



**VCE & VCAL
Attendance, SAC, SAT and
Authentication Policy
Student Guidelines
2016 - 2017**

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WELCOME TO VCE, VCAL AND VET

Please read this booklet carefully as it contains important information from VCAA and information on Monbulk College's Policies and Procedures.

This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The responsibility for VCE and VCAL delivery and assessment is located with teachers. The [VCAA](#) Administrative handbook, VCE Study Designs and VCAL Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study.

Teachers will be appropriately supported by the school community, and through continuous professional development opportunities. Key documents for each Unit 3 and 4 teacher will be VCAA previous years Result Data Analysis by study, in particular results. By improving quality of delivery and assessment there is an improvement in the quality of teaching.

The Senior School Teaching & Learning Leader, Year 11, 12 and VCAL Team Leader and Learning Area Leaders are available at any time to assist and advice regarding delivery, assessment and learning within VCE and VCAL.

Students (and parents) will be provided with a clear written Course Outline at the outset of classes for each unit. This outlines what is required to succeed in the study area and how all required outcomes can best be achieved. Throughout the semester work requirements will be clearly defined through written outlines.

Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is fostered by assessment that is more than simply a mark or grade. A description and written comment will accompany any grade given for any piece of work. Students will be helped to develop an understanding of their strengths and their weaknesses. The focus will be on what the student is achieving.

There will be coherence between assessment procedures and teaching and learning. In each study there will be an inter-relationship between the objectives of the study, its content, teaching strategies and the assessment.

Assessment procedures will define and communicate educational expectations and ensure that these standards are maintained. These procedures are supported by a wide range of learning and teaching approaches and outcomes.

For VCE Units 3 & 4 the Assessments submitted by this school must be in accordance with [VCAA guidelines](#) so that they will be comparable on a state-wide basis as all school leavers compete for employment and entry into tertiary institutions and courses.

All teachers will maintain up to date and accurate records of their delivery in each unit and assessment of student work, including accurate records of the receipt of required work.

In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment to the Senior School Teaching & Learning Leader and Senior School Assistant Principal.

VCE and VCAL will be a most demanding time for you as students. The successful completion of the qualification you are undertaking requires a commitment in effort and time from you that is difficult to maintain.

Be assured that through good organisation and time management, you will succeed. Your teachers are here to help. The relationship that you will build with your teachers may be very different to what you were used to in the past.

Success is achievable and within your grasp. This is an exciting time for you, your family and the College.

Remember, we are here to help! We wish all the very best for the coming years.

VCE / VET / VCAL POLICIES & PROCEDURES

VCE (Victorian Certificate of Education)

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

Satisfactory Completion of VCE

Students must complete the following requirements:

- at least 16 units
- at least three units of an English Study
- at least four Unit 3 and 4 sequences including an English study

VCE Units Undertaken

Students are required to study:

- 6 units per semester in Year 11 and
- 5 units per semester in Year 12.
(Units 3 and 4 must be taken as a sequence)

Satisfactory Completion of a Unit

Outcomes are the basis for satisfactory completion of VCE units in all Studies. Each VCE unit includes a set of 2 to 4 outcomes.

Satisfactory completion of units is determined by the school, in accordance with VCAA requirements.

The assessment tasks are part of the regular teaching and learning program.

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

Satisfactory completion of a learning outcome means:

- it meets the required standard.
- the work was submitted before the school deadline, including where extension of time was granted.
- the work is clearly the student's own and can be authenticated by the teacher.
- there has been no substantive breach of rules in the submission of work

Late submissions

Late submissions will only be accepted with an approved extension with the necessary documentation.

Students applying for an extension of time must:

- provide acceptable reasons and evidence (e.g Medical Certificate)
- gain approval from the Year Level Team Leader and then negotiate with the subject teacher for a new assessment date.

Failure to meet a deadline, including an approved extension, will automatically result in the student being awarded a 'Not Satisfactory' grading for the assessment task.

Most assessments are done in class and extensions of time should only apply because of illness or other serious reasons. Students need to provide documented reasons to their Year Level Team Leader for their absences and negotiate with the subject teacher for a new assessment date and time to complete the task.

