



VCE Student Handbook 2015

SUZANNE CORY
High School



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1. Foreword

I would like to welcome our Year 12, Year 11 and our Year 10 cohort undertaking VCE studies to the VCE at Suzanne Cory High School in 2014.

We are pleased to provide this Handbook to all students who are enrolled in Units 1-4 as a guide which enables students to have a clearer understanding of the VCE and its requirements. The Handbook is intended to assist students with organisation for effective study within the parameters of VCE timelines and requirements.

Students are also encouraged to share this Handbook with the families, who are always the main support for their success in their studies and achievements at school.

I would also like to remind students of the continued relevance of applying of our core values of *Respect, Aspiration and Contribution* during their VCE studies. Doing so will enable students to take up the breadth of opportunities offered by the school, maximise their opportunities for academic success and ensure school is a rewarding experience.

On behalf of the staff at Suzanne Cory High School, I wish you well in your studies in 2014.

Colin Axup
Principal

2. Overview of the VCE

1.1 VCE Structure

The Victorian Certificate of Education (VCE) is a program designed to be taken over a minimum of two years. Each subject offered at VCE is broken up into 4 units

- Units 1 and 2 are normally taken at Year 11 and can normally be taken as single units.
- Units 3 and 4 are normally taken at Year 12 and are designed to be taken as a sequence.

1.2 Study designs

Each VCE subject has a syllabus described by the study design. This outlines the course content and can be downloaded from www.vcaa.vic.edu.au.

1.3 Course timelines

Course timelines are provided by teachers for all Units 1-4 studies. These timelines outline the expected content to be covered on a week-by-week basis and the timing of all assessments that contribute to determining whether a student satisfactorily completes a unit, in order to gain S (Satisfactory) or N (Not satisfactory) at the end of the unit. Students are expected to use these course outlines to plan their work

outside of class in order to ensure they are prepared for assessments. If students are absent from class, they are expected to use the timelines to keep up with the course content independently. All timelines can be found on the school eWorkspace in the VCE area.

1.4 Satisfactory completion of the VCE

To obtain a VCE certificate the student must obtain satisfactory results in 16 VCE units. These units must include:

1. At least 3 units from the English Group (English, English Language, Literature or English as an Additional Language), at least one of which must be from units 3 or 4
2. At least 3 sequences of unit 3/4 for subjects other than English.

In order to obtain a study score for a subject, students must complete both units 3 and 4 and obtain a score for all assessment including examinations. To obtain an ATAR score students must successfully complete and have scored a unit 3/4 sequence from the English group. An unscored VCE certificate can be issued to students who do not meet these requirements but have met the basic requirements of the VCE.

For satisfactory completion of a VCE unit, students must demonstrate they meet the unit outcomes as described in the study design. The decision about satisfactory completion of the unit is made by the teacher based on the student's performance in assessed work. If a student does not demonstrate satisfactory performance on a task, they will be given a second opportunity to demonstrate their knowledge and skills. This process is known as redemption and is outlined in *School-based assessment* section of this Handbook.

To achieve an S for a unit, student must:

- produce work that is clearly their own
- produce work that demonstrates achievement of the outcomes
- submit work on time
- observe the VCAA and school rules (including attendance rules).

1.5 Attendance requirements

At Suzanne Cory High School high levels of attendance are expected as well as active participation in learning. It is clear that high rates of attendance are an important factor in achieving high level learning outcomes.

All students must meet the 90% attendance requirement to be eligible for a satisfactory grade for a unit. Students who have unapproved absences in excess of 10% in any unit may be ineligible to receive a satisfactory grade for that unit; conversely, students who have unapproved absences of less than 10% shall be eligible to receive a satisfactory grade provided that all learning outcomes are satisfactorily completed.

Reasons for an approved absence include the following:

- school-related activities
- illness with a medical certificate
- Religious observance

For advice on absences during assessments, please refer to section 3.6 of this Handbook.

1.6 Higher Education Studies

The Higher Education Studies within the VCE Program is designed to provide a broader range of studies in the Victorian Certificate of Education to challenge high achieving and interested students through the opportunity to include a first year higher education study in their VCE program.

The individual universities decide entry to Higher Education studies, and students can only be enrolled in Year 12. Entry is based on high overall attainment in year 11 studies including any unit 3/4 subjects taken early. Students taking a Higher Education study are still expected to take four unit 3/4 studies at school.

