



Alphington  
GRAMMAR SCHOOL

# VCE Information Handbook



**2021**

Aspiring to Excellence

## Welcome

Each year of schooling brings exciting new opportunities and challenges and we encourage all students to be inquisitive and get involved in the school. Our Year 11 and 12 students are now in the final stages of their education here at Alphington Grammar, and a long process has already commenced with career education, career planning, understanding what is presented in all study designs and the vast array of options open to students. It is important to begin to think of the career possibilities for your child and what they are aspiring to beyond school.

Whilst the VCE is important to set your child up for success **at their chosen university course**, or work life beyond school, we also want to emphasise that an ATAR score at the end of Year 12 is not the only way to secure the course they want. Achieving a solid score to obtain an offer to the University of their choice, or in the general discipline of their choice, can eventually lead them into the exact course that they desire. So whilst these final years of secondary schooling are important, we believe that they will achieve their excellence by having a balanced and rounded life beyond school and studying.

We wish you and your child well as they embark on this final phase of their secondary schooling.

**Mr. Lukas Silver**  
**Assistant Principal: Head of Secondary**

Information Evening: Wednesday 17 February, 7pm the Lyceum Centre

## CONTENTS

Using this Booklet .....	3
General Information .....	3
What is the VCE? .....	4
Key Staff .....	7
The House System .....	8
Student Leadership.....	9
Homework .....	9
The Co-curricular experience .....	10
The Career Resource Centre .....	11
Year 12 Privileges.....	12
School Reports.....	13
Parent/Teacher Interviews .....	13
Examination Procedures.....	16
VCE Study Programs .....	17
Commonly Asked Questions.....	19
AGS Assessment Policy.....	Appendix 1
VCE Attendance Policy.....	Appendix 2

### Using this Booklet

This booklet provides our students and families with information, which will assist in the transition through VCE. The booklet is also intended to streamline the Parent Information Evening, held in the third week of Term One.

**Please email any questions** you have, as stipulated in the covering letter, by **Friday 22 January**, as your questions will form the basis of the Parent Information Evening.

Mr. Lukas Silver: [ls@ags.vic.edu.au](mailto:ls@ags.vic.edu.au)

The Principal, **Dr Vivianne Nikou**, Assistant Principal, **Mr. Lukas Silver** and Careers Professional Practitioner **Mrs. Helen Mallis** will respond to your questions at the Information Evening.

**Information Evening: Wednesday 17 February, 7pm the Lyceum Centre**

### General Information

Years 11 and 12 are critically important years for students as they undertake the Victorian Certificate of Education (VCE) and conclude their secondary schooling. Students at the senior secondary years of schooling are treated with a greater degree of maturity and are expected to take greater responsibility for their own learning. This includes completing all work requirements, including homework, meeting all work deadlines, undertaking independent revision, using **Edrolo** and preparing for semester examinations.

Students at Year 11 are expected to actively participate in the scheduled school sport program. School sport is optional for Year 12 students only.

Involvement in the School's house and co-curricular programs are regarded as compulsory for all senior students as they form an integral part of an Alphington Grammar School education.

### What is the VCE?

The VCE (Victorian Certificate of Education) is a course undertaken in order to complete secondary education in Victoria. It is conducted under the guidance of the VCAA (Victorian Curriculum and Assessment Authority). It is the basis for attaining an ATAR (Australian National Tertiary Admissions Rank) for tertiary selection. A VCE program includes a number of different VCE studies (or subjects). These units can be completed over the two/three years, with a unit representing one semester or half a year of work.

Units 1 and 2 are typically taken in Year 11, while Units 3 and 4 are usually completed in Year 12.

### What must I include in my VCE program?

In order to obtain the VCE certificate, students must satisfactorily complete (attain 'S' outcomes) in at least:

- 3 English units (a unit is half a year's study of a subject)
- 3 Sequences of units 3 and 4
- At least 7 further units
- A minimum of 16 units in total

### What are the attendance requirements for the VCE?

VCE Students need to attend 50 hours of class time per unit.

This is  $50 \times 60 = 3000$  minutes of class time.

Given our periods are 45 minutes each this means the minimum VCE attendance is 67 periods per unit.

### Alphington Grammar School VCE Attendance Policy 2021

**Unit 3** has one week in Term 4, ten weeks in Term 1 and five weeks in Term 3 (prior to exams starting).

This is 16 weeks total or 8 two-week blocks.

