress, subject study scores and ATAR. The agreement ensures VCAA assessment rules and fairness to all students completing VCE or VCE VM at Rochester Secondary College are met.

Terms and Conditions

1. Acknowledgment of Unapproved Status

The student and their parent/guardian acknowledge that the travel period is for more than five consecutive school days, not for medical, bereavement or extenuating circumstances and therefore has **not been approved** by the school. As this is not an approved absence, absence during this time may affect the student's ability to meet course requirements and the authentication of coursework.

2. Impact on School Assessed Coursework (SACs) and Satisfactory completion of subject outcomes.

The student understands that:

- Missing scheduled SACs during Unit 3 or 4 due to unapproved extended travel results in a **zero** and is not an approved absence.
- SACs missed due to unapproved extended travel will only be completed for an **S** (satisfactory) and will be completed as soon as the student returns to school.
- Missed SACs will be required to be completed in the student's own time.
- Receiving a zero for a SAC will impact the student's subject study score and the student acknowledges that this will also impact their ATAR ranking.
- The student may be required to complete additional coursework to enable the classroom teacher to authenticate student coursework or to demonstrate required course knowledge to a satisfactory standard.
- The student may receive a 'N' (non satisfactory) if the student does not catch on all missed coursework, or their absence prevents the teacher from authenticating the student's coursework to the required standard.
- The student may receive a 'N' (non satisfactory) or any VET units missed and may not have the opportunity to make these units up.

3. Communication and Responsibility

- The student commits to notifying the subject teachers in advance regarding missed lessons and assessments.
- The student agrees to follow all instructions provided by teachers to mitigate learning disruption.

4. Provision of coursework while absent

The student understands that:

- The school is under no obligation to provide the student all upcoming coursework the student will miss as a result of unapproved extended travel prior to the student's departure date.
- The school will not provide alternative teaching and learning via online learning platforms in lieu of face to face classes for a student missing class because of unapproved extended travel.

5. Student Acknowledgment

The student understands the potential consequences of unapproved extended travel on the student's

VCE/VCE VM results, Subject study scores, VET Certificate completion and overall ATAR. The student also understands that any impact to their overall satisfactory completion of their VCE, VCE VM, VET course, subject study scores and ATAR ranking due to unapproved extended travel is their own doing and their responsibility.

6. Parent/Guardian Acknowledgment

The parent/guardian agrees to support the student in managing their academic responsibilities and understands the potential consequences of unapproved extended travel on the student's VCE/VCE VM results, VET Certificate completion, Subject study scores and overall ATAR.

Signatures

By signing below, all parties confirm they have read, understood, and agreed to the terms of this agreement.

Student Signature: _____

Student Name: _____

Date: _____

Parent/Guardian Signature: _____

Parent/Guardian Name: _____

Date: _____

11-12 Sub School Leader Signature: _____

Date: _____

Principal Signature: _____

Date: _____

Appendix 10:

Non-scored Assessment Application Form

Non-scored assessment Form
(For Units 3/4 VCE and scored VET subjects)

Name: _____ Code: _____ Homegroup: _____

This form must be returned to your Senior School Coordinator

The college has an expectation that all students will complete all aspects of assessment to maximise their ATAR and increase their pathway options. Under exceptional circumstances students and their parent/carer can apply through their Senior School Coordinator to undertake non-scored assessment. This decision will occur only in exceptional circumstances.

Important Information on School Assessed Coursework (SACs) and School Assessed Tasks (SATs)

SACs and SATs are used in the following ways:

- To determine if a student has passed the subject. Each SAC/SAT assesses an Outcome.
- SAC/SAT and exam grades in a subject contribute to the 'Study Score' for that subject.
- The November examinations contribute significantly to the Study Score in a subject (depending on the subject, it can vary from 20-66%).
- A student's ATAR is calculated by using all of their study scores.
- An ATAR is required for University courses and some TAFE courses.

Even if a student qualifies for non-scored assessment, they will still be required to complete all Learning Activities, SACs and SATs (even though they are not graded or scored) to a satisfactory level to demonstrate they have met all the Subject Outcomes and can pass the subject.

To achieve an ATAR, students must have completed scored assessment in at least four sequences of Unit 3/4, including English.

I understand that by applying for un-scored VCE and/or VET assessment:

- I will not receive a study score for the subject/subjects undertaken as non-scored which will affect my ATAR
- SAC/SAT results already accrued will be removed from the VASS system

Tick additional boxes below, if appropriate:

- I am enrolled in a VCE VM program
- I have not completed the full unit 3/4 VET sequence required for exam eligibility

I choose to not have my SACs/SATs scored and/or sit exam/s in the following VCE Units:

Unit	Teacher Signature

PARENT/CARER STATEMENT

I have discussed this decision with my child. I am satisfied that they understand the effect on their ATAR and that an ATAR may not be obtained. I understand that assessment for Unit 4 will not be recorded and a study score will not be achieved.

I understand that they will be required to sit the General Achievement Test (GAT) which is set by the Victorian Curriculum and Assessment Authority.

I understand that they will still be required to complete all Learning Activities and SACs/SATs to meet the subject outcomes and obtain a satisfactory result for their subject.

Student signature: _____ Date: _____

Parent/Carer signature: _____ Date: _____

Careers/Pathways Coordinator signature: _____ Date: _____

Senior School Coordinator signature: _____ Date: _____