Senior School Assessment and Attendance Policy – Students outline

Introduction

The purpose of the Senior School Assessment and Attendance Policy is to ensure clear expectations, consistency and fairness for all teachers and students in the Senior School at Western Port Secondary College. This document outlines the policies, procedures and responsibilities for all students and teachers in Year 10, 11 and 12. This policy has been produced in accordance with the guidelines documented in the Victorian Curriculum and Assessment Authorities (VCAA) Administrative Handbook.

Responsibilities – student

Summary of student responsibilities in Year 10, VCE and VCAL

- Actively monitor and respond to their Compass learning profile and MS Teams.
- Maintain 90% attendance
- Submit, to the Senior School Attendance Manager, a doctor's certificate on the next returning day to school following an approved absence.
- If they miss a SAC, ensure it meets the criteria for an 'approved absence' or understand they can only sit the SAC for an 'S' result if the reason for missing the SAC is not valid (NO score).
- Proactively communicate with their teachers via MS Teams to find out what work they have missed when absent from school. Make attempts to catch up on this work to ensure continuity of learning.
- Attend the Redemption Program, if assigned by their classroom teacher or if the student feels they would benefit from attending.
- Ensure work that is submitted as evidence for an 'S' is their own work and they have not breached the VCAA assessment rules or the authentication policy.
- Adhere to the VCE VCAA assessment rules for examinations and SACs.
- Maintain a diary of key dates include deadlines for coursework and assessments.
- Engage in learning and assessments in a positive way that aligns with the Western Port Secondary College CARE values.
- Contact the Senior School Leader at the beginning on the year if they believe they're eligible and wish to apply for Special Provision or Special Examination Arrangements.
- Attend all assessments and key learning activities for their VCE or VCAL program.
- At the beginning of the school year check VCAA student detail VASS statements to confirm details including email, address and subject enrolment is correct. If a change is required, make this amendment on the VASS statement or inform the College.
- Follow the Western Port Secondary College sign in and out procedures if arriving late or leaving early.
- If the student has an assigned study period, they are to attend this class in the allocated room according to their Compass.
- Adhere to the rules of the Senior School Study Centre (private and collaborative group spaces).

Minimum requirement to generate the VCE

To achieve a Victorian Certificate of Education (VCE) the minimum requirement is to **satisfactory complete 16 units (1-4)**, which must include:

- **Three units** from the English group, including a Unit 3-4 sequence
- At least **three sequences** of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Note: 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).

Minimum requirement to generate the Intermediate and Senior VCAL

To achieve a Victorian Certificate of Applied Learning (VCAL) in Intermediate and Senior the minimum requirement is to successfully complete a learning program that contains a minimum of **10 credits per certificate (intermediate and senior)** and includes:

- Literacy and Numeracy (at least *one credit is required for Literacy Skills and one credit is required for Numeracy Skills*)
- At least one unit for the Work-Related Skills, Personal Development Skills and
- Industry Specific Skills (work placement) that includes VET units (minimum 90 hours of VET in each year).

Students will participate in a VET program at TAFE and Structured Workplace Learning (SWL) two days a week (generally Wednesday and Friday).

Minimum requirement to generate the Year 11 Foundation VCAL

To achieve a Victorian Certificate of Applied Learning (VCAL) in Foundation the minimum requirement is to successfully complete a learning program that contains a minimum of **10 credits** and includes:

- Literacy and Numeracy (at least *one credit is required for Literacy Skills and one credit is required for Numeracy Skills*)
- At least one unit for the Work-Related Skills, Personal Development Skills and
- Industry Specific Skills (work placement) which may include a VET unit or a Structured Workplace Learning.

Students will participate in one of or a combination *of a VET program at TAFE and Structured Workplace Learning (SWL) two days a week (generally Wednesday and Friday).*

Year 10 minimum requirements to transition into Year 11 VCE or VCAL

To be awarded a Year 10 certificate at Western Port Secondary College and to be eligible to transition directly from Year 10 into Year 11 VCE or VCAL a student must:

- Achieve Satisfactory 'S' Units in English and Maths in both Semesters (totaling 4 'S' Units) and
- 8 Satisfactory 'S' Units across Semester 1 and 2 in their remaining elective subjects.

If a student does not achieve this, they will be involved in a Student Support Group (SSG) Meeting to determine a suitable plan and contract to support their transition into Year 11 VCE or VCAL.