Each subject has 9 periods of teaching time per block.

Therefore, Unit 3 will have a total of 72 teaching lessons per subject. This leaves students with only **five lessons** that can be missed to be able to reach the minimum VCE attendance.

**Unit 4** has three weeks in Term 2, nine weeks in Term 3 and two weeks in Term 4.

This is 14 weeks total or 7 two-week blocks, which is 63 periods of teaching time. This falls short of the requirements but doesn't account for exams, holiday classes, which would take us beyond the minimum requirement. The reality is that students **cannot afford to miss any classes in Unit 4**.

Relevant sections from the VCE administration handbook are attached below. A few key points are:

- Students need to meet 50 hours of class time per unit.
- At the beginning of the year students should be signing a form saying that they agree to the rules and conduct of VCE assessment, which includes school rules relating to their assessment (such attendance).
- The school (us) need to specify to students what is required to achieve an S (one of the criteria being attendance).
- If a student is to be given an N for not meeting minimum attendance requirements of the school (despite sitting all the required work) they must be assigned an N for one or more of the outcomes of the unit.
- Under special circumstances, a school can choose not to penalise a student for not meeting the attendance criteria.

**In relation to VCE minimum attendance requirements, students have no right to appeal a school decision, VCAA defers all attendance authority to the school. The complete 'Alphington Grammar School VCE Attendance Policy 2020' is provided at the end of this document.**

### How is the VCE assessed?

In Units 1 and 2 VCE studies, students are assessed on their coursework and are awarded 'satisfactory completion' if they meet the requirements of each unit. In Unit 3 and 4 studies, students undertake formal graded assessments, including school-based coursework and at least one examination (written, oral or performance exams according to the study), which are set and marked by VCAA. A student can still graduate with the VCE without undertaking graded assessments for the calculation of a study score, as long as this student has met the requirements for satisfactory completion in each study.

A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. **A score of between 23 and 36 shows that you are in the middle range of students; a score of 37 or more indicates that you are in the top 15%.**

Students are encouraged to seek advice regarding their choice of subjects from the Careers Practitioner, Heads of House, Heads of Faculty and subject teachers who are available to assist in the planning of each individual program. The Assistant Principal Teaching and Learning is also available for consultation.



## Australian Tertiary Admissions Rank (ATAR)

It is most important at this stage that you become familiar with the procedures for entrance into the various tertiary institutions. The Victorian Tertiary Admissions Centre (VTAC) is the administrative unit for the selection of students for most Victorian universities and tertiary colleges.

Normally, the minimum entrance requirements for all tertiary institutions will be:

- Satisfactory completion of the VCE as described previously, and
- Satisfactory completion of units 3 and 4 English/EAL and three other units 3 and 4 sequences.

Beyond these minimum requirements, entrance requirements and selection procedures for the various faculties within tertiary institutions vary considerably. Many faculties specify satisfactory completion of prerequisite VCE studies or minimum grade averages. It is impossible to describe the tertiary entrance procedures here in full, but an outline of the general procedure follows.

For many institutions and faculties, 50% of selection is based on an Equivalent National Tertiary Entrance Rank/Australian Tertiary Admissions Rank. Selection into other courses is based on an index of selection criteria such as test, folio presentation, interview or audition, either solely or in addition to the ATAR. The ATAR is derived as follows:

- The global study scores (out of 50) provided by the VCAA are used as a basis. Only studies, which have been given a result of S for both semesters 3 and 4, are included
- A scaling procedure is applied to these scores within and between studies
- The scaled global study scores of English and the best three other studies (the primary four) are added
- 10% of scaled scores obtained in up to two other studies (called increments) are added to the total
- The total is converted to a percentile ranking in 0.05 steps, with the highest possible ranking being 99.95.

The ATAR may be derived from studies taken over any number of years. Students may take advantage of this by completing level 3/4 units in Year 11. Where selection is based on the ATAR, approximately 80% of applicants will be selected based on their ranking (upper band). However, in the middle band, other factors are used to differentiate applicants, such as external examination grades, recommended subjects, interviews, number of years taken to complete VCE studies.

You should identify the specific requirements for all courses in which you are interested. Detailed information about tertiary entry is contained in the VTAC publication Tertiary Entrance Requirements. Copies of these documents are available for perusal in the Careers Resource Centre.

