



ROWVILLE

SECONDARY COLLEGE

Senior School Handbook

2025

Contents

Key Personnel	4
Glossary of Terms	5
Statement of Values	5
The Victorian Certificate of Education.....	6
Successful Completion of the VCE	6
Minimum Requirements.....	7
VCE Curriculum	9
Selecting VCE Units.....	9
3-year VCE.....	10
Higher Education Advanced study opportunities.....	11
Policy Making.....	11
Administration of the VCE	12
Satisfactory Completion of a Unit of Study	12
Attendance and absence	13
Changing or Withdrawing from Subjects/Courses	20
Scheduling tasks and due dates.....	20
Redeeming Outcomes for Satisfactory Completion	21
Identifying students 'At Risk' of not successfully completing their VCE, VM or SBAT	22
Lost or Damaged Work.....	23
Special Provision	23
Special Provision (Special Exam Arrangements VCAA).....	24
Authentication	25
Authentication Issues: Evidence required to be kept by Teacher.....	25
SAT and SACs Authentication	26
AI use	26
Setting SAC Times (Multiple Classes).....	27
SAT and SAC Scores and Moderation	28
Reporting and Interviews	28
Study Scores.....	28
Grades.....	29
Course Auditing	29
Withdrawal from VCE	29
Homework	29
2025 VCAA and Rowville Important Administrative dates.....	30

Appendices 33

Key Personnel

Senior School Leaders

Craig McGeehan (E)
Gary Gilbert (W)

- Decision making regarding students in exceptional circumstances
- Subject changes
- Modifications to a student program at school
- Consultations with key staff that work with individual students

Senior School Administrators

Kathryn Martin (E)
Emma Broderick(W)

- VCE Documentation
- Clarification of Senior School Policy and Processes
- Collecting Student Evidence for Special Exam Arrangements
- Organisation and Planning of GAT, September Revision Program, Trial Examination Program , Year 11 and External VCAA exams, including Hiring of external supervisors
- Data Analysis

VASS Administrator and SBAT Coordinator

Monique Leftley

- Provision of VASS forms, VCAA deadlines and VCE data

Student Services

May Lee Ong (E)
Fleur Barrell (W)

- Subject changes
- Collection of medical forms
- Timetable Management
- General Administrative tasks and Documentation

Glossary of Terms

Assessment

In Units 3 and 4 the student's level of achievement is determined by a combination of School-Assessed Coursework (SACs), School-Assessed Tasks (SATs) and Examinations.

Assessment task

A task set by the teacher to assess students' achievements of unit outcomes (see also Outcomes).

Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of 0 – 100 that a student receives, based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

Authentication

The process of ensuring that the work submitted by students for assessment is their own.

Chief Assessor

An expert appointed by the Victorian Curriculum and Assessment Authority in each study to supervise the marking of the external examination(s) in that study.

Coursework Assessment

See School-Assessed Coursework.

Examinations

Unit 3 and 4 external assessments set and marked by the Victorian Curriculum and Assessment Authority. All studies have at least one examination. Written examinations, Performance and Oral examinations are held in October and November.

General Achievement Test (GAT)

The test that is done by all students doing a Unit 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It doesn't count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results.

Graded Assessment

All VCE studies have three graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have Coursework, and some have School-Assessed Tasks.

Outcomes

What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.

Satisfactory Completion

The school's decision that a student has demonstrated achievement of outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.

School-Assessed Coursework (SAC)

A school-based assessment which is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Unit 3 and 4 outcomes.

School-Assessed Task (SAT)

A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the Victorian Curriculum and Assessment Authority and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

Sequence

Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Special Provisions

Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Statement of Marks

For each examination including the GAT, students can apply to the Victorian Curriculum and Assessment Authority for a statement showing the marks they obtained for each question/criteria and the maximum mark available.

Statement of Marks – Study Score

A Statement is also available containing the scores for each of the graded assessments and describing the calculation of the Study Score. See also Statement of Results.

Statement of Results

The document(s) issued by the Victorian Curriculum and Assessment Authority showing the results a student achieved in the VCE, and whether he or she has graduated. See also VCE Certificate.

Statistical Moderation

The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

Study Design

A study design for each VCE study is published by the Victorian Curriculum and Assessment Authority. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.

Study Score

A score from zero to 50 which shows how a student performed in a study, relative to all other students doing the same study. It is based on students' results in school assessments and examinations.

Units

The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

VCE Certificate

The Certificate awarded to students who meet the requirements for graduation of the VCE. See also Statement of Results.

VCE Vocational Major (VCE VM)

Vocational and applied learning program within the VCE

Victorian Curriculum and Assessment Authority (VCAA)

The Victorian Government Authority responsible to the Minister of Education for conducting the VCE, among other things.

Vocational Education and Training (VET)

Nationally recognised vocational certificates now integrated within the VCE.

VTAC

Victorian Tertiary Admissions Centre acts on behalf of universities and TAFEs coordinating the application process. It calculates and distributes the Australian Tertiary Admission Rank (ATAR).

Semester

One half of the academic year. Most units are completed in one semester.

Statement of Values

Rowville Secondary College recognises the importance of the partnership between school, parents and the wider school community to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments and promote the values of Responsibility, Community, Respect and Excellence within our college.

Our commitment to School Wide Positive Behaviours outlines our expectations for all members of the school community.

As School Leaders, We Will:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Identify and support students who are or may be at risk.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures

As Teachers and Non-Teaching Staff, We Will:

- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.

The Victorian Certificate of Education

This handbook outlines the way the VCE is administered at Rowville Secondary College. **It should be regularly consulted and is an essential guide for all VCE teachers and students.**

Successful Completion of the VCE

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as mathematics and history. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be undertaken as a sequence.

Each VCE unit involves 50 hours of scheduled classroom instruction normally over the duration of a semester. In addition, it is expected that students will undertake up to 50 hours of self-directed learning

for each unit.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the school, specifically by the subject teacher, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs. (see appendix for template of proforma for satisfactorily completing a unit.)

Levels of achievement for Units 1 and 2 are determined by schools and not reported to the VCAA. Levels of achievement for Unit 3 and 4 sequences are assessed using School-based Assessment and external assessments (including examinations).

Minimum Requirements

VCE

PROGRAM	GE	MSA	RIA	RSA
VCE YEAR 11	English ½ Elective ½ Elective ½ Elective ½ Elective ½ Elective ½ or VET	English ½ MSA Elective ½ MSA Elective ½ Elective ½ Elective ½ Elective ½ or VET	English ½ RIA Elective ½ Elective ½ Elective ½ Elective ½ or VET Specialism	English ½ Elective ½ Elective ½ Elective ½ Elective ½ or VET Coaching
VCE YEAR 12	English ¾ Elective ¾ Elective ¾ Elective ¾ Elective ¾ or VET	English ¾ Elective ¾ Elective ¾ Elective ¾ Elective ¾ or VET	English ¾ RIA Elective ¾ Elective ¾ Elective ¾ Elective ¾ or VET Specialism	English ¾ Elective ¾ Elective ¾ Elective ¾ Elective ¾ or VET Coaching
UNITS	TOTAL = 22*	TOTAL = 22*	TOTAL = 20*	TOTAL = 20*

*The minimum VCE requirement, excluding the VCE VM, is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3–4 sequence
- three Unit 3–4 sequences, which can include further sequences from the English group.

VCE VM

PROGRAM	GE	MSA	RIA	RSA
VCE VM YEAR 11	English ½ Math ½ PDS ½ VET VCE Elective ½ VCE Elective ½	n/a	English ½ Math ½ PDS ½ VET RIA Elective ½ Specialism	English ½ Math ½ PDS ½ VET Elective ½ Coaching
VCE VM YEAR 12	English ¾ WRS ¾ VET VCE Elective ¾ VCE Elective ¾	n/a	English ¾ WRS ¾ VET RIA Elective ¾ VCE Elective ¾ Specialism	English ¾ WRS ¾ VET VCE Elective ¾ VCE Elective ¾ Coaching
UNITS	TOTAL = 22*	n/a	TOTAL = 20*	TOTAL = 20*

NOTE: Students may have completed” Getting ready for the workplace” at year 10. This is WRS Unit 1 and 2 and as such may not need to complete WRS 3/4

*The minimum VCE VM requirement is satisfactory completion of 16 units, which must include:

- three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units
- a minimum of three additional Unit 3–4 sequences, which can include other VCE or VCE VET studies
- a minimum of 180 nominal hours of VET at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of ‘Vocational Major’ on their VCE certificate.

If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.

SBAT

PROGRAM	GE	MSA	RIA	RSA
VCE VM YEAR 11	Literacy, Numeracy, WRS, PDS & VET	n/a	n/a	n/a
VCE VM YEAR 12	Literacy, Numeracy, WRS, PDS & VET	n/a	n/a	n/a

UNITS	TOTAL = 20*	n/a	n/a	n/a
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*The minimum requirement is satisfactory completion of 16 Units in order to receive their final certificate; 8 of which must be at a 3/4 level.