Students wishing to apply for Higher Education Studies will be given further information on the process during the year.

3. Results and examinations

At unit 3 and 4 level students will receive a grade from VCAA for each graded assessment. The percentage attainment needed to obtain a specific grade varies from subject to subject and year to year. These percentages can be found on the VCAA website under the heading *Grade distributions*. For School Based Assessments students will be told the numerical mark that will be reported to VCAA for each assessment. Student reports for unit 3 subjects will not include SAC marks, rather they will include teacher comment on the level of attainment in assessments and an indication of whether the student has achieved an S or an N for the unit. No reports are provided for unit 4 studies.

Grade	Percentage / %
A+	90
A	80
B+	75
B	70
C+	65
C	60
D+	55
D	50
E+	45
E	40
N	0-39

The table opposite shows the grading used at unit 1 and 2 level in all subjects. The minimum pass mark for all assessments is set at 40%

3.1 Study scores

A study score is awarded if students complete a unit 3/4 sequence and obtain a score for at least two of the graded assessments. The study score is based on the standardised score for all graded assessments with different graded assessment being awarded different percentage contributions.

All students weighted totals are added up and ranked against all other students in the state taking that subject in the same year. These rankings are then placed on a normal distribution curve with the mean being set at 30. A study score of 30 is therefore the average study score for every subject.

For studies with more than 100 enrolments

- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20.

3.2 Australian Tertiary Admission Rank (ATAR)

Everyone who completes the VCE and has received a study score for at least 4 subjects (including one from the English group) will have an ATAR calculated. The ATAR ranks the achievement of all students in the state regardless of which subjects they have studied. The ATAR is expressed as the percentage of students in the state that the student has performed better than. Hence the top ATAR possible is 99.95 indicating the student's results were better than 99.95% of the state.

To achieve this ranking the student's study scores are first scaled to account for any differences in the ability of students taking a specific subject. The degree to which a

subject has been scaled up or down in previous years can be found on the VCAA website under *Scaling Reports*. As the mean of all studies is set at 30 the study scores obtained by students in their other subjects is used to calculate the relative difficulty of each subject. A subject which is found to be relatively difficult will be scaled up and vice versa, a subject which is relatively easy will be scaled down.

The scaled study scores (called ATAR subject scores) are then aggregated by adding the total of the student's best score in any one of the English group plus the next best three subjects. If a student has undertaken a fifth and sixth study, then 10% of these study scores is added to the total. If a student has undertaken a Higher Education study, the score for this can take the place of the sixth subject. The ATAR aggregate is a number between 0 and about 210.

All students with an aggregate score are then ranked on the basis of this score, and a percentage rank is applied to distribute students as evenly as possible over a 100 point scale. If more than one student achieves the same aggregate, they will receive the same study score. Where a student's ATAR is less than 30, it is simply reported as "less than 30" otherwise ATARs are reported as a numerical value up to 99.95 in increments of 0.05.

3.3 The General Achievement Test (GAT)

The GAT is a test of general knowledge and skills in the areas of:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences.

The GAT is taken by all students who are undertaking a unit 3/4 sequence in that academic year. All students must attempt all parts of the GAT regardless of what other studies they are taking as part of their VCE program. No special study preparation is required for the GAT, but students are advised to look at previous GAT examinations to get an idea of the style and format of the questions.

Performance in the GAT is used to help work out the student's exam mark if they are unwell and apply for a derived exam score. It is therefore important that *all* students try their hardest on all sections of the GAT.

3.4 Examinations

The school will run internal examinations for units 1 and 2 at the end of each semester. These examinations are designed to give students practice for unit 3/4 examinations. Hence exams will be in a similar format to the ones students will sit in the following year and may be used by teachers to determine if students have met the unit outcomes.

For units 3 and 4, there is one examination period per year in October to November. Performance and oral examinations take place in October. Written examinations run from late October to late November. The examination timetable will be published in May and will be made available via the 2015 Navigator and the VCAA website. The

school will run trial examinations for units 3 and 4 each year. The times of these will be published in the school calendar each year.