## Key Staff

**Assistant Principal/Head of Secondary: Mr. Lukas Silver** [LS@ags.vic.edu.au](mailto:LS@ags.vic.edu.au)

### **Overall pastoral responsibility**

- Attendance and Punctuality
- Behaviour Management
- Uniform and Student Presentation
- Student Welfare Issues
- Co-curricular Program
- Leadership Program
- Academic Performance
- Assessment Advice
- Extension of Time Requests
- Internal Coursework
- Study Techniques and Exam Advice
- Curriculum Issues
- Subject Selections





**Careers Professional Practitioner: Mrs. Helen Mallis** [HM@ags.vic.edu.au](mailto:HM@ags.vic.edu.au)

- Career Development Experiences
- Course Advice
- Subject Advice
- Direct Tertiary and TAFE entry requirements
- Employment Applications
- Job and University Pathways
- Scholarship Applications
- Tertiary Accommodation Applications
- VCE Voluntary Experiences
- VCE Work Experience Program
- Victorian Tertiary Admissions Centre (VTAC) Applications
- VTAC Special Entry Access Scheme (SEAS) Applications



## The House System

All students are allocated a house. The four houses are **Aristotle** (blue), **Byron** (gold), **Pericles** (red) and **Socrates** (green). The House program underpins the pastoral care system of the School. It also facilitates House competitions in sport and co-curricular activities, as well as supporting nominated charities in the broader community. The four houses are led by a house team comprising the Head of House, House Mentors, House Captains (Years 11 and 12) and Future Leaders (Years 9 and 10).

				
	<b>ARISTOTLE</b>	<b>BYRON</b>	<b>PERICLES</b>	<b>SOCRATES</b>
<b>HEAD OF HOUSE</b>	<b>Toula Terezakis</b> <a href="mailto:TTE@ags.vic.edu.au">TTE@ags.vic.edu.au</a>	<b>Andrew Diviny</b> <a href="mailto:AD@ags.vic.edu.au">AD@ags.vic.edu.au</a>	<b>Con Papoulis</b> <a href="mailto:CP@ags.vic.edu.au">CP@ags.vic.edu.au</a>	<b>Trevor Adams</b> <a href="mailto:TA@ags.vic.edu.au">TA@ags.vic.edu.au</a>
<b>MENTOR HOUSE ROOM</b>	<b>Anna Milburn</b> Room B 101	<b>Cameron Stone</b> Room B 216	<b>Christina Katsifolis</b> Room B 206	<b>Denise Diakodimitriou</b> Room B 207
<b>MENTOR HOUSE ROOM</b>	<b>Ming Lei</b> Room B 102	<b>Samantha Evangelista</b> Room B 215	<b>Helen Mallis</b> Room B 203	<b>Matthew Logan</b> Room B 209
<b>MENTOR HOUSE ROOM</b>	<b>Robert Panara</b> Room B 103	<b>Gareth Leach</b> Room B 214	<b>Helen Theodoropoulos</b> Room B 201	<b>James Smith</b> Room B 208

## Heads of House

The Heads of House are responsible for the pastoral and academic welfare of the students in their House. The Heads of House are supported by the House Mentors. The House staff work in collaboration with the families of their students to provide a coordinated approach to student welfare and academic support.

## House Activities

Alphington Grammar School promotes a strong House Competition between the four houses. Students in Years 7 to 12 compete in a range of house activities throughout the year, including:

- Athletics
- Bake Off
- Charity Fundraising
- Cross Country
- Debating
- Futsal Competition
- Swimming
- Music
- Trivia Competition

### Student Leadership

Students at Years 11 and 12 level are able to apply for the following leadership opportunities:

- School Leaders: Year 12 Students who are appointed to the key leadership roles of School Captain and Vice-Captain.
- House Captains: Years 11 or 12 students who, along with house staff, have significant responsibility for the care of students and the leadership of the house.
- Co-curricular Captains: Years 11 or 12 students who, along with co-curricular staff, have responsibility for the care of students and the leadership of their particular area of the co-curricular program.

### Wellbeing

Student wellbeing is a high priority for the School. The School's vertical or House pastoral care structure underpins the student wellbeing program and it is further supported by the School Nurse and the Exceptionality Team, comprising the relevant members of the School Management Team, the Heads of House and the School Psychologist.