The VCE may include an unlimited number of units of Vocational Education and Training (VET). A School-Based New Apprenticeship (SBAT) also provides the opportunity for two or more units to go towards the VCE. Students may sometimes be given permission by the VCE Team to study less or more units to enable them to negotiate the challenge of the VCE. Year 10 students may study Units 1 and 2 by undertaking a process of application and interview along with parent involvement. **Please be aware that all Unit 3/4 VET subjects contribute to successful completion of VCE but some are unscored and do not contribute to the ATAR.**

VCE Curriculum

The Studies offered by Rowville Secondary College will depend on school priorities and meeting student need. Subjects offered are determined by the Principal Class and will cover a variety of interests and academic rigour. The selections are reviewed annually to ensure that we offer courses that reflect student needs and where possible, we endeavour to fulfil student programs. **The number of classes that run will be determined by student choices after course confirmation and in line with recommendations from the Principal Team.**

Selecting VCE Units

Each VCE study or subject is divided into four units: Units 1, 2, 3 and 4. In most cases students are able to enter particular studies at the commencement of Units 1, 2 or 3. Units 3 and 4 form a consecutive sequence. Once a student has selected Unit 3 of a particular study, students **must** also select Unit 4.

When choosing subjects students should consider their:

- Abilities
- Interests
- Possible career paths
- Qualifications required for those careers
- The prerequisites for particular tertiary courses.

Students considering a Unit 3-4 study in Year 11 must have achieved strong academic grades in Year 10, particularly in key learning areas relevant to the particular Year 12 subject under consideration. Each request to undertake a Unit 3-4 study at Year 11 will be considered on its merits. To approve a student selecting a Unit 3-4 subject, the Head of Faculty will look at a student's overall performance in Year 10. The expectation is that they will have at least a B+ average across all subjects. Please contact the Senior School House Leader or Senior School Administrator for more information.

Please note: There are a number of studies where, should a student have not studied and successfully completed a particular sequence of Units 1-2, **entry to Unit 3 will be prevented. Such subjects include:**

- **Mathematical Methods**

- **Specialist Mathematics**
- **Physics**
- **Chemistry**
- **LOTE (External)**

Prior knowledge is appropriate with Music and VET Music. With respect to other studies it is highly recommended to have studied either Unit 1 or 2 before selecting Unit 3, however, this is not imperative.

Special note regarding English:

The minimum requirement English units may be selected from:

- English Units 1–4
- English as an Additional Language Units 1–4
- English Language Units 1–4
- Literature Units 1–4
- VCE VM Literacy Units 1–4 (for VM students only)

English and English as an Additional Language (EAL) are equivalent studies, so only one study at each unit level may be counted towards the award of the VCE.

Further units from the English group may contribute to the requirement for other Unit 3–4 sequences. A student's English units are calculated first to determine if they have met the minimum requirements for the award of the VCE. Once a student has met the English requirement by satisfactorily completing an English sequence, any additional sequences from the English group will be credited towards the requirement for at least three other Unit 3–4 sequences.

Special note regarding Mathematics:

- General Mathematics (1-2) leads to General Mathematics (3-4).
- Mathematical Methods (1-2) may lead to Units 3-4 in General Mathematics, Mathematical Methods and/or Specialist Mathematics.
- Specialist Mathematics (3-4) can only be undertaken if Mathematical Methods (3-4) is also being studied.
- Only two Unit 3-4 sequences of Mathematics count towards the ATAR (Australian Tertiary Admissions Rank).
- **If students choose to study Foundation maths at year 11, they will not be permitted to pick up any mathematics stream at Year 12. They may continue with Foundation Maths stream.**

Special note regarding VM units

As there are minimum requirements for certain VM units to be completed successfully, please note that students may be required to complete additional VM Units in Year 12 in lieu of VCE Electives Units 3/4 (eg. Foundation Maths or VCE Maths 3/4, VM PDS 3/4, VM WRS 3/4 or VET 3/4) if students did not satisfactorily complete these VM units in Year 11.

3-year VCE

Students who wish to undertake a 3-year VCE must meet with members of the senior school team to discuss suitability and course of action plan before locking in a decision. Students who choose to do a 3-

year VCE must be aware that they will have check in meetings each term with their LM and House leader to determine their progress. Sometimes this may result in the development of an IEP (individual education plan) if a student doesn't already have one. Senior school will notify House leaders and LM's of any students this applies too as they will be involved in monitoring and tracking the progress of these students.

Higher Education Advanced study opportunities

The Higher Education Studies Program is offered by higher education institutions (universities) and the VCAA. Two types of study, Extension and Advanced Standing are offered through this program.

An Extension study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year university course of a level for a high-achieving student and therefore is a clear advance on an identified VCE Unit 3 and 4 study and commensurate in workload with an additional VCE study of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

An Advanced Standing study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year course is comprised of curriculum not available in any current VCE studies and therefore is not linked to any current VCE Unit 3 and 4 study of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline

Involvement in the Higher Education Program offers students access to a range of potential benefits, including:

- Academic challenge in a broader range of studies
- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3–4 sequence without a study score
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study.

Note: Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE

Policy Making

The Senior School Team, is responsible for the smooth and efficient implementation of VCE/VM at Rowville Secondary College. The school's Senior School Handbook is reviewed annually and, in accordance with VCAA guidelines, decisions relating to the VCE are final after approval by the Principal Team.

Administration of the VCE

The Senior School Leaders and the Senior School Administrators are responsible for liaising with the VCAA, monitoring the implementation of the VCE, overseeing the performance of Senior students (in conjunction with the Directors of Learning and Teaching and Learning Area Leaders), and approving all Senior School academic related activities. The VASS Administrator is responsible for communicating with the VCAA via the VASS system. A VCE Administrative Panel is responsible for hearing appeals or adjudicating disputes in respect of the VCE. The Student Services Officer will work with students to arrange changes of courses, timetable issues and other procedural issues. The VCE VM coordinator is responsible for curriculum development within the VCE VM program. The Careers team will advise students regarding TAFE related subjects, VET subjects and future career advice.

Satisfactory Completion of a Unit of Study

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks and class work designated for the unit. *The key knowledge and skills and the Advice for Teachers included in the Study Design will assist teachers in making this judgment.* The judgment of satisfactory completion is a school responsibility.

To achieve an outcome the student must:

- Produce work that demonstrates achievement of the outcome.
- Submit work on time or under negotiated timelines
- Submit work that is clearly their own
- Observe the VCAA and school rules

Please Note: School Assessed Coursework (SAC) is one measurement of student achievement in an outcome, not the sole determinant for the awarding of an 'S or N'. Students can demonstrate a knowledge of the outcome through a variety of ways, both formative and summative assessment.

Unit 1 and 2 end of year examinations are extremely important as part of preparation for Unit 3 and 4 studies, however, it is predominantly work undertaken during the semester which determines whether learning outcomes have been achieved.

Satisfactory completion of a Unit of Study is determined as follows:-

*Formative Assessment	**Summative Assessment	Overall	Redemption requirements
Completed	Satisfactory	S	n/a
Completed	Not satisfactory	N	Redemption for Summative
Not completed	Satisfactory	N	Redemption for Formative
Not completed	Not satisfactory	N	Redemption for Summative & Formative

**Completed = reasonable attempts / demonstrate key knowledge & skills / show learning and growth*

- Attendance +90% = authenticate the FA
- Additional evidence may be required if attendance lower than 90%

***Satisfactory = 45% pass mark (moderation may apply; justified in reference to VCE graded distributions)*

Teachers are advised to proactively contact parents/guardians and record on Compass when students have outstanding assessments.

Attendance and absence

ATTENDANCE AND ABSENCES:

Rowville Secondary College expects that all students will attend every day and for all scheduled classes. The College has an 90% Minimum Attendance Requirement in the Senior School. This requires students to have no more than 10% of non-school related absences from a subject to receive a satisfactory result. This represents missing no more than 6 periods in a subject each semester. This policy is designed to support the VCAA requirement that all students undertake 50 hours of class time for every unit undertaken in VCE units.

- *All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to demonstrate sufficient class attendance to fulfil the time and work requirements of the unit. Each provider sets minimum class time and attendance rules (VCE Administrative Handbook 2025).*

To ensure that a student does not fall below the 90% attendance requirement, parents and students will be notified when students fall below 95% attendance and are deemed 'at risk'. If they fall below 90% attendance additional contact will be made and a Student Support Group (SSG) meeting will be held with parents, where discussions will be had as to how a student may 'redeem' time and improve their attendance.

AUTHORISED AND UNAUTHORISED ATTENDANCE:

Absences are classified as either authorised or unauthorised as follows:

Authorised absences include:

- Illnesses and other absences that are covered by a medical certificate.
- Those caused by the student's approved participation in another aspect of the College's educational program (such as sport, music, excursions or camps).
- Absences related to the bereavement of a member of the student's immediate family e.g. Grandparents.
- Attending Specialist medical or dental appointments – please provide a Certificate.