Minimum requirements to transition from Year 11 VCE to Year 12 VCE

Students in Year 11 are expected to **satisfactorily complete eight Unit 1 and 2 studies** to automatically advance into Year 12. Students who do not meet these requirements will be expected to attend an interview with their Year Level Coordinator and Senior School Leader and parents/carers to determine the student's best pathway. In most cases a student in this situation would be required to complete an '**Atypical VCE'** combining Units 1 &/or 2 and Units 3 & 4 in the second year of their program. A third year of VCE would be required to complete the remaining Unit 3 & 4 sequences (*to ensure the student completes their program with 16 units, see 'minimum requirements to generate a VCE certificate*). This is referred to by the VCAA Administrative Handbook as an 'Atypical VCE program'. Students who are at risk of not meeting the minimum requirements of the VCE will undergo a Student Support Group meeting once a Semester.

Minimum requirements to transition from Year 11 VCAL to Year 12 VCAL

Students who do not achieve the minimum of **10 units for their Intermediate Certificate** will be required to complete a redemption program at the end of Semester 2. Students who do redeem this work will have their results amended in VASS at the beginning of the next calendar year and will be eligible to complete their Senior VCAL Certificate.

Eligibility for a Satisfactory 'S' result in Year 10, VCE and VCAL (Year 11 and 12)

Year 10

For the satisfactory completion of a Year 10 Unit, a student must:

- Complete all Common Assessment Tasks and Examinations.
- Meet the 85% Year 10 attendance requirements.
- Submit work that can be authenticated.

VCE

For the satisfactory completion of a VCE Unit, a student must:

- Demonstrate a satisfactory understanding of the key skills and knowledge of each Outcome for the Unit (as specified in the Study Design).
- Meet the 90% (VCE/VCAL %) attendance requirements.
- Submit work that can be authenticated.
- Observe all rules outlined by the VCAA and WPSC Senior School Assessment and Attendance Policy.

VCAL

For the satisfactory completion of a VCAL Unit, a student must:

- Demonstrate a satisfactory understanding of the key skills and knowledge of each Outcome for the Unit (as specified in the Study Design).
- Meet the 90% (VCE/VCAL %) attendance requirements.
- Submit work that can be authenticated.
- Observe all rules outlined by the VCAA and WPSC Senior School Assessment and Attendance Policy.

Evidence used by teachers to determine an 'S' decision for an Outcome in VCE and VCAL

Evidence of a satisfactory understanding of the key skills and knowledge of the Outcome can be collected by the teacher through a range of tasks which can include:

- Outcome Tasks (formative learning tasks).
- Engagement in school-based learning activities.
- School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs).

The assessment of levels of achievement (SAC results) is <u>separate</u> from the decision to award an S or N

- How a student performs in a SAC or SAT **<u>should not</u>** be the only task to determine if they have achieved an S or N result for the Outcome/Unit.

The VCAA Administrative Handbook, VCE Assessment Principles and subject performance descriptors do not reference a 'S' or 'N' score. A low SAC score (40% or lower) *may* indicate more evidence is required to confidently award an 'S' for an Outcome however a teacher should NOT post or report to students that they have achieved below 40% on a SAC and have 'failed'. Pass or fail should not form part of a teacher vocabulary, this should be replaced by a comment such as 'more work/evidence is required to demonstrate a satisfactory understanding of the outcome'.

Students at risk of an 'N' result for Year 10, 11 and 12 – Redeeming Outcome

Teacher process

- The classroom teacher is to inform the parent/carer that the student is at risk of an 'N' by:
    1. Proactively posting an '**academic concern**' on Compass (visible to parent/carer). If the work is not resolved proceed onto step 2.
    2. Posting an '**Impending N**' notification on Compass if the student continues to be 'at risk of an N'. This should outline what work needs to be completed for an 'S' and by the date. At this point, parent/carer phone correspondence is recommended (correspondence to be logged on Compass under 'parent/carer contact') as an 'N' result can have a detrimental impact on a student's learning progress and career aspirations.
    3. If the work is not redeemed by the end of Unit VASS cut offs, the teacher is to complete an **'N result'** on Compass.