Summary of work deadlines and guidelines

On time	= graded
With extension	= graded
Late work without extension (in within 1 week)	= task not graded, award S/N
Late work without extension (in after 1 weeks)	= fail the task

School Assessed Coursework (SAC)

School Assessed Coursework assesses each student's overall level of achievement on the tasks designated in the Study Design. Assessment tasks that are designated for Coursework must be part of the regular teaching and learning program and will generally be completed in class time.

School Assessed Tasks (SAT)

School Assessed Tasks are designed to assess specific sets of skills. Assessment of student's achievement levels on school assessed tasks will be on the basis of teacher ratings on criteria specified by VCAA. SATs often take the form of a folio and result in an extended body of work. Completion of SATs is subject to regular teacher and student authentication processes which must be recorded and documented.

In Unit 3 & 4, results of SACs and SATs count towards a student's Study Score in each VCE study; and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR).

Implementation

1. School Assessed Coursework and Tasks will generally be completed in class time or by teacher negotiated arrangement which may include afterschool and/or weekends.
2. Students will not be permitted to take SAC tasks home to be completed unless this is a specific requirement of the Assessment Task. SATs may be worked on at home and are subject to stringent authentication processes.
3. Teachers will supply students with a brief description of the task, an assessment criteria sheet, the time limit, word range and a timeline for each SAT/SAC. For a SAC task, this information will be provided at least a week prior to its commencement.
4. Students must submit their task at the end of the assessment period. Failure to do so will incur a zero mark for that assessment task.
NOTE: It is better to submit incomplete work rather than no work.
5. In the event of an unsatisfactory SAC/SAT result, students are to be given the opportunity to redeem the Outcome, but the original numerical grade for the SAC/SAT will stand.

Non Attendance During School Assessed Coursework (SAC)

Students are required to attend all classes where School Assessed Coursework tasks are being conducted.

1. Students are not permitted to miss classes to prepare for assessment tasks. All preparation is to be completed at home or in the study's designated class time.
2. Where a student is absent from a SAC, parents should contact the College to indicate absence.
3. Students absent at the time of the assessment task must produce documentation from a professional, qualified to advise the College on the nature of the circumstances surrounding the absence. e.g. doctor, social worker, psychologist.
4. On returning to school the student **MUST** present themselves to the Year Level Team Leader with the relevant documentation.
5. ***If a student does not submit the appropriate documentation explaining their absence they will receive a zero mark for this assessment task.***
6. If approval is granted the student will be required to complete a variation of the original assessment task within a given time frame on the school grounds. Supervision will be provided by the subject teacher.

Feedback To Students

Students are advised that the total scores for coursework assessment are subject to statistical moderation and are likely to change.

After work is submitted and marked, teachers will provide feedback to students in the form of:

- advice on strengths and particular problem areas
- advice on where and how improvements can be made for further learning
- marks on individual coursework tasks. These will be issued on assessment sheets which include the criteria and mark.
- One copy of the assessment task and the criteria sheet should be kept by the student and a copy will be kept by the teacher

Lost, Stolen Or Damaged SATs And SACs

A teacher or student who has lost one of these assessments, who has had work stolen or who has damaged one of these assessments, must complete a written statement describing the circumstances. The statement must be signed and dated. The school will keep a record of the loss, theft or damage.

The Principal, acting on advice from the teacher and on the basis of records kept, shall determine the process to be followed (which may involve redoing the SAC) and unit result for the student.

Process For Awarding An 'N' Grade

Students and staff are reminded that the following process **must** be followed when awarding an 'N' grade for a study:

1. Students and Parents are to be issued with a '*Coursework Notification*' (outlining student work required and deadline), with a copy provided to the Team Leader.
- and,
2. Teacher alerts Team Leader to student 'at risk of failing' behaviour (e.g. work not-submitted, sub-standard, behavioural, attendance). Teacher must make contact with parents regarding concerns and potential failure.