ALL CERTIFICATES, REGARDLESS, WHETHER YOU HAVE MISSED A SAC OR NOT, MUST BE HANDED TO THE STUDENT SERVICE OFFICE ON THE DAY THAT YOU RETURN TO SCHOOL. IF YOU HAVE MISSED A SAC, PLEASE ENSURE THAT THE CLASS TEACHER SIGNS AND DATES THE CERTIFICATE. THEN TAKE THIS STRAIGHT TO STUDENT SERVICES ON YOUR HOME CAMPUS.

Unauthorised absences include:

- Absences due to illness or other reasons but without a medical certificate.
- Holidays taken during school time.
- Lateness to class - a student who is late to class may be permitted to enter the class at the discretion of the teacher, however, will be recorded as 'late' and this lateness may be counted as an unauthorised absence if a significant part of the class is missed (teacher discretion).
- Absences for reasons such as birthdays or undertaking driving lessons or obtaining a driving licence.

Failure to attend sufficient classes (**regardless of whether they are authorised or unauthorised**) will result in a student being unable to meet both the VCAA and the College's attendance requirements of 90%. This will result in a failure to meet the unit requirements (in other words an "N" will be awarded), unless students have increased their attendance by completing supplementary sessions, as agreed upon by the classroom teacher and House Leaders.

Take note of the VCAA guideline regarding attendance as outlined in the *VCE Administrative Handbook 2025*:

- *If a student has completed work but there has been a substantial breach of the provider's attendance policy, the provider may be unable to authenticate the student's work completed across the outcome. Where the provider assigns an N result for the unit because the work cannot be authenticated, the provider must assign an N for the outcome or outcomes that cannot be authenticated.*

This means the unit is unable to count towards VCE graduation requirements, nor able to contribute to the calculation of the ATAR.

All absences (and lateness) must be approved or explained by either a note or Compass approval from parent/guardian and/or a medical certificate. Please note that authorised absences will still affect student attendance and if a significant number of absences occur, supplementary classes will need to occur to make up for these missed classes.

Parents may also ring the College Attendance Officer on the day of absence to explain a student's absence or lateness on that day.

Absence approval notes and Medical Certificates should be provided to the Student Support Officer as soon as the student returns to school.

STUDENTS MISSING AN ASSESSMENT TASK (SAC/SAT):

If a student is absent during a SAC/SAT assessment task, schools are approved to apply Special Provision where the student has legitimate grounds due to illness or other special circumstances. Special Provision may take the form of re-scheduling a task in the next available relevant SAC Catch-up Session or the setting of a different task that is comparable in scope and demand to the original scheduled Assessment. Grades are awarded for Authorised Absences only.

The process to re-schedule an Assessment Task is as follows:

- If absent with a medical certificate, the student must show the certificate to the relevant classroom teacher immediately upon return to school. The Certificate must be signed and dated by the Classroom Teacher and this copy submitted to the School Student Support Officer at their Home Campus.

The student will then submit the Certificate to the Student Support Officer.

- If absent due to approved school activity, the student must communicate with the relevant classroom teacher, to alter the SAC/SAT arrangement **prior** to attending the scheduled activity.

Process to be followed by the teacher:

- The classroom teacher **MUST** book the student in to the next available SAC Catch-up Period (Supplementary Session). These periods operate during Period 4 on a Wednesday at the Western Campus and Monday Period 4 or Wednesday Period 3 & 4 at the Eastern Campus.
- This information will appear on the student's Compass as a timetabled class and the student is expected to attend this session. Non-attendance without an authorised absence will result in the inability of a teacher to award a grade for that SAC.
- The teacher must verbally inform the student that they are being enrolled in the session.
- If the student does not attend their SAC Supplementary Session, an alternative time is set, however, this will be for an 'S' grade with no marks to be allocated.

If the absence is an Unauthorised Absence, teachers may allow the student to re-schedule the task (or an alternate task) to be eligible to be granted an “S” (Satisfactory) result, however they will NOT be awarded a grade. This will negatively affect a student’s overall result.

Student Note:

Senior School students involved in co-curricular activities such as participating in sports teams, coaching, musical performances etc. are expected, unless there are exceptional circumstances, to give priority to their timetabled studies and should endeavour to attend any SAC/SAT assessment tasks.

ATTENDANCE BELOW 95%:

When a classroom teacher identifies that a student’s absence drops below 95% they are considered ‘at risk’. At this point the classroom teacher is required to contact the student’s parents. This can be done through Compass (Senior School Attendance concern below 95%). A phone call is also encouraged. At this point the teacher will also inform the relevant Learning Mentor that this student is ‘at risk’ due to attendance.

ATTENDANCE BELOW 90%:

When a classroom teacher identifies that a student’s absence drops below 90% they will not be eligible to pass this subject. The classroom teacher is required to again contact the student’s parents. This can be done through Compass (Senior School Attendance concern below 90). At this point the classroom teacher will inform the LM/HL. A meeting is then arranged that can be attended by the student, parent, teacher and LM or HL. At this meeting goals for improving attendance can be developed, supplementary sessions arranged to improve attendance, and time frames to achieve their goals. Advice should be sought from the Senior School leader at relevant campus.

An attendance plan should be developed or modified if it has not been done previously.

ATTENDANCE STAYS BELOW 90%:

When a student’s attendance does not improve and stays below 90% despite the above interventions, another interview is to be arranged involving the Student, Parent, House Leader and campus Senior

School leader (Gary Gilbert (West) or Craig McGeehan (East)). A decision will then be made as to whether the student continues in this subject or receives an 'N' grade.

Teachers that have students in this situation should report this to LM/HL who will inform the Head of Senior School.

ATTENDANCE REDEMPTION PROCESS:

Where a student is at risk of an unsatisfactory unit result due to not meeting minimum attendance requirements, students may be able to redeem the unit result through one or more of the following:

- Undertaking supplementary make-up sessions at lunchtimes or after school with the classroom teacher.
- Attendance during Supplementary sessions on a Wednesday Period 4 at the Western Campus and Monday Period 4 or Wednesday Period 3 & 4 at the Eastern Campus. The classroom teacher will need to enrol the student in these sessions and note that this is for an attendance catch-up not a SAC redemption.
- Students at high risk of not meeting attendance requirements may be required to attend student free days. This will be determined by the Head of House and Senior School Leaders.

An attendance redemption will need to be recorded on Compass (Senior School Attendance Redemption) by the teacher supervising the redemption so that accurate records can be kept.

ABSENCE - SPECIAL PROVISIONS:

When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of significant illness or other special circumstances, the school may on application from the student grant Special Provision in relation to absences and school-based assessments. In this case the student *will not be penalised for lack of attendance*.

The Special Provision granted may allow a student to work from home for a period of time and use alternate was to authenticate the work completed. The student and school should complete the application for Special Provision for School-Assessed Coursework and School-Assessed Tasks form and return this to the school together with the supporting evidence e.g. medical documentation.

APPROVING BEREAVEMENT AND HOLIDAYS:

Bereavement:

Absences related to the bereavement of a member of the student's immediate family are classified as an Authorised Absence. To obtain an approved absence in this circumstance a copy of the funeral notice should be provided to the College.

Holidays:

The College advises that family holidays are not taken during the term whilst a student is undertaking their VCE studies. Holidays are classified as an Unauthorised Absence and will adversely affect student progress and significantly affect results and the possibility of successfully passing VCE.

LATENESS TO SCHOOL AND CLASSES:

Procedures for students and teachers to follow in the case of student lateness to school and classes are as follows:

- Lateness in the morning prior to 9.20am – the student should proceed directly to their Learning Mentor class and the Learning Mentor records student lateness on COMPASS.
- Lateness in the morning after 9.20am – the student should report to the General Office to obtain a late pass. The student then makes their way to class and provides the class teacher with the late pass.
- Lateness to class at other times during the day – Students who are late to classes at other times during the school day (e.g. after recess or lunch) will be permitted to enter the class at an appropriate point that does not disrupt the learning of others. Teachers will provide their own consequences to those students who are late (e.g. making up the time, detentions etc. in addition to recording the lateness on COMPASS).

LEAVING SCHOOL EARLY:

The College expects that all students will remain at school and on the school premises until such time that they are permitted to leave. This is usually at the completion of the school day at 3.15pm. However, Year 11 and Year 12 students who do not have scheduled classes in the afternoon may leave school after their final scheduled class or at the beginning of lunchtime (whichever is the latter).

Please note:

- Students must sign out at the General Office before leaving school grounds, unless leaving during the scheduled early dismissal.
- Students are not permitted to leave if they have a scheduled assembly or other College event.

- Students are not permitted to leave if they are enrolled in a SAC Supplementary Task.
- Text messages from Parents/Guardians are not an acceptable sign out method.

Students who need to leave school early due to a medical/dental appointment should bring an explanatory note from home. This note should be taken to the General Office ASAP to be recorded on COMPASS.

STUDY PERIODS:

The College expects that students will undertake study in designated private study areas when they have scheduled Study Periods.

If a student has a study period at the end of the day and no further scheduled classes, assemblies or school commitments, they are permitted to leave early. However, students are not authorised to exit and re-enter the base school during study periods in the middle of the day.