Redeeming Outcomes for an 'S'

If work submitted by a student to contribute towards an 'S' decision for an Outcome does not meet the required standard for satisfactory completion of an outcome, the teacher:

- May consider work previously submitted for the Outcome.
- May permit a student to submit further work to meet the satisfactory completion requirements of an Outcome (they may NOT resubmit work to improve the initial School-based Assessment score).

When redemption occurs

- Redemption for SACs must take place during Senior School SAC Redemption which runs after school in the Senior School Study Centre. SAC Redemption ensures all VCAA SAC rules for running assessments are adhered to. See 'SAC Redemption'.
- Other work may be redeemed through Senior School Outcome Task and Attendance Redemption – see 'Outcome Task and Attendance Redemption'. This also runs after school in the Senior School Study Centre.
- Non-scored work can also be redeemed in study periods and after school hours, so long as the authentication rules of VCAA are maintain. A teacher needs to be able to authenticate the work belongs to the student.

Redemption cut off periods

- Semester 1 (Unit 1 and 3) attendance, coursework and assessments need to be redeemed by the end of Term 2. At the commencement of the school year, the Senior School Leader will release the due dates for Unit 1 and Unit 3 'S' and scored results. Teachers will provide 'S' (Year 11 and 12) and scored results (Year 12) to the Senior School by these dates.
- Semester 2 (Unit 2 and 4) attendance, coursework and assessments need to be redeemed by the beginning of Term 4 for Year 12s and mid way through Term 4 for Year 11s. At the commencement of the school year, the Senior School Leader will release the due dates for Unit 2 and Unit 4 'S' and scored results. Teachers will provide 'S' (Year 11 and 12) and scored results (Year 12) to the Senior School by these dates.

SAC Redemption

Monday and Tuesday afternoons commencing at 3.05pm in the Senior School Study Centre. Redemption will run for the duration of the SAC.

- If a student **misses** a SAC/SAT, this absence must be supported by **approved** documentation (e.g. medical certificate, excursion note) in order for them to sit the assessment for a **grade or score**.
- If a student **misses** a SAC/SAT for **unapproved reasons** (e.g. missed bus or family holiday), without formal documentation, they **cannot** sit the assessment for a **grade or score**. They **can** sit the assessment for an **'S'**.

Student's responsibility:
Following an absence from a SAC/SAT, on the next returning day to school the student needs:

- To show a copy of the formal documentation (medical certificate) to the Attendance Manager in the Senior School. This will mark their absence from school as approved. The student is to retain a copy of this documentation to submit with the SAC Redemption paperwork.
- To contact their classroom teacher to inform them of their absence and check their Compass to make sure they have been logged into SAC Redemption.
- To get a copy of the SAC Redemption letter from their teacher (teacher generates from Compass).

- To attend SAC Redemption on the Monday or Tuesday afternoon of the week returning to school with SAC Redemption paperwork including the letter from Compass and a copy of the documentation that approves absence from SAC.

If a student misses SAC Redemption they are required to have approved documentation to support this absence. If they do not, they will not achieve a grade or score for this assessment and will only be eligible for an 'S'. ***SAC Redemption is a formal SAC reschedule.***

SAC Redemption Special circumstance:

- There are some subjects that have practical components related to a SAC that require specific subject teacher skill and expertise. For this reason, the redemption for the practical component of this SAC would need to be negotiated with the class teacher. The teacher is still required to record this on Compass and the student is still required to submit the approved documentation to support their original absence.

- Students cannot pick and choose their reschedule dates. Work, transport home and sporting commitments need to be organised around their SAC reschedule. Students know if they miss a SAC they can expect to be scheduled in for the redemption session following their absence. This redemption is recorded on the student's Compass dashboard. Not knowing they were scheduled in for redemption is not a valid or approved excuse for missing their reschedule. If students do not attend the scheduled SAC Redemption they cannot receive a score on their assessment. This will have a big impact on the student's overall results.

VCAA Assessment rules for SACs and exams

These guidelines apply to all school-based assessments in Units 1-4. To help preserve the integrity of school-based assessment at VCE, the following guidelines have been established for the conduct of assessment tasks:

- Students should be clearly informed in writing of the conditions under which assessment tasks (SAC/SAT) are to be conducted, including the task type, requirements, date, duration and resources permitted.
- Students must ensure that all work submitted for assessment is genuinely their own. If any part, or all, of a student's work cannot be authenticated, the matter must be dealt with as a breach of assessment rules.
- If dictionaries are permitted, supervisors must check they do not contain any notes or prohibited material before and/or during the assessment period.
- Teachers must actively supervise. Laptop use is discouraged during assessments.
- If an assessment task (SAC/SAT) scheduled date is changed from the published date at the beginning of the year, students must be clearly notified with details of the new date, in writing with at least one week's notice on MS Teams and Compass.
- Student work should be collected by supervisors prior to students being allowed to leave the room.