Right Of Appeal

Students can be given an 'N' for an outcome and/or unit for:

- failing to meet a school deadline
- failing to produce relevant documentation covering an absence from a SAC/SAT
- failure of a student to authenticate their own work
- failing to meet a deadline after an extension of time, including Special Provision
- failure to satisfactorily meet the assessment criteria
- failing to meet the College attendance requirements

If a student wishes to appeal a non-satisfactory result they should do so in writing stating circumstances and reasons for appeal. This should be submitted to the Assistant Principal in charge of Senior School within 3 days of being notified of the 'N' result.

VCAA Rules

1. Students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader.
2. Students must acknowledge all resources used, including:
 - a. Text and source material
 - b. The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. reading, viewing or note taking) but which has been transformed by the student and used in a new context.
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable levels of assistance include:

- Use of, or copying of, another student's work. Students must ensure that all unacknowledged work is genuinely their own.
 - Actual corrections or improvements made or dictated by another person.
4. Students must not submit the same piece of work for assessment more than once.
 5. Students who knowingly assist other students in a Breach of Rules may be penalised.
 6. Students must sign the **Authentication Record for School-assessed Coursework** at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

Teachers may require students to submit classwork, complete tests, or undergo interview to prove authentication.

School Rules

In addition to observing these rules of the VCAA, students must also observe College rules.

VCAL (Victorian Certificate of Applied Learning)

VCAL aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work, training and further education. The VCAL has two award levels:

- Intermediate
- Senior

Each of the 2 award levels has a nominal duration of 1000 hours. Each VCAL unit is 100 nominal hours in length. Each unit successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

The two qualification levels provide flexible entry and exit points for a range of students' abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

The VCAL units include:

- Work Related Skills/Structured Workplace Learning (SWL)
- Personal Development Skills
- Literacy Skills – Reading and Writing
- Literacy Skills – Oral Communication
- Numeracy Skills
- Skills for Further Studies
- Industry Specific Skills, Usually VET studies at Certificate II level or above
- VCE Units

Assessment in VCAL

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes.

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit. They may include but not limited to the following:

- Student self-assessment
- Teacher observation
- Reflective work journals
- Student log books
- Oral presentations
- Written text
- Oral explanation of text
- Discussion
- Debates
- Role plays
- Folios of tasks or investigations
- Photos

Attendance in VCAL

Expectations for attendance in the VCAL program are as outlined in the Attendance Policy. Additional attendance expectations for VCAL are:

- Students are expected to attend all time tabled classes, VET and work placement. Students should not arrange or schedule work placement during timetabled class time. Any absences may lead to an inability to authenticate work. Failure to attend a **minimum of 90% of lessons** for a subject may result in an unsatisfactory result.
- Lateness to class will not be tolerated. Student lateness will be addressed using College procedures and consequences. Consistent lateness may result in a parent meeting.
- *Attendance at your VET school and work placement is compulsory.* If you are going to be absent for any reason you must notify the VET school or your employer and VCAL Coordinator before 8am that morning.

AUTHENTICATION REQUIREMENTS

AUTHENTICATION

Statement Of Belief

It is the presumption of Monbulk College that all VCE students will submit work for assessment purposes, which demonstrates their own individual understanding. It is the responsibility of the each VCE student to be able to provide concrete evidence that any work submitted is indeed their own work.

(i) Teachers' Authentication Responsibilities

- To provide the opportunity for students to complete most work during supervised time in class.
- To regularly consult with students and keep a formal record of the monitoring process, which includes attendance.
- To be aware of individuals' levels of performance
- To inform students well in advance about time lines, including details of stages of completion
- To vary assessment items and requirements every year.