Students with study periods in the morning are still required to be at school at 9am to attend learning mentor classes.

Role of classroom teacher

- Identify when a student becomes 'at risk' by dropping below 95% or 90% attendance.
- Complete compass 'Attendance at risk' chronicle for both 95% and 90% attendance.
- Add compass note for compass redemption and time redeemed.
- Book student into the next available SAC Catch-up Period (Supplementary Session) on Compass when they have missed a SAC. Ensure they have a medical certificate if they are doing this for graded assessment. No certificate results in sitting for a 'S' grade with no marks. Students MUST be verbally informed that they have been enrolled and when this is to occur.
- If the student does not attend their SAC Supplementary Session, an alternative time is set, however, this will be for an 'S' grade with no marks to be allocated.

Role of LM/HL

- Regularly inform HL of students with attendance concerns.
- Be involved in interviews where student is below 90% and has not progressed in redeeming attendance. A decision is required to be made as to whether the student receives an 'N' grade.

Role of Senior School Leader

- Inform parents, students and staff of the policy and procedures for SS attendance.
- Advise LM's and HL's with regards to possible attendance redemption options.
- Be involved in second interview where student is below 90% and has not progressed in redeeming attendance. A decision is required to be made as to whether the student receives an 'N' grade.
- Grant Attendance Special Provisions.

Role of student/parents

- Attend school as often as possible
- Arrange holidays during non-school times.
- Notify school on compass or via a note for any absences or lateness. Provide medical certificates for illness.
- Take medical certificates to be signed by the teacher (if a SAC is missed during absence) and then to student services.
- Inform teacher in advance if you have a SAC on the day you have a school approved absence.
- Ensure they are at school for every class and school based activities.

Changing or Withdrawing from Subjects/Courses

Students wishing to change their courses must first collect a Change of Course form from the Student Services Officer and then discuss their plans with the subject teacher and the Senior School Leader. A student will not be able to change courses until the form is complete and submitted to the SSO Officer. The VASS Coordinator will then submit a Change of Entry Information to the VCAA.

Teachers will be informed after the relevant paperwork is completed.

VCE Standard students wishing to change to VCE VM in Year 12 (or vice versa) must seek advice from the Senior School Leaders prior to making this decision to ensure that students have the correct number of units required for completion of the chosen program.

Scheduling tasks and due dates

School-Assessed Coursework (SAC) / School-Assessed Task (SAT):

Students must be given no less than 2 weeks advance notice of an upcoming SAC/SAT onto Compass.

The SAC/SAT notification should include:-

- Area of Study
- Weighting % of unit (if applicable)
- Format

- Marks
- Time/Duration (ie. Reading/writing time; Period)
- Task description
- References
- Key knowledge
- Key skills
- Due date for completion / submission

[See SAC notification template in appendix]

Teachers should avoid altering timelines and due dates after they have been announced. However, if rescheduling an assessment task is absolutely necessary, teachers should provide adequate notification to all students in the class/es in a way that **no student in the class or another class is advantaged or disadvantaged.**

Formative Assessments (FA)

Formative Assessments (FA) refer to tasks assigned that **may be** used to determine satisfactory completion of an outcome. Examples include but are not limited to class work, research tasks, homework, and presentations.

Authentication is only possible if teachers review the students' progress **within** class time. FA are fundamental to the course and **must be substantially completed within class time** (see section 'Authentication'). **Teachers should not rely on only SACs to determine Satisfactory completion of a unit** (see section 'Redeeming Outcomes for Satisfactory Completion').

Teachers are obligated to clearly inform the students in writing about all FA that students need to complete to achieve an S for the unit. **A minimum of 6 FA per semester is required and teachers must upload the FA as learning tasks on Compass and provide feedback** in line with the school's Assessment Policy. Learning tasks should include task details and submission expectations. **For subjects with more than one class, please ensure that all teachers are consistent with the nature and expectation of the Formative Assessments reported on Compass.**

Redeeming Outcomes for Satisfactory Completion

Units 1- 4:

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may provide additional opportunities for students to redeem their outcomes:-

- Formative Assessments – request students to complete unattempted sections/redo sections
- Summative Assessments – request students to complete unattempted sections/redo sections (both close/open book acceptable)

- Alternative / Homework tasks – set alternative tasks to complete as homework or in Supplementary sessions (e.g: Research tasks, application tasks, presentations)
- Verbal discussions – have students verbally explain their understanding of a content
- Class discussions – consider where student’s contribution to class discussions demonstrate understanding

We strongly advise teachers to **provide feedback to students** before assigning students the chosen redemption task.

The teacher may rely on the additional evidence to grant a student a ‘Satisfactory’ grade provided they can be authenticated (*eg. Follow-up on a homework task submitted with a verbal discussion*)

Students who do not make any effort to meet negotiated deadlines for catch-up work, are considered ‘at risk’ and parental contact should be made by the classroom teacher, and support sought from Learning Mentors and House Leaders. This should be logged on Compass.

Normally, students complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow for a student to complete or resubmit work.

Note: For Units 3-4, students **may not** resubmit tasks for the reconsideration of coursework scores. The initial SAC/SAT score will be final.

Identifying students ‘At Risk’ of not successfully completing their VCE, VM or SBAT

Students are identified at risk if they:

- Have a Poor attendance
- Are gaining unsatisfactory results in 2 or more Units at Year 11 (Unit 1 and 2) and/or any English component of their Course
- Are gaining unsatisfactory results in one or more Unit at Year 12 (Unit 3 and 4) and/or any English component of their Course
- Are gaining unsatisfactory results in any SBAT subjects
- Are gaining unsatisfactory results in any external VET subjects

Process for Staff to follow:

- **Teachers will be asked at the end of each year to identify students in their classes who were at risk (Year 10 and 11), so that the Senior school team and teaching staff can implement interventions early to support students.**

- Teachers are asked to identify “at Risk” students throughout the semester. **Classroom teachers should be advising students of their concern and identifying what is required to address the concerns. Parents must also be informed firstly by phone and also with a follow up email. This must be logged on Compass using the “VCE/VCAL Student At Risk” template.**
- If a student continues to be at risk, classroom teachers need to advise the Senior school leader at their base campus who will liaise with the Learning Mentor and the relevant House Leader. A parent interview will be arranged.

Lost or Damaged Work

It is the responsibility of students to see that work is handed to the teacher and that the work submitted has been recorded as being received. Work must not be left on teachers' desks but handed in during class time by the required deadline. If the teacher is unavailable, the work should be personally delivered to staff at reception to be date stamped and placed in the teacher’s pigeonhole. Where work is lost or damaged it must be reported to the Senior School Leader. A student who has lost or damaged work will need to complete a standard form (for SATS only). The Senior School Leaders acting on advice from the classroom teacher, shall determine an assessment for the student. Disputes about lost or damaged work unable to be resolved by the above process will be referred to the VCE Administrative Panel.

Note that none of this applies to work lost or damaged due to computer misuse or malfunction.

Students are responsible for proper management of computer material by ensuring that:

- There is an alternate system available in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- 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.

Special Provision

Special provision will be made by arrangement with the Senior School Leaders and Senior School Administrators to accommodate certain Senior School students:

- experiencing significant hardship (physical or psychological) during their Senior Studies.
- with disabilities or impairments, including learning disabilities.

Students applying for Special Provision are to contact the Senior School Administrator at their campus. Supporting documents are required when applying for Special Provision. This documentation may take the form of medical certificates, reports from Youth Workers/Specialist Reports and diagnostic testing (official) etc. The final decision will be approved by the Senior School Leader, and may be made in consultation with the House Leaders, Learning Mentors and Subject teachers where necessary. Classroom teachers will be informed of the Special Provision conditions.

Students do **not** have grounds for Special Provision if they:

- Are absent from school or study for prolonged periods without evidence of significant hardship
- Are comparatively unfamiliar with the English language as their only disadvantage
- Are affected by teacher absence and other teacher-related difficulties
- Are affected by faulty technology in the preparation of work or when undertaking tuition (i.e. classes by video link)
- Misread an examination timetable or an examination paper

- Are affected by time-tabling difficulties within the school
- Are affected by issues related to distance.

Special provision may take one or more of the following forms:

- Provision of facilities and technology
- Appropriate assistance to complete set tasks
- Sit a substitute task
- Re-scheduling of an assessment task
- Extra time to complete the task
- Rest breaks within the task period
- Use of estimated grades (exceptional circumstances)
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended
- VCAA Special Examination arrangements (for units 3/4 assessments)

Special Provision (Special Exam Arrangements VCAA)

Special Provision and estimation of grades at the school level will compensate for any disadvantage on internal assessment. *A single score for all school-assessed work will be provided to VCAA.*

Students seeking Special Provision for their VCAA exams must see the Senior School Administrator on their base Campus to receive the relevant VCAA application form and relevant requirements as listed in their application. This is to be returned to the Senior School administrator ASAP.