### Homework

Homework is a vital component of a successful VCE program. By the time the students get to Year 12, an average homework load in VCE could be in excess of 3 hours per night. Homework might sometimes be a continuation of the work done in class or may require further independent research. The more effectively your child works in class and study periods, the less burdensome homework tasks will be.

It is the students' responsibility to record homework in their diaries and refer to Schoolbox to monitor any assigned homework, in order to maintain an effective schedule and ensure that all homework is completed on time.

Year 11 students should expect to complete an average of 150 minutes of homework per night, and a Year 12 student will average 180 minutes per night. If, for any reason, homework could not be completed please email the assigning teacher to inform them.

Homework should always extend and build upon the learning that takes place in class, it will not be set without careful planning by the teacher so its completion is essential for optimum performance.

### Homework Club

Homework clubs run three times per week after school from 3:50 -5:00 PM in the Library. Each core subject (English/EAL, Math and Science) is represented at the Homework Club and is staffed by a subject specialist. Please encourage your child to attend. The teacher is available for specific subject assistance but also to assist in designing a homework timetable for the student.

Day	Subject
Tuesday	Maths
Wednesday	Science/EAL
Thursday	English/Greek/Humanities

### AGS Enrichment Program

The Enrichment Program in the Secondary School complements the broad, dynamic classroom curriculum, whilst also offering students the opportunity to immerse themselves in an array of character-building programs. We encourage all students to explore the many activities on offer, in order to broaden their knowledge, learn a new skill and get to know students from across different year levels.

An AGS Enrichment Fair will run during the first week of school providing students with the opportunity to not only learn more about the programs on offer, but to also sign up to participate. The activities will span the areas of music and performing arts, dance, sport, games, debating, STEM Club and many more. An Enrichment Program timetable will be released at the start of Term 1.

The program will offer a bespoke experience for each student and an opportunity to develop lifelong skills.

### School Absences

If students are unexpectedly absent from school, e.g. due to illness, parents/parent liaisons are requested to contact School Administration prior to 8.45am to register and give a reason for the absence.

For planned absences from school, parents/parent liaisons are asked to write to the Head of House requesting leave of absence for the relevant dates, providing a reason for the absence.

Parents/parent liaisons should be aware that requests for leave during the school term for Years 11 and 12 students will be denied.

### The Careers Resource Office

The Careers Resource Office located in the Lyceum Centre and is open each day, during lunchtime and after school. The Office offers students a library of up-to-date careers and course information. Students are encouraged to browse through available information, ask for assistance, borrow material and arrange a time for a personal interview if required. Parents are more than welcome to attend these interviews with their child. The Careers Department provides a wide range of services including individual counselling, aptitude, interest and personality assessments and a wide range of publications from institutions across Australia. You would be well advised to utilise the services of both the room on offer.

### Individual Career Counselling

The Careers Professional Practitioner sees all Year 12 students individually. Students may make appointments at any time of the year, preferably during a study period, so as not to impinge on class time.

Year 11 students are also encouraged to make individual appointments. Parents are encouraged to discuss careers options and aptitudes with their children. Parents are also welcome to make an appointment with the Careers Practitioner.

### Study Room Display Board, Daily Memo, Newsletters

Students are encouraged to check the Careers Department Display Board regularly for information on new courses, short enrichment courses, Open Days, information sessions and jobs. The display board is located in the study room.

### Study Periods

Years 11 and 12 students have allocated Study Periods in their school timetable. Year 11 students are required to report to the supervising teacher at the Study Room to be registered as present, prior to undertaking independent study in the allocated area or alternatively, in another approved area, at the discretion of the supervising teacher. Year 12 students have access to the S.T.E.M Conference Room and Lounge to undertake independent study unsupervised.

### Year 12 Privileges

In addition to having access to the Year 12 Study area in the S.T.E.M building, during their breaks, Year 12 students (only) have the privilege of leaving school to study off-site from the beginning of the scheduled secondary lunchtime each day if they have no regular timetabled classes scheduled on that particular afternoon. Students leaving before the end of the normal school day are required to sign out at School Administration.

Year 12 students (only) also have the privilege of visiting nearby shops at lunchtimes, providing that they sign out and in again on their return at school administration.

## School Reports (Progressive Reporting)

Reporting student learning and progress is a fundamental element of education and is currently going through significant developments. Schools are now able to harness technology to improve the delivery of reporting in real time. At Alphington Grammar School, we have moved away from the traditional model of one report at the end of each semester to a more continuous method of communicating attainment and progress to students and parents, known as 'Progressive Reporting'.