(ii) Students' Authentication Responsibilities

- **The onus is on the student to provide evidence that the work submitted is the students' own.**
- To retain all planning materials, notes, rough drafts and annotated drafts for major work tasks; at least until the final assessment is made public for that particular piece of work. Students who fail to submit the prescribe drafts may jeopardise the subject teacher's ability to authenticate the work.
- Where group work is required to develop necessary data for an assessment task, the final product must reflect the work of each individual student.
- Where electronic means are used, the final versions, style and contents are to be consistent with the teacher sighted versions.
- To ensure that 'undue assistance,' or cheating, does not occur. Undue assistance would include providing actual adjustments or improvements for a student's work, or dictating or directing a student to insert particular text. Students may, however, be given advice about the nature of adjustments or improvements to their work.
- To acknowledge all resources used, including:
 - Text and source material
 - The name and status of any person who provided assistance and the type of assistance provided.
- Students who knowingly assist other students in a breach of rules may be penalised.
- Students must not submit the same piece of work for more than one assessment task.

Computer Use

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

- there is an alternative system available for use in case of computer or printer malfunction or unavailability;
- hard copies of the work in progress are produced regularly to meet authentication requirements; and
- that all work is saved onto a backup device, which should not be stored with the computer.
- If the work cannot be authenticated, then the matter must be dealt with as a breach of rules relating to assessment as outlined in the *VCE and VCAL Administrative Handbook 2015*

Breach Of Rules

As SACs are mainly done in class and within a limited time frame and under test conditions authentication records are not required. However, students who knowingly acquire and/or seek undue assistance will incur penalties.

The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task where similarities exist between students' work or where plagiarism has occurred. The subject teacher in conjunction with the Assistant Principal and/or Year Level Team Leader, will interview the student(s) concerned and a discipline measure will be implemented if appropriate.

The Principal must be informed of all incidents into possible breach of rules relating to assessment. All penalties imposed by the school must have the approval of the Principal. If a breach of rules is established the Principal will notify the student within 14 days of the penalty imposed and of the right of appeal the student may have. Should the school be satisfied, on the basis of evidence, that there has been a substantial breach of rules, then the principal has the power to:

- reprimand a student

and/or

- give the student the opportunity to resubmit work, if this can occur within the dates designated by VCAA;

or

- refuse to accept that part of the work which infringes the rules and base a decision whether to award the task an 'N' or 'S' upon the remainder of the work.

or

- refuse to accept any of the work if the infringement is judged by the principal to merit such a decision, in which case an 'N' will be awarded for the work.

Where work was initially accepted for assessment and a breach of discipline has been discovered **after** the initial assessment has been made, the principal shall determine which of the above penalties shall be imposed. This may result in a change of the original result in accordance with the above procedure.

If an 'N' is awarded for an assessment task then this would adversely affect the study score and may result in the failure of a Unit.

ATTENDANCE POLICY

ATTENDANCE

Rationale:

Monbulk College believes that students learn best when they attend classes regularly.

Aim:

- To maximise student attendance.
- To communicate expectations clearly to students, parents and staff.
- To ensure absences are monitored and followed up.
- To involve parents in maximising student attendance.

Expectations:

Students are expected to attend all timetabled classes.

A student must achieve a **90%** attendance rate to satisfy VCE/VET/VCAL course requirements.

Consequences:

A student who does not meet 90% attendance may be awarded an 'N' result for the unit. If this occurs the student will be interviewed by a panel consisting of the Team Leader, Assistant Principal in charge of Senior School and the subject teacher. The panel will make a recommendation to the Principal after this meeting as to the appropriate course of action.

Types Of Absences:

Approved.

Illness with medical certificate

Serious family/personal issues (Supported with relevant documentation)

College approved activities eg excursions, camps, sport, VCAL work placement

Unapproved

All other absences

- Approved absences do not count against 90% attendance requirements.
- Extended approved absences may still result in non-satisfactory completion of a unit. eg. through long periods of illness or travel.