Further information can be found on VCAA's website
<https://www.vcaa.vic.edu.au/administration/special-provision/Pages/SpecialExaminationArrangements.aspx>

Derived Examination Score (DES)

External examinations have different arrangements. If a student experiences illness, personal trauma or other circumstances occurring immediately before or during the examination period, which affects their performance, they can apply for a **Derived Examination Score**. Students need to speak to the Senior School Administrator as soon as possible to organise for completion and submission of the application (done through VASS). The application must reach VCAA **no later than seven days** after the student's last scheduled examination. An external panel determines whether the application is successful, and students have a 7-day right of appeal. Please note that a DES cannot be granted for the GAT. A two-week period prior to the examination is considered to be "immediately before". The application **must** have documentation supporting the application. If a student is granted a Derived Examination Score (DES) by

the VCAA they will receive an estimated score derived statistically from the student's other assessments. The school does **not** provide the estimate.

Authentication

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Apart from reference to, and incorporation of appropriate texts and source material, **no part of a student's work may be copied from any other person's work**. Students are advised to keep rough notes or some evidence that the final product is the result of the students' research and drafting.

Authentication is only possible if teachers review the students' progress **within** class time. ORLTs/SACs are fundamental to the course and **must be substantially completed within class time**.

A student may not accept undue assistance from any other person in the preparation and submission of work. **Plagiarism will not be tolerated**. Teachers should explain to their students how to reference material with footnotes and bibliographies. The teacher will monitor the development of the task. The teacher will keep a record of this process.

The use of AI to explicitly present work tasks or completed assessed tasks is strictly prohibited.

Teachers MUST report ANY authentication issues/plagiarism to the Senior School Leader at their Campus who will initiate a VCAA authentication breach panel as required by VCAA.

The teacher may consider it appropriate to ask the student to demonstrate their understanding of the outcome task at or about the time of submission of the work. If the teacher is not satisfied that the work is the student's own then the student may be required 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 other work
- Complete, under supervision, a supplementary assessment task related to the original task
- Attend an interview or complete a test to demonstrate an understanding of the work.

Authentication Issues: Evidence required to be kept by Teacher

The evidence required to substantiate a breach of authentication should include the following:

- A record of student attendance
- The teacher's Authentication Record (for School-assessed Tasks)
- A record of the teacher(s) judgment about the authenticity of particular work
- The piece of work identified as breaching authentication requirements
- Work of other student(s) work which is similar or identical to that presented by the student in question
- Samples of other work produced by the student to provide a comparison of work which the school has been able to authenticate with that which it is unable to authenticate

- A copy of relevant source material from which unacknowledged work was obtained
- A record of the outcome of any interview, discussion, supplementary assessment task or written test where the student has been asked to demonstrate their understanding of the work
- Any admission from the student that work submitted was not their own.

If the subject teacher alleges that a student has submitted work that is not their own, or that a student is in breach of other rules relating to school assessment, then the Senior School Leaders will follow VCAA guidelines and convene an authentication panel which will determine what action should be taken.

The following penalties for a substantive breach of the rules may be:

- Reprimand a student
- Make other arrangements for the re-submission of the outcome/task
- Cancel the result for a specific task or cancel the total assessment for the unit concerned
- Award an 'N' for the Unit

SAT and SACs Authentication

Teachers must monitor all School Assessed Tasks and any Coursework undertaken outside class time closely. **A student declaration relating to authentication must be signed by all Senior students at the start of the year.**

As SAC tasks are done mainly in class and within a limited timeframe, the policy in relation to drafting for these tasks is different to those concerning School-Assessed Tasks. Authentication records by the teacher are not officially required for Coursework assessment in class, however, records kept of sightings of work is advantageous. In cases of a possible breach of rules, a student may be required to provide evidence of the development of work, for example drafts.

SAT authentication

- Teachers must make sure that there is a sufficient range of topics within their SATs to distinguish each student's work and, therefore, to assist in the authentication process.
- Teachers are required to follow the authentication advice in the relevant Administrative Information for school-based assessment for their VCE study, available on the VCAA website, to make sure no undue assistance is provided to students during the development of an SAT that might lead to uncertainty about the student's authorship or ownership of the work.
- 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, also available on the relevant VCE study page. This requires regular sightings of the work by the teacher.
- Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

AI use

It is the expectation that all learning tasks and assessments have clear communication regarding the appropriate level of AI use. All student and staff use of AI should be declared and referenced in line with the Student and Staff Expectations for AI Use document. This information can be found in the *Student and Staff Expectations for AI Use* document which is in the RSC Staff Directory.

Any suspicion of students misrepresenting the output of AI or the work of others as their own work must be reported to the House Leader (Senior School) and will likely trigger an authentication process as outlined in this handbook.

Students must ensure that they are submitting coursework throughout the Unit to support the Authentication process. Class work, learning tasks, progress checks and formative assessments support classroom teachers to see the development of student learning throughout the Areas of Study, and are therefore crucial to authenticate your work.

Students must be notified of the level of appropriate AI use in their learning tasks. Please use the statements on the use of AI in your Learning Tasks and notifications to students.	
Use of GenAI	What this Might Look Like
This task prohibits the use of AI.	<ul style="list-style-type: none"> Require that students complete work in class without access to a computer, and/or under supervision Require that students write in their own words and authenticate this by signing and acknowledging Students complete their work using a department or school-supplied online word processor or collaboration platform, so that their progress can be monitored in real time, including whether text has been copied from an GenAI tool into a document.
This task supports a limited use of AI, with acknowledgement.	<ul style="list-style-type: none"> Assessments that cannot be fully completed by a generative GenAI tool, such as an oral presentation with AI supported research Use GenAI for initial research on an essay, poster or other assessment which must be handwritten. Use open-ended questions to require critical and creative thinking, and local context specifics an AI tool wouldn't have access to. Require students to create a physical representation of concepts or ideas. Require that students submit different elements of a written task, including brainstorming, drafting, revising, and editing Ask students to demonstrate or apply knowledge of a topic in relation to their own personal experiences
This task supports students to incorporate the optional use of AI outputs, with acknowledgement.	<ul style="list-style-type: none"> Require that students explain the reasoning behind their answer, to demonstrate understanding and intentional application Require that students cite any use of GenAI tools, including (where relevant) the prompts and the outputs provided Allow students to discuss or reflect on their work (for example, a small group discussion, or an individual video reflection) Support students to critically analyse and evaluate the outputs of an GenAI tool, including asking them to refine and improve their prompt to produce higher quality outputs and/or asking them to cross-reference outputs with credible and verifiable sources. Students use AI to create notes, summaries, evidence and quotes from text as a resource for a supervised test. Students use GenAI to prepare for rebuttals in a debate. Students use GenAI to create base storyboard frames which they print to draw in the lighting, blocking and camera movement.
This task encourages the use of AI tools, with acknowledgement.	<ul style="list-style-type: none"> Ask students to brainstorm and refine GenAI prompts which can help them gather information on the set topic Encourage students to copy their draft assignments into a GenAI tool to ask for specific suggestions for improvement. Students copy a de-identified speech they are giving to a primary school group into GenAI to simplify the language. Students brainstorm using GenAI as a conversational tool to bounce ideas around. Students use GenAI to create practice tests. Ask GenAI to offer a range of other viewpoints or opinions on a speech or essay topic. Students ask GenAI to generate an answer to an exam question to then assess against a rubric or marking guide. Students enter part of their work and ask GenAI to identify vagueness or opportunities for evidence in text analysis.
This task requires the use of AI tools, with acknowledgement.	<ul style="list-style-type: none"> Use generative GenAI tools to assess their ability to craft inputs and generate outputs, or critically analyse and evaluate outputs. Compare student work with GenAI generated response on the same topic. Create a very specific essay using GenAI, then students evaluate the response and redraft it by hand with improvements.

For more information please see documents from teaching and learning team [AI use](#)

Setting SAC Times (Multiple Classes)

Where multiple classes occur within a subject it is expected that all students will undertake the SAC within a timely period. This would normally occur on the same day or within the same week, Monday through Friday. If this is not possible then a class teacher will need to run an alternative SAC

SAT and SAC Scores and Moderation

Where there are multiple classes within a subject it is imperative that all SACS/SATS are moderated between all classes in order to get the student ranking correct. For single subject classes it is advisable to liaise with another local school to determine SAC grades. Where this is not possible, it is recommended Unit 3/4 Teachers liaise with Unit 1/2 teachers on a given SAC / SAT. Moderation should be thorough and exhaustive.

Students should be provided their initial school-based assessment score for individual SACs, with the advice that their scores may change following statistical moderation by VCAA.

Reporting and Interviews

Rowville Secondary College has introduced Continuous Reporting, meaning that both Students and Parents can access student results and feedback as the year progresses. This can be accessed through Compass for both Students and Parents and is designed to help facilitate up-to-date feedback and improvement strategies for students. Although the statement of results from the VCAA simply indicates when a student has passed ('S'), our Year 11 reports will include Grades (A+ to E) and 'S' (Satisfactory) or 'N' (unsatisfactory completion). A 'J' result will be given where the student withdrew late and did not complete outcomes due to exceptional circumstances.