Progressive Reporting refers to the practice of reporting in regular installments throughout the year. Typically, at key moments throughout the semester, teachers provide updated assessment feedback, which is uploaded to Schoolbox and made visible to students and parents.

The main benefit in Progressive Reporting is the timely manner in which work is submitted, assessed and meaningful feedback supplied to students and parents. Reporting at the end of the semester is often seen as 'too late' to remediate any learning issues or deploy additional support.

The following information is designed to assist parents with:

- Navigating Schoolbox to access the Progressive Reporting Domain.
- Understanding Assessment Schedules and the amount of assessments per semester and per subject. This will vary due to the nature of the subject requirements.
- Interpreting the scores and level of progress.

Instructions on how to view student grades on Schoolbox can be found in Appendix 1. You will receive an Interim Report in Terms 1 and 3, which coincide with Parent/Teacher interviews. The Interim Report is a one-page snapshot of your child's progress in every subject.

If you need any help accessing Schoolbox, please contact the Campus Administrator, **Mr John Savopoulos** [JS@ags.vic.edu.au](mailto:JS@ags.vic.edu.au)

Year 12 students will not receive a report at the end of Term 4 as their final VCAA (VCE) examination results replace their Semester Two Report.

### Formal Assessment and Reports

In addition to formative (ongoing) feedback and assessment given in the classroom, students will have several formal assessments for each of their subjects over the course of a semester.

In place of Semester Reports, this format will provide students and parents with detailed, ongoing feedback about progress throughout the semester. In addition, students' learning skills, in class behaviour and organisation will be assessed via an end-of-semester, chart of indicators.

Given the differing requirements of each learning area, the number and types of formal, reportable assessments for each subject will vary, as detailed in later sections of this document.

### Types of Formal Assessments

Theoretical knowledge and practical skills in subjects may be assessed through any combination of:

- Assignments
- Essays
- IT related tasks
- Posters
- Practical reports
- Practice exams
- Presentations
- Tests

Students in years 9 and above also sit Semester Exams.

### Types of Scores and Feedback

All assessment scores will be given primarily as a percentage score. A weighted average of these scores form the overall grade the student receives for the subject.

In addition to their scores, students will receive diagnostic feedback on their submissions. Both percentage scores and feedback will be published on Schoolbox and will be visible to students and parents.

### Parent/Teacher/Student Interviews

Parent/Teacher/Student Interviews are scheduled for late Term 1 and early Term 3 and will be conducted via Microsoft Teams. Five-minute interviews are scheduled with all classroom teachers, on the request of parents. Follow up meetings can be arranged as required.

### Parent Involvement

Whilst it may appear that there are diminishing opportunities for parents to be involved once your child is in secondary school, there are many opportunities to become involved at Alphington Grammar School.

The School has a very active Parents and Friends Association (PFA). The PFA meets monthly during the term and new parents are always welcome. The date of each meeting is published in the weekly newsletter. The AGM of the PFA occurs in February, and during this meeting the committee is formed for the coming year.

The PFA operates the school's Second Hand Uniform Shop, and relies on parents to volunteer their time to ensure its viability. The PFA works in support of the school programs, helping stage school community events throughout the year and raise valuable funds to assist with special projects, which support the learning program.

### Labelling Uniform Items and Books

The School asks parents to ensure that all items of personal property are appropriately labelled. This includes all books and items of school uniform.

### Lockers

All secondary students are issued with a locker and a lock. Lockers are located in House areas. Students are responsible for the security of their own belongings and for ensuring lockers are neat and tidy. All schoolbags must be stored in the student's locker.

### School Bulletin and Newsletter

The School Bulletin and School Newsletter are emailed to all families, staff and students. They operate on a fortnightly cycle during the term, with the Bulletin distributed one week and the School Newsletter the other week.

The School Bulletin contains notices, and important dates to remember, detailing upcoming excursions and incursions, as well as reminders of any other upcoming events around the school.

Parents have a responsibility to read the School Bulletin, and take note of any events or activities that may be coming up for their child. The bulletin is emailed fortnightly on a Wednesday.

The School Newsletter - *Alpha News* - details the stories of news and events that have taken place around the School that week, including photos of events, stories about excursions and camps, as well as a regular feature from our Principal, and other Senior Staff. The Newsletter is emailed fortnightly on a Friday.