Assessment sessions should be conducted in the following manner:

- Students must enter the room silently.
- Once seated students may not leave the room until the session concludes.
- Due to changes made by the VCAA relating to end-of-year exam conditions, students will only be notified with a verbal warning when there are five minutes remaining (NO times are written on the board, each room is to have a functioning clock).
- Pencil cases are to be clear/transparent.
- If books are brought into the room they need to be left at the front of the room.
- No bags are permitted in the room.
- If a dictionary is permitted (EAL or English, Languages) it must be checked.
- Students are not permitted to communicate with each other in any way throughout the session.
- Students are not permitted to carry any electronic devices into the room. A final announcement should be made before reading time commences informing students of the following: "A reminder NO ICT should be in the examination room. If you do have any ICT on your person, please turn it off and hand it to the supervising teacher". They will hear a similar announcement for end-of-year VCAA exams.
- Watches should be taken off and situated on the top of the table
- Water bottles are permitted but must be transparent with no labels and have a capacity of no more than 1500ml. Water bottles must not be placed on the table at any time.

Special Provision, Special Examination Arrangements and Extensions due to extenuating circumstance

The VCAA Special Provision policy provides students who are affected by disability, illness, impairment or other circumstances with appropriate learning supports that are appropriate, fair and reasonable. The policy should provide equivalent, alternative arrangements, but not confer an advantage to any student over other students.

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

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:

- an acute or chronic illness (physical or psychological)
- factors relating to personal circumstance
- an impairment or disability, including learning disorders

Students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL, 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 (VCAA Administrative Handbook).

Similarly, the programs and assessment tasks designed for VCAL 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 VCAL (VCAA Administrative Handbook).

Special Provision strategies for learning and assessments can include (but are not limited to):

- Rest breaks in assessments
- Setting a substitute task of the same type
- Extra time
- Extension on the task (Student applies for an extension of time by contacting the Senior School Leader)
- Using assistive technology

Special Examination Arrangements

Special Examination Arrangements may be approved for students with disabilities, illnesses or other circumstances that affect their ability to access a VCE external assessment. Special Examination Arrangements applications are made to the VCAA through the student's school and must be endorsed by the Principal. Some of the common types of special examination arrangements include:

- Break breaks
- Extra working time
- Separate room
- Use of computers and/or assistive technology
- Clarifier
- Scribes

Applying for Special Provision or Special Examination Arrangements

When a student and/or parent/carer becomes aware of any factors that could trigger access to special provision or special examination arrangements, they are to make contact with the Senior School Leader. From here, the Senior School Leader will work with the student and parent/carer to ensure the correct paperwork is completed by the appropriate health professional. After paperwork is received, the Senior School Leader will liaise with teachers to ensure the appropriate assessment and learning provisions are put in place.

Year 11 and 12 Special Examination Arrangement applications need to be applied for (through the Senior School Leader) at the commencement of the school year, ideally during JumpStart of the preceding year.

Rescheduling an assessment task (SAC or SAT) for an individual student

Extension of time for an individual student to complete a task should be granted only in special circumstances. These special circumstances include situations out of a student's control such as; hospitalisation, sudden onset health incident, death of a family member or close friend or car accident.

If a student has special circumstance that may make them eligible for an extension they are required to put in writing, to the Senior School Leader, their request for an extension outlining the reasons for the request and the duration of the extension they're applying for.

The Senior School Leader will liaise with the subject teacher and Assistant Principal to make a decision regarding the application. Then the Senior School Leader will respond to the student's initial request outlining the decision, the period of time for an extension (if approved) and conditions under which an extension will be allowed.

NOTE: An extension will not be granted for reasons such as; arguments with friends, work, lateness or other situations that could have been minimised or proactively managed.

Rules for authentication of school-based assessment

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 subject or more than once within a subject
- 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 should 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.