Parent/Teacher Interviews are also held throughout the year. Rowville Secondary College Staff welcome dialogue with parents on student progress and are happy to meet with parents by arrangement. Parents can make contact with individual teachers to arrange additional feedback.

Whilst students studying Unit 3-4 Subjects get internal results, these are used to provide a ranking of students, with the final results being moderated and determined by the VCAA. Final results for VCE 3-4 Subjects form part of the ATAR and are released by the VCAA in December. Students may access results in Unit 3-4 studies via the Internet, phone or SMS text messaging. Results and VCE certificates are posted out to students.

Study Scores

For each student, the Victorian Curriculum and Assessment Authority calculates a Study Score for each Unit 3-4 VCE study which has been satisfactorily completed and for which the student has received grades for the various school-assessed work components and the examinations. The Study Score is a score on a scale of 0 to 50 showing the students achievement relative to that of all other students doing a particular study. The Study Scores are normalised to a mean of 30 and a standard deviation of 7. Scores of 23 – 37 indicate that the student is in the middle range. A score above 37 is evidence that the student is in the top 16% of students taking this study. For studies with large enrolments (1000 or more) the following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values. For studies with fewer enrolments, the proportion may vary slightly.



Study Score (Relative Position)	Percentage of students above this position (approximate)
45	2
40	8
35	24
30	50
25	76
20	92

Study Scores are the starting points for the calculation of the Australian Tertiary Admission Rank (ATAR). Note that it is the VCAA which calculates the Study Score and the Victorian Tertiary Admissions Centre which calculates the ATAR.

Grades

Grades and study scores are calculated for students who are enrolled in VCE Unit 3 and 4 sequences and elect to complete Graded Assessments. All VCE studies have three graded assessments. Scored VCE VET studies have two graded assessments. Level of performance in graded assessments are reported as **A+** to **E**, **UG** (Ungraded) and **NA** (Not Assessed) for Unit 1 and 2 Studies.

At Unit 3 – 4 Students are awarded a number grading which is moderated by VCAA on completion of the external examinations and converted to a letter grade.

NOTE: if a student is not eligible to obtain a grade or did not complete a SAC, an NA (Not Assessed) is awarded. A “zero” is only awarded when a student has sat the assessment and shown no knowledge and/or understanding of the skills required.

Course Auditing

Each year the VCAA will audit schools' Coursework assessments in each study in a number of schools. The audit material requested will be supporting documentation from teachers which should include:

- Details of each task set by the teacher
- Details of the assessment criteria and marking scheme used by the teacher for each task.
- A sample of graded student work may be required from three different students.

Withdrawal from VCE

Students who wish to completely withdraw from their VCE studies must complete a VCE Withdrawal form collected from the Student Support Officer at Student Services. Withdrawal without penalty must be done in accordance with VCAA guidelines and adhere to their published deadlines. Withdrawal after these dates will result in the student receiving a result of 'N' (Not Satisfactory) for that Unit and this result is recorded on their overall VCE.

Homework

All students completing a VCE course will be required to complete elements of the course for homework.

VCAA stipulate that all students are required to complete 50 hours of self-directed learning (homework) per unit being studied. For example at Rowville SC each student completes 7 hours of classroom instruction per subject over a two week cycle, so should complete the same amount for homework. This is approximately 2.5 – 3 hours per day

2025 VCAA and Rowville Important Administrative dates

Date	Description	Reference
Thursday 30 January	Start of Term 1 Ready to learn conferences	
Tuesday 4 February	VCE teachers Meeting	
Friday 21 February	Special provision applications due for unit 3/4 students	External
Saturday 29 March Sunday 30 March	Presentation ball	Events
Friday 2 May	Partnership details must be entered on VASS for VCE Unit 3 and VCE Unit 3–4 School-based Assessment.	Administrative information: Schools and providers
Friday 4 April	End of Term 1	
Monday 21 April	Start of Term 2	
Monday 5 May	At-risk identification – Unit 1 and Unit 3 Students	Internal
Monday 2 June – Friday 6 June	Unit 1 Mid-Year Examination (IN CLASS - to be decided by LA)	Internal
Wednesday 4 June	GAT Assembly (East and West)	
Friday 6 June	Final Day for Unit 1 and Unit 3 Completion	Internal
Tuesday 10 June	Start of Unit 2 and Unit 4 Studies	Internal
Tuesday 17 June	General Achievement Test (GAT)	Scored assessment: External assessment
Thursday 26 June – Monday 7 July	Central Australia Camp TBC	Events
Friday 4 July	Last day for Unit 3 S/N results and ‘Actual’ SAC and SAT scores Last day for Unit 1 S/N results	Scored assessment: External assessment



		School-based Assessment
Friday 4 July	End of Term 2	
Friday 18 July	Year 12 Formal	Events
Monday 21 July	Start of Term 3	
Monday 1 September	Performance Indicative Grades Indicative grades for all VCE performance examinations are due.	Scored assessment: External assessment
Wednesday 3 September	At risk identification – Unit 4 Students	Internal
Monday 8 September	HL/LM to contact home for at risk students	
Wednesday 17 September	Year 12 Assembly Navigator, trial and exam information and holiday revision program for VCE standard students	
Friday 19 September	Year 12 VCE VM students finish (unless teachers deem they have additional work to complete)	
Friday 19 September	End of Term 3	
Monday 22 September – Friday 3 October	Knox Network revision program Rowville Secondary College Holiday Study Program	Events
Monday 6 October	Start of Term 4	
Monday 6 October	Last day for ‘Indicative’ Grades Indicative grades for all written VCE examinations and the Extended Investigation Externally-assessed Task (combining Written Report and Oral Presentation) are due. After this date, VASS will not allow schools to enter indicative grades.	Scored assessment: External assessment
Monday 6 October to Friday 10 October	Unit 3 / 4 Trial Exam Week	Internal
Monday 6 October – Sunday 2 November	Performance examinations, Languages oral examinations and Extended Investigation oral presentations	Scored assessment: External assessment
Wednesday 15 October	At risk identification – Unit 2	
Friday 17 October	Last day for Unit 4 S/N results and ‘Actual’ SAT & SAC scores	Scored assessment School-based Assessment
Friday 17 October	Last day for Unit 4 classes – VCE	



Monday 20 October	HL/LM's to contact home for at risk students	Events
Monday 20 October	Year 12 Assembly and Celebration Day	Events
Tuesday 28 October – Wednesday 19 November	Unit 3 / 4 VCAA VCE written examinations held.	Scored assessment: External assessment
Wednesday 5 November*	Last day for VCE including VCE VM, VPC, VCAL and VET units of competency results and VCE VET tasks scores VCE unit results VPC unit results VCAL unit results VET units of competency results VCE VET coursework task scores. Last day for Unit 2 S/N results	School-based Assessment
Wednesday 12 November	Last day for Unit 2 VCE standard and VCE VM formal classes	Internal
Tuesday 18 November	Last day of 11 and 12 SBAT formal classes	
Friday 14 November – Thursday 20 November	Unit 1 / 2 Year-End Examination	Internal
Friday 21 November	Year 12 Induction Day	Events
Friday 21 November	Year 10 Maths and English exam	Internal
Saturday 22 November	Year 12 Graduation	Events
Monday 24 November – Friday 28 November	Year 12 Orientation Program – VCE / VCE VM/ SBAT	Internal
Friday 28 November	Last day of year 10 formal classes	Internal
Monday 1 December – Friday 5 December	Year 11 Orientation Program – VCE / VCE VM/ SBAT	Internal
Thursday 11 December	Results available to students. Final results available to schools. Summary results data from VCE external assessments available for teachers through the VCE External Assessment Results Service (see VASS).	Final results: Reporting to schools
	School results package Results package delivered to schools, including:	Final results:



	<p>Statements of Results for students studying VCE including VCE VM Units 1 and 2, VPC or VCAL Certificates for students who have successfully completed their VCE including VCE VM, VPC or VCAL</p> <p>VCE VET and VET/FE Statements of Results listing units of competency completed for students studying VCE including VCE VM Units 1 and 2 only, VPC and VCAL</p> <p>Statements of Results for students enrolled in at least one VCE including VCE VM Unit 3–4 sequence or Senior VCAL units will be sent to each student's home address.</p>	Reporting to schools
Friday 19 December	End of Term 4 and 2025 school year	

**Please note that due dates for submitting unit S/N results and scores have been internally determined to ensure sufficient time to disseminate and collect forms, as well as data-entry into VASS.*

Appendices

Permission to distribute Name and ATAR Form

Permission to Distribute ATAR to Teaching Staff, Higher Achievers Assembly and Media platforms

In addition to your own direct access, your ATAR will also be provided to the school for use by the Principal and their authorised nominee for course and careers counselling.

Your ATAR cannot be shared with other individuals at your school or organisations unless you give us your written permission.

Permissions

With your permission, we would like to disclose your ATAR to your subject teachers and head of house so that they can celebrate your success. If your ATAR is 80 and above, we would also like to disclose your name and ATAR to the school community at the High Achievers Assembly and to the media, including social media for publicity purposes.