3.5 Special provisions for Units 3 & 4

Special provisions for school-assessed coursework and external examinations are granted in cases where a student has an on-going medical condition (physical or psychological), impairment or learning disability, or due to factors affecting their personal environment. Special provisions are granted following the guiding principles that:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Special provision can include aide support, additional reading or writing time, the use of assistive technologies or rest breaks. Provisions for SACs and SATs will be decided in school by the VCE Programs and Development Leading Teacher in accordance with VCAA guidelines. These special provisions are to be applied to every assessed piece of work undertaken by that student. Applications for special provisions for external examinations are made to VCAA early in the year in which a student undertakes a unit 3/4 study.

If any student believes they qualify for special provisions they should find out more about the application process as early as possible by speaking to Ms Goodridge-Kelly (VCE Programs and Curriculum Leading Teacher).

3.6 Derived examination scores

Where a student is unwell or has been affected by a physical or mental trauma (such as injury, death of a close relative, family breakdown) at the time of their examination, they may be eligible for a derived exam score. A derived exam score is calculated based on the student's performance in other graded assessments and the GAT. If a student was predicted to receive a higher grade based on these measures than they actually obtained, then their grade is adjusted upwards accordingly. A derived exam score never reduces the grade received.

The student's application for a derived exam score must be received by VCAA within 7 days of the student's last exam of that examination period. The application must be supported by documentation from a professional such as a medical doctor or psychologist. There is no guarantee that students will be granted a derived exam score so they are always encouraged to sit all examinations and to assume the mark they obtain will be their final grade.

Any student who has three examinations scheduled for one day will automatically receive a derived exam score for the third examination. In these cases there is no need to make an application to VCAA.

If students believe they may be eligible for a derived exam score, they should speak to Ms Goodridge-Kelly (VCE Programs and Development Leading Teacher) to find out more about the application process.

4. School-based assessment

School-based assessments are an important part of the VCE assessment. These include School-assessed Coursework (SACs) and School-assessed Tasks (SATs). These assessments are one of the measures teachers use to determine whether to award an 'S' or 'N' for a unit. For unit 3/4 sequences the school-based assessment also contributes significantly to the study score.

Students are expected to retain *all* work completed during a year until the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling, or teachers may wish to review the work in order to check performance in school-based assessments.

4.1 Student responsibility for saving and printing work produced on a computer

When students use a computer to produce an outcome task, it is the student's responsibility to ensure that:

- there is an alternative system available for use in case of computer or printer malfunction or unavailability;
- hard copies of the work in progress are produced regularly to meet authentication requirements (see *Authentication* section); and
- each time changes are made, the work is saved onto a back-up file. The back-up file should not be stored with the computer.

4.2 School-assessed Coursework (SACs)

SACs are specific tasks that may take place over one or more lessons or be set for completion outside of class. A teacher will inform the class of the SAC at least 5 school days in advance using the form in Appendix 2, which also specifies the format and content to be assessed. It is important that students are present in class for all SACs and submit all work by the set deadline. If a student is absent for a SAC, they must follow the procedure outlined in section 3.6 in this Handbook.

4.3 School-assessed Tasks (SATs)

SATs are set by VCAA to assess a particular set of practical skills and knowledge. They are marked internally using a set of criteria provided by VCAA and moderated to ensure the marking of all teachers is consistent. SATs are set in the Arts, Design and Technology subject areas. Teachers will inform students at least one month in advance of a proposed SAT by providing the form in Appendix 1 and a copy of the criteria for assessment. It is expected that students will do work outside of class to complete the SAT. There will also be regular dates set for the teacher to review the student's work and check progress. It is important that all deadlines are met as late work will not be accepted. If a student is absent for any set deadline, they must follow the procedure outlined in section 3.6 in this Handbook.

4.4 Authentication of work

Where assessed work is completed outside of class, it is the student's responsibility to ensure they keep a record of all sources used in the development of the work so the work can be authenticated. This includes books, websites and people consulted in developing the work. If a computer is used to present the work, students must also print out drafts regularly so the teacher can see the development of the work and be able to attest to its authenticity.

See Section 3.8 of this Handbook, which outlines how a suspected breach in assessment rules is addressed.

4.5 Assessment calendar

The planned assessment dates for all VCE units are in an Assessment Calendar which is distributed to students. This will allow students to anticipate times when they might have multiple assessments and to plan their study accordingly. An assessment calendar for Units 1 and 3 will be provided to students early in semester 1 and a calendar for Units 2 and 4 early in semester 2.