Breach of assessment rules and authentication

If there is a breach of VCAA assessment rules or a teacher cannot authenticate a student's work the following process will occur:

1. The teacher or person making the report will document the breach on Compass under an 'academic concern' (if the person reporting is a teacher) and communicate this to the Senior School Leader in an email. If a student is making a report against another student, allegations will be handled sensitively.
2. The student's work will not be accepted for assessment, pending an investigation by the school. If appropriate, the student should be given a copy of the work.
3. On receipt of the allegation, the Senior School Leader will conduct a preliminary investigation to determine if there is any substance to the allegation. The Senior School

Leader will maintain detailed records of the investigation. If the allegation raises the suggestion that a student has submitted work that is not their own, the Senior School Leader 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.

4. If there is evidence that there has been a breach of VCAA assessment rules or authentication, this will be put forward to the Assistant Principal for the Senior School or Principal, in writing.
5. The student will also be informed in writing of the nature of the allegation, and be invited to attend an interview with the decision maker (Assistant Principal or Principal) and the Senior School Leader. The letter should include the date, time, place and likely duration of the meeting, the allegation, the name of all decisions makers, advice that the student may bring a support person, the name of a contact person if the student has queries about the meeting, a copy of any evidence that the decision-makers will consider at the meeting (including whether any witnesses will be present at the meeting). This letter must be provided to them with at least 24 hours written notice. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.
6. At this point the Senior School Leader contacts the parent/carer and makes them aware of the allegation of assessment breach, the meeting date and time. All investigation material will be provided to the decision maker.
7. If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.
8. The decision maker will conduct the interview with the student and parent/carer. The decision maker will reserve their judgment until they have heard from the student at the meeting. If the decision maker finds the allegation/s to be proven, they need to decide if a penalty should be imposed, and, if so, what penalty is appropriate:
    a. a verbal or written warning
    b. detention or suspension
    c. 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
    d. 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
    e. refusal to accept any part of the work, awarding an N for the outcome
9. The decision maker should inform the student of the decision and any penalty to be imposed at the meeting and of the student's right to appeal the decision to the VCAA. The decision maker needs to keep accurate records of their decision.
10. After the meeting, the school must write to the student to confirm the findings of the decision maker, the penalty that will be imposed and the 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.

Feedback to students and integrity of assessments

After work is submitted and marked teachers must provide feedback to students. Appropriate feedback includes:

- Advice on where and how improvements can be made.
- Areas for further learning.
- Reporting raw scores (not % or grades), S or N decisions and/or written comments on students' performance against each outcome.

At Year 12, teachers must advise students that their total School-assessed Coursework scores may change following statistical moderation (this message is on the SAC/SAT front page).

Teachers are not to discuss class ranks with students.

Scheduling or rescheduling of a SAC or SAT

At the beginning of the year SAC / SAT dates will be shared with students via Compass. Students must be informed at least one week in advance of the exact date of a SAC. Before scheduling assessment tasks, teachers are to consult the school calendar and avoid putting assessments on days where VCE students will have an excursion or on Wednesdays when some students will have TAFE/VET subjects.

If teachers wish to reschedule an assessment task (SAC/SAT) because their students are not ready to be assessed, or due to other circumstances, adequate notification should be provided to **all students** in the subject. A SAC/SAT cannot be rescheduled ahead of time for an individual student. If they cannot attend a SAC/SAT due to an 'approved absence' they need to follow the 'SAC Redemption' process. An extension of time for all students in a class should only be given on condition that all students are given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

Extension of time for an individual student to complete an assessment task (SAC / SAT) should only be granted in special circumstances (see 'Rescheduling an assessment task - SAC/SAT - for an individual student'). This decision should be made in consultation with the Senior School Leader.

Attendance

Students need to be in class in order to obtain the necessary skills and knowledge to satisfy the Outcomes of each Unit. As learning is sequential, it is imperative that students attend all classes and aspire to 100% attendance. Teachers need to be able to demonstrate that students have met Outcomes through the completion of work in class so that it is verified and authenticated.

The Victorian Curriculum and Assessment Authority (VCAA), the governing body of the VCE and VCAL, publish an Administrative Handbook each year. This outlines the policies and procedures for the VCE and VCAL programs. For attendance they state:

- One unit in VCE must involve at least 50 hours of scheduled classroom instruction. There is additional study and homework time expected outside of class.
- In VCAL the learning program is based on a full-time load of scheduled and unscheduled learning (1000 hours).