Your ATAR belongs to you. It is your right to answer 'yes' or 'no' to the questions below without affecting the quality of the course and careers counselling you will receive.

Your full name: (please print) _____

1. Do you agree to have your ATAR made available to your subject teachers and head of house for the purpose detailed above?

Yes No

2. In the event that your ATAR is 80 and above, do you agree to have your name and ATAR announced at the High Achievers Assembly?

Yes No

3. In the event that your ATAR is 80 and above, do you agree to have your name and ATAR released to media organisations and social media?

Yes No

Signed: _____

Date: _____

[This is a sample form only – please see the Senior School Administrator at your base campus to discuss your eligibility]

Application for Special Provision for School-based Assessment and unit completion

This form is to be used and retained by the school, together with the supporting evidence, to record applications for Special Provision for School-based Assessment. Refer to the Special Provision section of the VCE and VCAL Administrative Handbook for advice.

School name

VCAA School code

SECTION A

This section is to be completed by the student.

1. Student details

Family name

First name

VCAA Student number

Date of application: / /

Outline your illness/condition and how it would affect your ability to complete School-based Assessment and/or meet VCE or VCAL unit requirements.

2. Application details

2.1 I am applying for the following (more than one box may be marked):

- additional time to complete work
 use of an aid
 use of technology to complete and present work
 rest breaks in SACs
 extra time in SACs
 separate room
 other (please specify)

2.2 Period the application covers: from / / to / /

3. Studies

List the studies in this application.

STUDENT TO COMPLETE			OFFICE USE ONLY – SCHOOL TO COMPLETE		
VCE or VCAL Study	Unit	Assessment Task	Approved Y/N	Provision granted	If not approved, why?

Student's signature

Date / /

Parent's signature

Date / /



SECTION B

Schools should first complete the Office Use Only section in the table on the previous page.

4. Number of days absent from school

Note: The absence is not reported to the VCAA

Term 1

Term 2

Term 3

Term 4

OR

Semester 1

Semester 2

Please comment on student's condition and level of effect and justification for your decision/s. Include any other additional information you believe is relevant.

5. Has the student been advised of the application outcome?

Yes

No

6. Checklist of the student's supporting documents

Confidential teacher/coordinator's report

Student's signed statement of reasons for application

Qualified medical practitioner report/letter (if necessary)

Psychologist report/letter (if necessary)

Other reports/letters (if necessary)

VCE coordinator / Senior
School Leader's signature

Date

Report on lost, stolen or damaged School-assessed Tasks and Externally-assessed Tasks

Please print clearly and in CAPITAL LETTERS. Please return completed form to Manager, School-based Assessment Audit, Victorian Curriculum and Assessment Authority, Level 7, 2 Lansdale Street, Melbourne VIC 3000, by email to school.assessment.vcaa@edumail.vic.gov.au or by fax to (03) 9032 1799.

For further information see the VCE and VCAL Administrative Handbook, Scored Assessment: School-based Assessment section.

COLLECTION NOTICE The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority continued under the *Education and Training Reform Act 2006 (Vic)*. The VCAA collects the information requested in this form, which includes personal information within the meaning of the *Privacy and Data Protection Act 2014 (Vic)* (PDP Act), for the purpose of verification of lost, stolen or damaged School-assessed Tasks/Externally-assessed Tasks. The personal information collected in this form will be disclosed to and used by relevant VCAA employees and/or contractors for and in connection with the abovementioned purpose. The personal information collected will not otherwise be used or disclosed by the VCAA, except with the consent of the individual, or if the VCAA is required or otherwise permitted by law to do so. When an individual's personal information is provided to the VCAA by a third party, the VCAA requests that the individual is made aware their personal information will be or has been provided to the VCAA, the purpose for which it will be or was provided and to whom it will be or is likely to be disclosed. If the requested personal information is not provided, the application will not be processed. An individual may request access to personal information the VCAA holds about them, and request its correction if inaccurate. To do so, please contact VCAA Student Records and Results Unit on 9032 1742. The VCAA Privacy Policy can be found at: <https://www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx>.

School name VCAA School number

Address

State Postcode

Contact person

Position

Telephone () Facsimile ()

VCAA Student number

Student name

Study code School-assessed Task Externally-assessed Task

Lost Stolen Damaged *Strike out whichever is not applicable*

Initial School Assessment Score = The Principal acting on advice from the teacher and on the basis of records kept, will determine an initial assessment for the School-assessed task. The initial assessment for the School-assessed task may require adjustment.

Description of circumstances:

Principal's or delegate's name

Principal's or delegate's signature Date

OFFICE USE ONLY	<small>Lost</small>	<small>Stolen</small>	<small>Damaged</small>	<small>Initial Assessment Officer</small>
	L	S	D	<input type="text"/>

Student Exit form

*** Please return completed form to Student Services***

Please print clearly and in CAPITAL LETTERS.

I hereby authorise the entire withdrawal of my enrolment.

Exit date / _____ / _____

Student name

Student's signature

VCAA Student Number

--	--	--	--	--	--	--	--	--



Subject Change Request Form

*** Please return completed form to Student Services***

Student Name _____

Learning Mentor Group _____

Home Group: _____

Outline your reasons for this request to change subject/s:

Subject Change Request:

Coming out of: _____

Requested Subject/s (Put in preference order): _____

For multiple subject change requests complete the following:

Coming out of: _____

Requested Subject: _____

Coming out of: _____

Requested Subject: _____

** Please note; there are some subject fees associated with specific subjects.*

You have requested a subject that has a fee

Student Signature _____

Parent Signature _____

Date _____

****While all requests will be considered, not all changes are guaranteed****

Office Use Only:

➤ Assessment of Suitability: **S** **N** _____

➤ Outcome of Request: _____

NOTIFY

- Student & Parents
- LM & Teachers
- Accounts
- VASS

UPDATE

- EDVAL
- SUBJECT CHANGES RECORD
- CHRONICLE

Change of Program Request Form: PLEASE RETURN TO SSSO

Student Name: _____

Learning Mentor Group: West Campus: _____ East Campus: _____

Year Level / Home Group:

Please tick the following boxes to indicate you have read and understood the conditions related to program transfer –

- RSC requires students to make a commitment to their program for a full year
- Transfers usually only happen at the commencement of a new academic year
- All students changing programs must meet the same entry requirements as external students.

Program Change Request: Please tick the appropriate box:

- MSA to GE
- GE to MSA
- RIA to GE
- GE to RIA (please specify specialism) _____
- RIA to RSA (please specify specialism) _____
- RSA to RIA (please specify specialism) _____
- RSA to GE
- GE to RSA (please specify specialism) _____
- VCE to VCAL/SBAT
- VCAL to SBAT
- Other (Please specify) _____

Outline the reason for a Program / Campus change request:

Student Signature _____

Parent Signature _____

Date _____

Office Use Only:

PLEASE RETURN COMPLETED FORM TO STUDENT SERVICES

PROCESSING

- Approval to proceed from: _____ DATE: _____
- Assessment of Suitability: **S** **N** _____
- Outcome of Request: _____

NOTIFY	UPDATE
<input type="checkbox"/> Student & Parents	<input type="checkbox"/> EDVAL
<input type="checkbox"/> Both Program's Assistant Principals	<input type="checkbox"/> CASES
<input type="checkbox"/> LM, HoH, Teachers, Co-ordinators	<input type="checkbox"/> MICROSOFT TEAMS
<input type="checkbox"/> Accounts	<input type="checkbox"/> CHRONICLE ENTRY
<input type="checkbox"/> Enrolments/Program Administrator	
<input type="checkbox"/> VASS	

Subject Removal Request Supplementary Form

*** Please return completed form to Student Services***

I _____ request to remove a subject from my program to study less than the school recommended number of subjects.

- I have provided medical documentation to support my request.
- I have completed the Subject Change Request Form.
- I acknowledge that I may receive a "N" if I have not successfully completed all tasks prior to the removal of the subject.
- I have fully investigated the effect of my proposed pathway as well as the possible impact on obtaining my Victorian School Certificate
- I agree to spend the resulting free periods undertaking study in the Senior Study Centre (West Campus) or the Designated Study Space (East Campus)

Student signature: _____

Parent signature: _____

Date: _____

Dear Parents, Guardians & Students

Authentication of Student Work

Authentication processes for VCE are strictly determined by the Victorian Curriculum and Assessment Authority (VCAA). The following protocols have been adapted from the VCE and VCAL Administrative Handbook.