## Examinations

Students at Years 11 and 12 undertake semester examinations in all subjects. Students undertaking VCE Units 3 and 4 courses will also have Mock Examinations and VCE Formal Examinations scheduled at the School throughout the year. Senior Secondary students are expected to undertake their own independent revision throughout the semester. Further structured revision and subject-specific examination preparation for these examinations is overseen by class teachers.

## Examination Procedures

VCCA examination conditions will apply.

- All students must report to the exam supervisor before their exam.
- The subject teacher/examination supervisor will ensure that all desks are separated with as much space as possible between them. Where possible, students will be seated, facing the same direction.
- Students will not speak, other than to the supervisor, in an examination. They will raise their hands and wait for the supervisor to approach them.
- All test work (including student responses) remain the property of Alphington Grammar School and no copies will be given to parents/students or tutors.
- Basic stationery items such as pencil, eraser, pens, highlighters, sharpeners and rulers are allowed.
- No bags, or other materials (other than the stated equipment) will be allowed into the examination room - students are only to bring in the required equipment.
- Pencil cases can be brought in the exam room ONLY IF THEY ARE TRANSPARENT (the contents in the case must be clearly visible to the exam supervisor).
- Basic stationery DOES NOT include aids for curve sketching, Mathomat, MathAids or geometrical drawing instruments such as compasses, set squares and protractors.
- An English and/or bilingual printed dictionary is allowed for English/EAL examinations only.
- Bottled water is allowed – no more than 1.5L and must have a secure lid and all labeling must be removed.
- Water bottles MUST NOT be placed on the table at any time/not refilled during the exam and not shared between students.
- No borrowing of equipment will be allowed during examinations. Students will be given no consideration for inadequate preparation.
- Medication should only be taken as part of approved Special Examination Arrangements.
- You may bring an asthma inhaler into the exam room – this is allowed. The inhaler should be placed on top of your table where it can be seen clearly and easily by the exam supervisor.
- NO electronic devices are permitted in the exam room.
- NO correction fluid or correction tape is permitted in the exam room.
- NO textbooks.

- NO blank paper or loose sheets of paper.
- All watches must be removed and placed at the top of your table where it can be clearly seen and easily by the exam supervisor.
- NO stopwatches or watches with special functions are permitted.
- Extra time is only allowed as per the examination instructions OR Special Provisions document – issued by the Assistant Principal Teaching and Learning.

## VCE Study Programs

### Promotion from Year 10 to Year 11: VCE

- 1.1. To be promoted from Year 10 to Year 11, a student must complete any early entry Unit 1 and 2 subjects and other subjects selected for Units 1 and 2 in year 11 (or related field) to a standard such that the student has developed the skills and met specific subject criteria that will enable successful progression through the Senior School program.
- 1.2. The grades achieved by students are used as the basis for promotion and a C grade/60% (minimum) is required in the core subject (English/EAL) for promotion to Year 11.
- 1.3. The determination for this will rest on exams, assessed coursework that has been graded against Victorian Curriculum/EAL Companion and other summative and formative assessments conducted by the English teacher.
- 1.4. Students who are not making the required progress will be required to either
  - Re-sit required assessments to achieve the required standard;
  - Re-sit exam/s
  - Be placed on a conditional contract from the beginning of Semester 2 at Year 10 to ensure that they are meeting the academic requirements as determined by the relevant HOF/AP T&L. Students who fall into this category are expected to attend all Homework Clubs.
- 1.5. Failure to meet the requirements for progression will result in the student having to repeat the current academic year level until the student is deemed sufficiently able to undertake VCE Unit 1-2 studies.
- 1.6. Students may study a VCE subject at Unit 3-4 level in Year 11 only if they are academically suited and have demonstrated the maturity to undertake the subject. Any recommendations by subject teachers, in conjunction with the HOF, must be approved by the AP T&L.
- 1.7. Before a student is accepted for a Units 3-4 study, they must achieve at least a B grade (roughly 70%) in the subject studied in Year 10, and will only be granted permission if the HOF and the AP T&L deem them suitable to undertake the study of this subject. EAL students must achieve a 'Satisfactory' level in EAL and the relevant subject selected.

## Completion of VCE Units – Scored vs Unscored

VCAA recommends that schools encourage all students to undertake scored assessment wherever possible. Scored assessment provides a more detailed record of student achievement and is the traditional way to maximize opportunities and pathways to further education and training.