4.6 Rescheduling an assessment

Where possible, students should be present in class for all deadlines and all graded assessments. However there may be times when they need to reschedule an assessment for a valid reason. In these circumstances, students are required to present supporting documentation. The form *Rescheduling a SAC/ SAT* in Appendix 3 is to be completed by students seeking to reschedule a SAC/SAT at units 1-4.

If students know in advance that they will be absent, they must collect the form (Appendix 3) from their coordinator and talk to the relevant subject teacher(s) at least 3 days in advance. The teacher(s) will check the appropriateness of the documentation provided and arrange a new date. The new date must be within one week of the original assessment date and may be before the scheduled date. This decision is at the teacher's discretion.

For an unplanned absence, students must collect a rescheduling form and talk to the teacher(s) on the day they return from their absence. The teacher(s) will check the appropriateness of the documentation and arrange a new date. The new date must be within one week of the return from absence.

Some acceptable reasons for rescheduling an assessment and the appropriate documentation for students to include are shown in the table below.

Reason	Planned or Unplanned	Documentation
School excursion including sports	Planned	Signature of teacher organising the event
Study day for external examination	Planned	Signature of Student Wellbeing Leader or VCE Leading Teacher.

Hospital Appointment	Planned	Copy of appointment letter
Illness	Unplanned	Medical certificate
Family emergency	Unplanned	Statutory Declaration

If the absence is not authorised because the student has been unable to provide the appropriate documentation, students will be given a further opportunity to obtain an S for the unit by undertaking a redemption task. This means the student will receive a reportable score of zero for the assessment, or part thereof, but is still able to use the assessment to demonstrate satisfactory completion of an outcome. For a SAC or SAT in units 3 and 4, the score reported to VCAA will be zero.

4.7 Redemption process

If a student fails to demonstrate satisfactory completion of an outcome in an assessment task, they will be given one further opportunity to show that they can meet the outcome in order to gain S for the unit. If this occurs the teacher will provide the student with a *Redemption of a SAC/SAT* form (as shown in Appendix 4), which includes information about the format for the redemption and when it is scheduled. This form must be signed by a parent/guardian and the redemption must be sat at the appointed time. If the student fails to attend at the scheduled time for the redemption task, does not submit the work by the deadline, or fails to meet the minimum standard, then N is awarded for the unit.

4.8 Authentication Panels

Breaching the rules during a school-based assessment is a serious matter and is treated as such. If there is doubt about the authenticity of a student's work, this will be investigated before the work is accepted for assessment. This may occur if the work:

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

If a teacher doubts the authenticity of submitted work, they will first speak to the student and give them an opportunity to verify its authenticity. This might involve:

- provision of evidence of the development of the work
- a discussion of the content of the work with a specialist teacher
- provision of samples of other work
- completion of a supplementary assessment task related to the original assessment task.

If the work can be verified as being authentic the student's original work will be assessed and the mark recorded.

If verification cannot be assured, the student will be invited to attend an interview with a specialist subject teacher, the student welfare leader and the VCE Programs

and Development Leading Teacher. The student will be notified of the interview at least 24 hours in advance and may bring a support person with them to the interview. The role of the support person is *not* to advocate on behalf of the student. The purpose of the interview is to give the student an opportunity to respond to the allegation that a breach of assessment rules has been made. No other matters are to be discussed during this interview.

In cases where a student has been found to submit work which is not their own, the teacher will accept for assessment only those sections that can be authenticated. The student's mark on the piece of school-assessed coursework will therefore be based only on those sections. Students will be given an additional opportunity to demonstrate satisfactory completion of the outcome where necessary via the school's redemption process. The student will be notified in writing of the decision within 14 days of the interview taking place.

4.9 SAC-free periods or Study Days

To allow students time to adequately prepare for examinations, both internal and external, the school will designate SAC-free periods or Study Days in the run-up to examination times. Students will not have any SACs during this time period but teachers may schedule any necessary redemptions during this time.

Students sitting a unit 3/4 examination during the normal school program (including performance and oral examinations) are eligible to apply for an extension on any assessment scheduled the week before their examination. In addition they may take the school day immediately prior to the examination off school to prepare.

4.10 Extension procedures

Extensions of time will only be given under extreme circumstances. Students are not permitted to resubmit work for the purpose of obtaining a new grade for an assessment task.