Student protocols for the completion of Assessment Tasks (SACs, SATs and Supplementary Tasks)

- Students must sit separately at either ends of the desk or on separate tables where available.
- No electronic devices, including iPads or laptops are permitted in the room. Mobile phones and SMART watches must be locked in their lockers in accordance with RSC Mobile Phone Policy.
- Any materials not necessary for the completion of the task must be placed face down on the floor
- For Assessment Tasks completed over time (ie SATs), students must document the specific stages of the development of work, starting with the first stages of the work, such as choice of topic, list of resources and / or preliminary research and the sources.
- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including texts, websites and other source material. This acknowledgement, in the form of a bibliography, should be received with the SAC/SAT itself.
- A student must adhere to the school's policies and rules relating to the appropriate use of the internet at all times.
- A student must not receive undue assistance from another person, including a fellow student, in the preparation and submission of work –
 - **Acceptable levels of assistance** include incorporating ideas or material from other sources (such as teachers or tutors) but which have been transformed by the student, or prompting or general advice from another person which leads to refining the assessment task.
 - **Unacceptable forms of assistance** include the use or copying of another person's work or resources without acknowledgement or direct / specific improvements given by another person.
- A student must follow the assessment conditions as given by the teacher (including any conditions related to materials allowed, speaking or collaborating with others, time limits etc).
- A student must not knowingly assist another student in breaking these rules.

If it is discovered that a student has possibly breached these assessment rules, the class teacher will pass any evidence of this belief to the Senior School Team. If it is determined that there is some substance to the allegation, a hearing by a Breach of VCAA Rules Panel will be convened at the earliest possible time. The panel will be chaired by the Senior School Leader and will consist of the Senior School Leader and one other independent staff member, usually the relevant House Leader. This Panel will report directly to the Principal team at their Campus.

The student will be given written notification of the date of the interview. In the interview they 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 own understanding and knowledge of the work
- Provide samples of other work
- Complete, under supervision, a supplementary assessment task related to the original task.

If it is found that the student is in breach of the assessment rules and regulations as laid down by VCAA, then one or more of the following consequences will be implemented:

- The student will be given a written warning &/or severely reprimanded
- The student will be given a detention or suspension
- The initial assessment will be considered to be invalid, but the student may be given an opportunity to resubmit to achieve a Satisfactory result / & / or Grade in the Outcome
- The student will be awarded zero marks for that part of the work in which the assessment conditions were breached, however, the student may receive the partial award of marks based on other parts of the work submitted.
- The student receives a zero for the assessment task (a SAC score of '0' will be recorded on Compass and to VCAA for Unit 3 & Unit 4/ a result of 'Not Assessed (N/A)' will be recorded for Unit 1 & Unit 2). The student will be permitted to provide further evidence of knowledge and understanding of the Unit in order to achieve an 'S' (Satisfactory) for the outcome.
- A student achieves a result of 'N' (Not Satisfactory) for the outcome and hence an 'N' for the unit.

The student and family will be notified in writing of the outcome of the panel decision including any penalty deemed appropriate.

If you have any questions or concerns, please feel free to contact one of the Senior School Team members who will be happy to assist.

Kind Regards,

Mr Gary Gilbert
Senior School Leader – West

Mr Craig McGeehan
Senior School Leader – East

Summative Assessment – Compass Learning Task template

TASK NAME: Summative – [Subject] [Unit X] – [Topic]

CODE: “Assessment”

DUE DATE: Must be set (notice must be up on Compass 2 weeks prior to due date)

Area of study	[Unit] [AOS] – [Heading Extract from Study Guide]
Weighting	% of [Unit]
Format	Structured Questions / Test / Project / Essay / Research / Essay
Marks	
Time / Duration*	Reading time: Writing time: *Period: xxx – xxx
Task description	Students are assessed on...
References	Booklet: Textbook chapter: Case study:
Key knowledge	[Extract from study design]
Key skills	[Extract from study design]

Note:-

- Please note that scores provided for School-Based Assessments may change following statistical moderation by VCAA.
- Students must adhere to the ‘Assessment and Authentication Policies’ that students have acknowledged and agreed to in the ‘Authentication Declaration’ signed at the start of the year.
- If a student misses a SAC due to an ‘authorised absence’ such as illness, medical appointment or bereavement, the student will provide a medical certificate or funeral notice to the class teacher and Student Services Officer. If a student misses SAC due to approved participation in a school activity, the student must inform the teacher prior to the SAC to make alternative arrangements. **Unauthorised absences may result in SACs being ungraded which have further implications on the study scores (for Units 3/4).**
- [for SATs] Students requiring extension of due date **must inform teacher at least 1 week prior to due date**. Approval to grant extension is at the discretion of the teacher.



Formative Assessment – Compass Learning Task template

TASK NAME: Formative – [Subject] [Unit X] – [Topic]

CODE: "Assessment"

DUE DATE: Clearly state reasonable date for completion/submission

Task(s) to complete

- Booklet
- Textbook exercise with evidence of self-assessment
 - o Exercises 1.3 abc
 - o Exercises 1.4 abc

For satisfactory completion

All booklet tasks completed

50% textbook exercises assigned completed with evidence of self- assessment

At the back of the booklet, the teacher feedback section needs to be completed and a snapshot must be uploaded to Compass.

Note:-

- Students must adhere to the 'Assessment and Authentication Policies' that students have acknowledged and agreed to in the 'Authentication Declaration' signed at the start of the year.
- If a student requires an extension of the due date, student must negotiate with the teacher



VCE Supplementary Session 2025 COVER SHEET

This sheet is used to advise the Supervisor of conditions required to complete the task.

Please ensure that all instructions are **clearly stated** in order for the Supervisor to implement the task.

Student Name:	
To be completed at:	<input type="checkbox"/> EAST CAMPUS <input type="checkbox"/> WEST CAMPUS
Student home campus:	<input type="checkbox"/> EAST RSA <input type="checkbox"/> EAST RIA <input type="checkbox"/> WEST
Date of session booked:	
I have informed student:	<input type="checkbox"/> YES <input type="checkbox"/> NO
Subject / SAC Name:	
Teacher/s Name/s:	

Reading Time:		minutes
Writing Time:		minutes

Students are allowed *Select and specify as needed*

<input type="checkbox"/> Dictionary	<input type="checkbox"/> CAS and/or scientific calculator
Are reference materials allowed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please tick and specify as appropriate:	
<input type="checkbox"/> Class notes	
<input type="checkbox"/> Textbook	
<input type="checkbox"/> Device for research / access resources online	
<input type="checkbox"/> Others <i>please specify</i>	

Additional instructions for supervising teacher

Include any information about special provisions where applicable

Please tick the appropriate box:

SAC / Graded Assessment	<input type="checkbox"/>
Supplementary Task	<input type="checkbox"/>
Incomplete / Missed Formative Assessment / Learning Task	<input type="checkbox"/>
Make-up for missed/wasted class time	<input type="checkbox"/>

ROWVILLE SECONDARY COLLEGE

SATISFACTORY COMPLETION of UNIT OF WORK

Subject: _____
Unit _____ : Area of Study _____

To satisfactorily complete this Unit of work / Area of Study students need to show an understanding of the key knowledge and skills as outlined in the VCAA study design.

In order to show this, students need to satisfactorily complete or demonstrate the following:	Artificial Intelligence Use (highlight)
1.	Prohibited / Limited / Incorporated / Encouraged / Required / NA
2.	Prohibited / Limited / Incorporated / Encouraged / Required / NA
3.	Prohibited / Limited / Incorporated / Encouraged / Required / NA
4.	Prohibited / Limited / Incorporated / Encouraged / Required / NA
5.	Prohibited / Limited / Incorporated / Encouraged / Required / NA

Note: SAC's are NOT the sole determinant of a Satisfactory or Unsatisfactory grade in this unit.

- This information is to be given to all students in the class at the beginning of each Area of Study for Unit 3 & 4 subjects. We suggest you reinforce these expectations with students on a regular basis.
- It is to be posted on compass (notifications, Learning Tasks, Resources, or on first lesson plan).
- It is advised that parents be notified of this information also.

ROWVILLE SECONDARY COLLEGE

SATISFACTORY COMPLETION of UNIT OF WORK

Subject: Subject: **Physical Education**

Unit 3 Area of Study 1

To satisfactorily complete this Unit of work / Area of Study students need to show an understanding of the key knowledge and skills as outlined in the VCAA study design.

<i>In order to show this, students need to satisfactorily complete or demonstrate the following:</i>	<i>Artificial Intelligence Use (highlight)</i>
1. Attendance in class and active participation in class discussions and activities	<i>Prohibited / Limited / Incorporated / Encouraged / Required / NA</i>
2. Completion of Assessment booklet	<i>Prohibited / Limited / Incorporated / Encouraged / Required / NA</i>
3. Completion of formative assessment (as listed on learning tasks)	<i>Prohibited / Limited / Incorporated / Encouraged / Required / NA</i>
4. Watch and complete Video notes	<i>Prohibited / Limited / Incorporated / Encouraged / Required / NA</i>
5. Attempt SAC	<i>Prohibited / Limited / Incorporated / Encouraged / Required / NA</i>

Note: SAC's are NOT the sole determinant of a Satisfactory or Unsatisfactory grade in this unit.

- This information is to be given to all students in the class at the beginning of each Area of Study for Unit 3 & 4 subjects. We suggest you reinforce these expectations with students on a regular basis.
- It is to be posted on compass (notifications, Learning Tasks, Resources, or on first lesson plan).
- It is advised that parents be notified of this information also.