The school sets the minimum class time and attendance rules.

At Western Port Secondary College:

- The **minimum attendance requirement is 90%** to be eligible for a Satisfactory ('S') result for an Outcome in VCE and VACL.
- This 90% attendance requirement is set so teachers can **authenticate** the work submitted for an 'S' decision towards an Outcome.
- If a student drops below 90%, they will be required to **redeem attendance** (*see 'Attendance Redemption'*).

Where the school assigns an **N result** for the Unit due to a breach of attendance and authentication requirements, the school must assign an N for the Outcome that cannot be authenticated. If a student has stopped attending the unit and has not submitted work for an outcome, a J should be awarded in VASS.

Absences from school can fall into two categories:

- Approved
- Unapproved

Approved	**Unapproved**
• Absence supported by medical documentation (medical certificate) • One attempt at driver license (if it cannot be scheduled outside of class time) – *receipt of test to be given to Attendance Manager* • TAFE studies and Structured Workplace Learning • School approved incursions and excursions including Interschool Sport • Funeral – Parent note at Coordinators discretion • Year 12 Examination • State/National representation in sport - *letter from coach required if outside of school.*	• Unexplained absence from school • Absence from school with parent/guardian call *only*, no medical certificate (parent / guardian note does not constitute an approved absence) • Missing bus or sleeping in • Disagreement with family / friend / partner • Lateness • Casual / part-time work • Family holiday (with NO approved Absence Learning Plan) • Driving lesson • Personal issues (without Coordinator approved for Special Consideration) • Family commitments • Preparation for SAC or SAT or due to finishing work in other subjects • Centrelink appointments • Supporting an upset friend or timetable mix-ups (without Coordinator approval)
Missed assessment - approved If a School Based Assessment (SAC/SAT) is missed due to an **approved** absence: • A student may sit the SAC/SAT for score	**Missed assessment - unapproved** If a School Based Assessment (SAC/SAT) is missed due to an **unapproved** absence: • A student may sit the SAC/SAT for a satisfactory result (S) *only,* not a numeric score. This could have a detrimental impact on a student's ATAR.
• All documentation supporting an approved absence should be handed to the Attendance Manager of the Senior School the next day following the absence. **Statutory declarations:** • If a statutory declaration is used as approved documentation, it must be submitted and approved within one week of the student's return to school. Statutory declarations and medical certificates must have specific dates. A statutory declaration will not be accepted if it only includes an open-ended date range.	

Attendance Redemption

Attendance redemption runs in the Senior School Study Centre on **Monday** and **Tuesday** afternoons between **3.05 – 4.05pm**.

- **One hour** of Attendance Redemption **redeems 5%** attendance.
- If a student's attendance is **below 70% for unapproved absences**, Attendance Redemption may **not** be automatic. Parent or carer contact (by the Senior School Team) will be required to organise an Attendance Redemption plan that will set goals for how a student will redeem their attendance.
- If a student **misses more than 30%** of classes due to **approved absences**, they need to apply for Special Consideration with their Year Level Coordinator or Senior School Leader.

Student's responsibly:

- To monitor their own attendance statistics on Compass, the VCE compliant column which is updated when a student has an approved absence (with appropriate documentation) and filtered for the correct semester dates.
- To attend Attendance Redemption on Monday and/or Tuesday afternoons between 3 – 4pm when their attendance drops below 90%.
- To organise medical certificates on the day of an illness and give to the Attendance Manager on their next day of return to school.
- To ensure they have 90% attendance to be eligible for an 'S' result for Semester 1 (Unit 1/3) and Semester 2 (Unit 2/4).
- To understand a Student Support Group meeting will occur if they continually miss Attendance Redemption and do not make efforts to improve their attendance.

Please sign, cut bottom section and return to your Year Level Coordinator before the commencement of 2022

STUDENT AGREEMENT

I, _____ (STUDENT FULL NAME) have read and understood the Senior School Assessment and Attendance Policy and I am in full agreement.

I will adhere to the regulations outlined in this policy and understand the actions if I do not uphold them. My Year 10, 11 or 12 Senior School Certificate is contingent on me satisfying the regulations set by the College and Victorian Curriculum and Assessment Authority.

Signature of student: _____ Date: ____

Signature of parent/guardian: _____ Date: ____