The process for requesting an extension is:

- Evidence in the form of a medical certificate or other official documentation must be obtained to justify the reason for requiring an extension of time.
- Student completes an Application for Extension (Appendix 5) at least three days before the due date, if practicable and submits this to the subject teacher.
- Consultation will then take place between the student, subject teacher and VCE Programs and Development Leading Teacher about whether a revised due date may be permitted.
- The subject teacher and VCE Programs and Development Leading Teacher will then make the final decision and notify student in writing.
- If an extension of time is approved, the work must be submitted by the agreed revised date and time.

4.11 Appeals process

Students have the right to appeal decisions about:

- non-satisfactory outcomes
- unapproved absences
- special provision
- authentication
- extensions
- redemptions
- other breaches of rules.

The general process for appeals is as follows:

- The student notifies the VCE Programs and Development Leading Teacher of their intention to appeal in writing.
- A formal interview will be undertaken with a school-based appeals panel
- Composition of the panels will be the Principal or nominee, VCE Programs and Development Leading Teacher and relevant teachers. The student may request a support person to be present such as a parent/guardian or friend.
- All deliberations will be documented and outcomes will be conveyed to the student in writing.

5. Class time and School support

5.1 Allocated class time

VCAA guidelines suggest that each VCE unit requires 50 hours of teaching time. All VCE subjects at Suzanne Cory High School are allocated a teaching time allowance of 10 periods per cycle which more than meets this requirement each semester. Students are expected to work efficiently and effectively during class to maximise their in class learning.

5.2 Cancelled classes

Classes may on occasion be cancelled if it is not in the best interest of students for a timetabled class to run. A class might be cancelled in the circumstances outlined below

1. Where planned events (such as excursions, seminars etc) would leave the class with less than 8 students or less than 30% of the students present (whichever is least)
2. Where a teacher is absent for a Unit 3/4 class, has been unable to set work for the class and no other suitably qualified and experienced teacher is available to take the class.

Students will be notified of cancelled classes via the daily bulletin on eWorkspace (or if at short notice via a message on eWorkspace) and must report to the front office to sign in before proceeding to the study center for private study in that time.

5.3 School support for students

Suzanne Cory High School seeks to support students through all aspects of their VCE studies. Any student who experiences difficulty during the year is advised to see

their VCE subject teacher and/or their Home Group teacher, at the earliest opportunity.

They should also seek the support of their student wellbeing leaders who provide a bridge for students between school and home by working in partnership with the student's family to support students.

Ms Chloe Baker, the Careers and Pathways Co-ordinator is available to assist students and parents with advice in matters such as subject selection, tertiary options and careers advice.

Ms Goodridge-Kelly is the VCE Programs and Development Leading Teacher. She is available to assist students, staff and parents with queries and issues pertaining to school-based and VCAA requirements.

May all students have a successful year in their VCE studies.

Martha Goodridge-Kelly
VCE Programs and Development Leading Teacher

Appendix 1 - Notification of a SAT template

Notification of a SAT

To be issued to students at least one month before the SAT submission date.

SUBJECT: _____	UNIT: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4																																
SAT TITLE: _____																																	
SUBMISSION DATE: _____																																	
Dates work will be checked in class																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Class</th> <th style="width: 25%;">Teacher</th> <th style="width: 25%;">Date</th> <th style="width: 25%;">Period/s</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td></tr> </tbody> </table>		Class	Teacher	Date	Period/s	1				2				3				4				5				6				7			
Class	Teacher	Date	Period/s																														
1																																	
2																																	
3																																	
4																																	
5																																	
6																																	
7																																	
<p>Assessment details</p> <p>This is a common assessment task to be completed by all students in the study. This SAT will contribute _____ marks out of the _____ marks allocated for School Based Assessment for this Unit.</p>																																	
<p>Format:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Reading Time: _____</p> <p>Writing Time: _____</p> <p>Permitted Materials : _____</p>																																
<p>Your SAT must include the following.</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 																																	
A copy of the assessment criteria for this SAT is included on the next page.																																	

Appendix 2 - SAC notification template

Notification of a SAC

To be issued to students at least 5 school days before the SAC date.