Procedure For Non-Attendance At a SAC:

- Team Leader completes '**Documentation of Absence from a SAC Form**' for the Student File
- Students with an unapproved absence will receive a **zero** for the SAC but required to sit/complete for demonstration of knowledge towards the outcome

Procedure For Non-Authentication/Attendance & Submission Of A SAT:

- Team Leader completes '**Documentation of Absence from a SAC Form**' for the Student File to outline reasons for non-authentication/attendance and submission of SAT (either minor or major deadline)
- Students with an unapproved absence will receive a **zero** for the relevant component of the SAT but required to sit/complete for demonstration of knowledge towards the outcome

Roles And Responsibilities:

Students, Parent & Guardian

- For approved college activities students are to inform their classroom teacher prior to the activity and ensure work missed is completed.
- For illness students are to provide medical certificates to the Team Leader and ensure work missed is completed.
- For serious family/personal issues the student has the responsibility to inform the Team Leader as soon as possible and provide an explanation from parent/guardian explaining absence.
- Students with significant medical requirements or learning support may apply for Special Provision. Applications for Special Provision are completed in consultation with the Team Leader, and/or medical professional.

Staff

- The classroom teacher is to notify the Team Leader immediately if there is absence from a SAC, and/or if consecutive unapproved absences occur.
- To closely monitor student attendance in each class, discuss with individual students when attendance is a concern and implement appropriate consequences and inform the Team Leader
- To communicate with parents/guardians if appropriate (teacher to inform the Team Leader prior to home contact).
- To notify Team Leader if any student's attendance is an ongoing concern.
- Maintain accurate and up to date attendance records.
- Staff have a responsibility to notify relevant staff regarding College Approved activities, 5 days prior to the event, as set out in the College Excursion Guidelines

Year Level Team Leader

- To keep staff informed of approved absences, particularly during SAC or assessment periods.
- To make parental contact for repeated unapproved absences and implement appropriate consequences.
- To observe patterns of attendance and intervene as appropriate

SPECIAL PROVISION

A student is eligible for Special Provision for:

- SAC's, SAT's & Exams
- Any student who does not attend a SAC or SAT due to illness or other medical reasons, must provide a medical certificate for that day.

If during the completion of any of these tasks, he or she is:

- Affected significantly by illness, by any factors relating to personal environment or by other serious cause
- Prevented by illness, by any factors relating to personal environment, or by other serious cause from completing a task for graded assessment
- Disadvantaged by any physical disability or impairment.

Students who are eligible should discuss the matter with their Year Level Team Leader as soon as possible.

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
- Misread an examination timetable or an examination paper.

How to apply

The student must notify the school of circumstances which might entitle him or her to Special Provision. The student should notify their Year Level Team Leader and complete a Special Provision application. All applications should be accompanied by appropriate and correct documentation, which might include medical certificates, medical reports or reports from social workers, youth workers or other professionals.

PROMOTION IN VCE and VCAL

PROMOTION IN VCE AND VCAL

Automatic Progression aims to:

- ensure students are supported by college staff in the successful completion of their studies
- encourage and motivate students to achieve their maximum potential
- provide clear expectations to students, their parents and the teaching staff
- ensure students, caregivers and staff are aware of the demands of the VCE/VCAL to enable students to reach their potential in Year 12.

Guiding Principles

To better prepare students for the demands of the VCAL, in terms of meeting deadlines, submitting work, study skills, attendance and satisfactory completion of units.

To provide a clear and consistent framework within which decisions regarding student future pathways are made.

Implementation

At Year 10, students are required to demonstrate satisfactory progress in:

- English & Mathematics each semester
- Two other subjects per semester

At VCE Year 11, students are required to successfully complete:

- at least 4 out of 6 units in each Semester
- at least one semester of English over the year.

At VCAL Year 11, students are required to successfully complete:

- all learning outcomes for each unit
- 6 out of 10 units over the year
- at least 4 out of 5 units in Semester 2
- at least one semester of Literacy over the year
- at least one semester of Numeracy over the year
- at least one semester of Personal Development Skills over the year
- at least one semester of Work Related Skills or Industry Skills over the year

All students are required to attend a minimum of 90% of class time over each semester.

Students will be supported by Careers Co-ordinator, Senior School Teaching & Learning Leader, Senior School Assistant Principal and Team Leaders to achieve these outcomes.

Parent interviews will be held for students who pass 4 or fewer units at the end of Semester One.

The purpose of the interview is to:

- gain parental support in assisting improved student learning outcomes
- implement strategies for improving student learning in Semester 2.
- establish an agreed process for monitoring student learning

Each student will be reviewed on an individual basis.