However, Alphington Grammar School understands the needs for flexibility in building individual student programs and is very supportive of students who elect to satisfactorily complete Units 3 and 4 of a study without completing all or any graded assessments (Note: two graded assessment scores are required to achieve a study score and only one in a SAT assessed subject).

It is important to note that levels of achievement for Units 1 and 2 of the study are determined by schools, and there is not reporting to VCAA beyond this allocation of an S or an N for each unit. As such, there is no scored or unscored option available in Units 1 and 2 (following VCAA rules). Where students are at risk of not completing a unit or they experience difficulties with normal assessment due to illness, and impairment or disability, or factors relating to personal circumstance, they should apply for Special Provision through consultation with the Assistant Principal Teaching and Learning.

The following table compares the scored and unscored pathways at Alphington Grammar School:

	<b>SCORED</b>	<b>UNSCORED</b>
Units 3 and 4 of a study	Encouraged	Supported
Units 3 and 4 contribute to the achievement of the VCE if satisfactorily completed	Yes	Yes
Study score is calculated upon satisfactory completion of Unit 3 and 4	Yes	No
Contributes to an ATAR (Australian Tertiary admission Rank)	Yes	No
Graded, school-based assessments (SACs, SATs) must be attempted	Yes	Encouraged
External, end-of-year VCAA examinations must be attempted	Yes	No
GAT (General Achievement Test) must be attempted	Yes	Encouraged
Minimum coursework requirements must be met for satisfactory completion of unit	Yes	Yes
90% attendance requirement must be met for satisfactory completion of unit	Yes	Yes
Units 1 and 2 of study	Not applicable – no grades or levels of achievement are reported to VCAA in Unit 1 and 2 studies. Students may apply for <u>Special Provision</u> if alternative arrangements are required.	

All unscored pathways must be approved by the Assistant Principal Teaching and Learning. The Careers Practitioner must meet with the student and family to discuss desired tertiary pathways

## Commonly Asked Questions

### **What time should I arrive at school each morning?**

Students are expected to arrive at school each morning between 8.30am and 8.40am, in order to be ready to attend House Room at 8.45am.

### **What if I am late arriving to school?**

Students are expected to attend House Room, commencing at 8.45am each morning. This includes all Years 11 and 12 students. If students arrive at school after 8.45am but before 9.00am, they must move directly to House Room and they will be registered as 'late' by their House Mentor. If students arrive at school after 9.00am, they must report to School Administration and sign in prior to attending class. Students are not permitted to attend class without first attending House Room (prior to 9.00am), or signing in at School Administration (after 9.00am). Please note that repeated late arrival to school will result in sanctions being imposed on students.

### **What if I am sick?**

Parents/guardians are asked to inform School Administration of student absences by telephone prior to 8.45am each day. Further information regarding reasons for the absence and any follow-up implications should be directed to the House Mentor by email. Any requests for extended student absence from school are to be directed to the Head of House by email.

### **What if I need to leave school early for an appointment?**

Please note that while it may at times be unavoidable, medical appointments should not be routinely scheduled during the school day. If there is a need for students to leave school during the school day, parents/parent liaisons are asked to contact the Head of House to request early leave, giving a reason for the early departure. Students leaving during the day or before the end of the school day will need to sign out at School Administration.

### **How should I wear my school uniform?**

Students are expected to wear their full school uniform with pride. Parents are asked to maintain the school uniform and ensure that it adequately fits the student as they grow. As part of the winter uniform, students are required to wear their blazer to and from school each day, the school jumper is not to be worn as the outer garment. The top button of the school shirt must be done up. School ties should be worn correctly with the knot worn at the neck. The school shirt should be tucked in during lessons.

Blazers may also be required for other special occasions, as advised by House Staff.

Year 12 students are permitted to wear their Year 12 Jackets in place of the School Blazer, except for special occasions as designated by the Assistant Principals.

