



VCE & VCE-VM

Policy & Procedures

Table of Contents

Purpose.....	4
Victorian Certificate of Education (VCE).....	4
What is the VCE?	4
Eligibility for awarding the VCE	5
Minimum requirements for the award of the VCE.....	5
VCE Vocational Major (VCE-VM)	6
Completing the VCE-VM.....	6
Pathways	6
VCE-VM Units.....	7
Assessment of Achievement in VCE-VM.....	7
RSC VCE & VCE-VM Assessment Policy	8
School-assessed Coursework	9
Provision of Marks for School Assessed Coursework.....	9
School-assessed Tasks.....	9
Satisfactory completion of a unit.....	10
Not Satisfactory completion of a unit.....	10
Redeeming Outcome – submitting further evidence for satisfactory completion.....	10
The Victorian Curriculum and Assessment Authority's (VCAA) Rules	11
Authentication – School Assessed Coursework.....	12
Authentication – School Assessed Tasks.....	12
Breach of Rules.....	13
Step 1 – Preliminary Investigation	13
Step 2 – Investigation.....	13
Step 3 – Decision Maker	14
Appeal.....	15
Attendance requirements	15
Attendance at School and for SACs.....	16
What should I do if I need to reschedule a SAC or SAT?.....	16
What should I do if I know I will be absent for an assessment task?.....	17
What do I do if I have an unexpected absence?	17
At Risk Students	18
Administration of records	18

VCAA Special Provision	19
Eligibility for Special Provision	19
Examinations.....	20
Why is the General Achievement Test (GAT) important?.....	20
Who sits the GAT?.....	20
Both Sections A and B	20
Section A only.....	21
Monitoring and analysis of results	21
VCE Teacher Expectations.....	22
Preparing SACs.....	22
Running SACs.....	22
How do I apply for a University or TAFE program?	23
What is a study score?	23
What is an ATAR and why do I need one?	24
How is the ATAR calculated?.....	24
Who gets an ATAR?	24
Getting your Results.....	24
How to access your results online.....	25
What if I want to change or withdraw from a VCE Unit?.....	25
Appendices	26
Appendix 1: VCE Documentation	26
Appendix 2: List of relevant acronyms and abbreviations	27
Appendix 3: VCE Quick reference glossary and overview.....	28
Appendix 4: SAC Cover Sheet.....	29
Appendix 5: Senior School Review Panel Letter.....	30
Appendix 6: Attendance Policy - (Full policy is on the school website).....	31
Appendix 7: Application to Reschedule an Assessment	32

Purpose

At Rochester Secondary College, our purpose is to empower all students to grow academically, socially and emotionally. We provide a respectful and nurturing environment with strong community links to produce collaborative learners who think deeply.

We value:

- Growth
- Respect
- Optimism
- Wellbeing
- Support

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).

VCE Vocational Major (VCE-VM)

The VCE Vocational Major (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

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.

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 VCAL 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.

There is one examination period each year. 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:

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

School-assessed Coursework

School-assessed Coursework, which consists of a set of assessment tasks 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) aggregates 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 Product Design and Technology, 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, in order to achieve consistency and fairness in marking.

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.

Year Level Coordinator and Senior 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 Xuno.

Redeeming Outcome – 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 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 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).

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 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.

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

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
- 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 XUNO attendance roll every lesson. Overall attendance will be monitored by the Year Level Coordinator. The Year Level Coordinator 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 Year Level Coordinator or Senior School Leader 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, Year Level Coordinator, or external practitioners)
- On-going illness or injury (for which medical certificates must be provided)
- Other (these will require consultation with the Senior School Leader, Year Level Coordinator 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 Year Level or Senior School Coordinator. 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

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.

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 Year Level or Senior School Coordinator.
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 Year Level Coordinator). Your classroom teacher will then lodge the completed form with the Senior School Leader.
5. Your classroom teacher will enter the details of the rescheduled task and date on to your XUNO 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 Year Level or Senior School coordinator.
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 Year Level Coordinator). Your class teacher will then lodge the completed form with the Senior School Leader.
5. Your classroom teacher will enter the details of the rescheduled task and date on to your XUNO 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 Year Level Coordinator.
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 Year Level Coordinator). Your class teacher will then lodge the completed form with the Senior School Leader.
6. Your class room teacher will enter the details of the rescheduled task and date on to your XUNO 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 Year Level or Senior School Coordinator needs to be informed immediately. The Coordinator 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 XUNO 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 Year Level or Senior School Coordinator 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

The VCAA Special Provision policy 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.

Although there is no limit on the period of time allowed for a student to achieve the VCE or VCE-VM, 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. Contact the Year Level Co-ordinator or the Assistant Principal for further information.

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.

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 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 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 one week prior to the task. Students will be given access to the SAC/SAT Assessment calendar.

Teachers must ensure that the SAC meets the VCE Assessment Principles and requirements outlined in the relevant study design. Teachers should not administer the same SAC/SAT year- on-year, nor should they provide students with a SAC/SAT from an external source that has not been significantly modified.

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/SAC to ensure it reflects the specific conditions for the task.

When planning dates for SACs **all assessment for VCE Unit 4 studies must be completed by the end of Term 3 in any school calendar year** so students may use the Term 3 holidays for exam revision to prepare for the practice exams held in the first week back of Term 4.

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.

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 Year Level Coordinator.

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 www.vtac.edu.au can be used to assess your eligibility for particular courses. You need your VCAA number and PIN, which is the first

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
20	93

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 Year Level Coordinator & 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 General Advice and Policy](#) – see here for the VCE Assessment Principles

[Special provision within the VCE](#)

[For students: My VCE Guide](#)

[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: 1. One English study score 2. The next best three study scores 3. 10% of the fifth and sixth study scores.

Appendix 4: SAC Cover Sheet

This cover sheet needs to be edited to suit the SAC 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 be 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
- Year Level Coordinator.

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]

Year 10/11/12 Level Coordinator or Senior School Leader



ROCHESTER SECONDARY COLLEGE

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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.



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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 course outcomes. This includes sitting all scheduled SAC and SAT tasks as informed by the study design(s) for VCE units.

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

- Absence due to illness (a medical certificate MUST be submitted with this form)
- Absence due to personal circumstances e.g. wellbeing, family event etc _____
- Absence due to scheduled school event
- Other (please provide details) _____

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: _____ (signature required)

Student name: _____

Student signature: _____