SUBJECT: _____	UNIT: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
SAC TITLE: _____			
Assessment date/s			
Class	Teacher	Date	Period/s
1			
2			
3			
4			
5			
6			
7			
Assessment details			
This is a common assessment task to be completed by all students in the study. This SAC will contribute _____ marks out of the _____ marks allocated for School Based Assessment for this Unit.			
Format: _____ _____ _____	Reading Time: _____ Writing Time: _____ Permitted Materials : _____		
To satisfactorily complete this SAC you should be able to			
<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 			
A copy of the assessment criteria for this SAC is included on the next page.			

Appendix 3 - SAC/ SAT reschedule form.

SAC/SAT RESCHEDULE

This form must be completed for all SACs that are rescheduled and SATs where an extension of the submission date is granted.

Completed forms are to be returned to the relevant Student Wellbeing Coordinator.

STUDENT NAME: _____ HOMEGROUP: _____	DATE(S) OF ABSENCE: _____																								
A. Planned Absences. This section must be completed at least 3 days advance of the SAC/ SAT date for any planned absence. The rescheduled date must be within one week of the original planned date and may be earlier at the teacher's discretion.																									
School Events <input type="checkbox"/> Excursion Subject Unit <input type="checkbox"/> Study Day for external examination Signature of approving staff member _____	Other reasons <input type="checkbox"/> Medical appointment Attach copy of appointment letter <input type="checkbox"/> Family emergency Attach Statutory Declaration or other supporting document																								
B. Unplanned Absences This section of the form must be completed within two days of a student returning to school following an unplanned absence. The rescheduled date must be within one week of the students return from absence																									
Medical <input type="checkbox"/> Absent Unwell Attach original medial certificate.	Other Reasons <input type="checkbox"/> Family emergency Attach Statutory Declaration or other supporting document <input type="checkbox"/> Other reason _____ Attach Statutory Declaration or other supporting document																								
ABSENCE APPROVED BY _____ Absences can only be approved by an Assistant Principal, VCE Programs and Development LT or Student Wellbeing Coordinator																									
RESCHEDULED SAC/ SAT DETAILS Reschedules should only be set once the absence has been approved.																									
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Appendix 4 – ‘Redemption Form

Redemption of a SAC/ SAT

This form is to be completed by teachers when a student has not achieved a satisfactory level in an assessed task or has an unapproved absence at the time of an assessed task.

STUDENT NAME: _____	SUBJECT : _____
HOMEGROUP: _____	VCE UNIT: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Task details: _____ Topic : _____ Date of original assessment: _____	
Reason for redemption <input type="checkbox"/> Unexplained absence <input type="checkbox"/> Below minimum pass requirement (40%) <input type="checkbox"/> Non-submission/ missed deadline Original mark achieved %	
Format of redemption task <input type="checkbox"/> Original SAT/ SAT task (only in the case of an unexplained absence) <input type="checkbox"/> Oral Assessment <input type="checkbox"/> Alternative task similar to original <input type="checkbox"/> Coursework analysis	
To satisfactorily complete this redemption task you should be able to • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____	
Teacher Signature _____	Parent Signature _____
Date: _____	Date: _____
Redemption Outcome <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not satisfactory	

The completed form is to be lodged with the relevant Student Wellbeing Coordinator

Appendix 5 – Extension request

SAC/ SAT Extension application

STUDENT NAME: _____ HOMEGROUP: _____	DATE(S) OF ABSENCE: _____
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Reason for extension request

Extensions can only be applied for in limited and exceptional circumstances where circumstances outside of your control have had a significant impact on your ability to complete school work.

Medical

Long term illness (chronic or acute)
 Attach original medial certificate.

Other Reasons

Difficult family situation
 Attach Statutory Declaration or other supporting document

Other reason _____
 Attach Statutory Declaration or other supporting document

Assessment tasks included in this application

Reschedules should only be set once the absence has been approved.

Subject	VCE Unit	New date	New Time
_____	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
_____	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
_____	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
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_____	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
_____	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		

Student Declaration

I am applying for an extension because

I recognise that the subject teacher and Assistant Principal or VCE Programs and Development Leading Teacher will make the final decision about whether to grant an extension of time. I understand and accept that if my application for extension of time is not granted in writing, then I will be expected to submit/ sit the assessment task on the date originally indicated. If I fail to do so I will have receive an NA for the task and will have to submit/ sit a redemption task.

Student signature: _____ Date: _____

EXTENSION APPROVED **NOT APPROVED**

BY _____

Extensions can only be approved by an Assistant Principal or the VCE Programs and Development LT