Extenuating circumstances will be taken into consideration in determining a student's suitability for promotion to the next year level such as:

- prolonged illness (with medical certificate)
- extended absences (eg overseas)

- time of arrival at the college

Pathways for students on modified curriculum programs will be considered separately, taking students' individual learning needs into account.

Consultation will also take place between the students' classroom teachers and the student and their parents to determine a recommendation regarding their promotion.

For more Clarification and information, please go to the following websites;

- www.vcaa.vic.edu.au
- www.vtac.edu.au

MONBULK COLLEGE SCHOOL ASSESSED COURSEWORK PROCEDURES

One week prior to SAC students are provided with:

- A SAC timeline, outcomes and the conditions under which the task is to be conducted.
- Assessment criteria and marking scheme to be provided. (this must be the same for common classes).

Note: Administrative procedures and assessment advice can be found in VCE Assessment Handbooks for each study.

Sample Proforma

<i>SUBJECT</i>	<i>SAC 1 – SAC TITLE</i>
This outcome will contribute 40 marks out of the 100 marks allocated to School-assessed Coursework for Unit 3.	
Format: Test	
20 Multiple Choice Questions – 20 marks	
4 Short Answer Questions – 20 marks	
Reading Time: 10 minutes	
Writing Time: 50 minutes	
Resources: Calculator, Dictionary	
Word Length: 50 words for each short answer question	
To satisfactorily complete this SAC you should be able to:	
<ul style="list-style-type: none"> • XXXXXXXXXXXXX • XXXXXXXXXXXXX • XXXXXXXXXXXXX 	
Assessment Criteria: See attached sheet	
Dates: xx/xx/xx Mr YYYYYY's class	
xx/xx/xx Ms ZZZZZZ's class	

During SAC:

- All students within a particular subject at the College must undertake the SAC under similar conditions

Following SAC:

- Students are to be provided with their numerical score for the SAC*
- SACs can be written on and written feedback provided to students. Appropriate feedback includes advice on particular problem areas and where and how improvements can be made for further learning.
- SACs are to be returned to students once all the school cohort have submitted the SACs and they have been marked and moderated.

*Students are to be informed this result will be externally moderated by VCAA.

Student Absence from SAC:

- Students with an approved absence are required to submit appropriate documentation to their Year Level Team Leader.
- Students with an unapproved absence will receive a **zero** for the SAC/SAT.
- Students with an unapproved absence for SACs/SATs that occur over an extended period will receive a grade for the tasks completed but will be unable to reschedule the period(s) missed.

MONBULK COLLEGE
TEAM LEADER DOCUMENTATION OF ABSENCE:
SCHOOL-ASSESSED COURSEWORK / TASK - VCE UNITS 1- 4

Under conditions for Special Provision issued by the Victorian Curriculum and Assessment Authority:

Students are eligible to apply for an extension of time / alternative time if they have suffered a prolonged illness or other special circumstances such as bereavement or serious emotional upheaval. These new arrangements are usually in the form of an alternative assessment date.

Students must follow the procedures as outlined in the Monbulk College VCE Handbook for **'Procedure for Absence from a SAC'**. The Subject Teacher must inform the Team Leader immediately of the absence and of any relevant task information (e.g. date of assessment, type of task, time).

The Team Leader completes and files this form (in the student file), following required authentication from the student/family regarding the absence.

Once the Team Leader has approved the absence, they should notify the **Subject Teacher** who will organise a new assessment date.

Part A
Name of Student: _____ HG: _____
Subject: _____ Subject Teacher: _____
Assessment missed: _____ Date: _____
Reason for absence: _____
Authentication (attach documentation): _____
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved <input type="checkbox"/> Subject Teacher notified of approval
Team Leader signature: _____ Date: _____

Part B
New Assessment Date: _____ Time: _____

Note: If documentation for the absence is not provided, a Coursework Notification is to be immediately completed by the Subject Teacher and posted/emailed to Parent/Guardian. A copy is to be provided to the Team Leader for filing.

Any other relevant documentation should be attached to this notice.