# 2020

---

## Alphington Grammar School

### *Assessment Policy*

---



## TABLE OF CONTENTS

### Contents

POLICYDETAILS: .....	3
Preamble .....	3
Alphington Grammar School: Pursuit of Excellence .....	3
Terminology .....	3
Purpose and Principles of Assessment .....	4
Assessments .....	4
Academic Honesty and Integrity .....	5
Plagiarism .....	5
Cheating in School Assessed Coursework or Examinations .....	6
Plagiarism Detection and Prevention .....	6
Retention of Student Work .....	7
<b>Guidelines for Written Assignments</b> .....	7
Guidelines for Presentation .....	7
Guidelines for Referencing .....	7
<b>Procedural Routines</b> .....	7
Special Consideration Application .....	7
Examination Procedures .....	8
Absence from Examinations .....	8
Submission of Assignments .....	9
Application for Assignment Extensions .....	9
Failure to Submit Assignments .....	10
EXTENSION REQUEST .....	11
SPECIAL CONSIDERATION .....	12



## POLICY DETAILS:

---

### Preamble

Alphington Grammar School's policy on assessment adheres to the Victorian Curriculum Assessment Authority (VCAA) policies on assessment. In broader terms, VCAA policies address assessment conditions, assessment submission, inclusivity of students and special consideration for students.

The VCAA syllabus documents are founded on standards-based assessment. All stakeholders, including students, parents, parent liaisons, parent liaisons and teachers, need to be aware that marks and grades Can only be awarded where authentication of student work can occur, and cannot be awarded where no work is submitted.

This document outlines for parents, guardians, parent liaisons and students, as well as teaching staff, the responsibility to adhere to School protocols and timelines; and understand consequences that can follow possible occurrences of breaches.

### Alphington Grammar School: Pursuit of Excellence

At AGS we believe that teaching and learning is our core purpose, and we inspire and equip all students to strive for excellence in their academic pursuits to reach their personal best. We believe that the achievement of enhanced academic outcomes and personal best performance is a product of shared values, practices and commitment to excellence. At AGS, we strive to equip all students with the knowledge, skills and attributes to participate successfully in society, and to develop lifelong learning skills that will prepare them for a multitude of futures in a globally mobile workforce.

#### **At Alphington Grammar School we believe that:**

- Excellence is a product of personal best effort.
- Academic honesty and integrity are not negotiable.
- Students must accept responsibility for their own performance.
- Excuses for academic underachievement are always unacceptable.
- Teachers play a pivotal role in the management of optimal student learning experiences.
- Families play a key role in enhancing student learning outcomes.
- The School accepts responsibility for progressive reporting to parents online and in an ongoing manner.
- The School accepts responsibility for promoting an academic culture where learning and scholastic achievement are highly valued.

The Alphington Grammar School Assessment Policy reflects VCAA Policies, Australian Curriculum, Assessment and Reporting Authority (ACARA) guidelines.

### Terminology

**ACARA:** Australian Curriculum, Assessment and Reporting Authority - an independent statutory authority for improving the learning of all young Australians through world class school curriculum, assessment and reporting.

**Academic Award:** An award presented on Speech Night based on results available up to the end of the third term and in some cases, very early in the fourth term, levels of achievement and rank order performance across subjects. (For more information, see the School Handbook.)



**Assessment:** The purposeful, systematic and ongoing collection of information about students' learning.

**Assignment:** A task undertaken over an extended period of time, with sufficient class time allocated to it to facilitate a satisfactory result. Assignments may be research projects, extended writing tasks, reports, folios, models, works of art, oral presentations, field reports or practical performances.

**Academic Award:** The recipient of the Academic Award will exemplify the best performance across the following categories: classwork and formal assessment, participation, homework and exam result where applicable.

**Endeavour Award:** The recipient of the Endeavour Award will display significant improvement/application in the following: consistent dedication to class related activities including homework and working to capacity.

**Head of Faculty:** Member of staff who oversees and manages a faculty/discipline of subjects with responsibilities for facilitating learning and assessment programs.

**Special Consideration:** Official School recognition of exceptional circumstances, generally provided by the Assistant Principal - Teaching and Learning, which allows for extended time or other alterations to Assessment tasks, conditions or programs.

**Unexplained Absence:** An absence from school for which there is no prior notice or no notice given at the time of the absence.

**VCAA:** Victorian Curriculum Assessment Authority - The Victorian Curriculum and Assessment Authority is a statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria.

## Purpose and Principles of Assessment

The purposes of assessment are to:

1. Promote, assist and improve learning.
2. Inform programs of teaching and learning.
3. Provide information for those people - students, parents, guardians, parent liaisons, teachers— who need to know about the progress and achievements of individual students to help them achieve to the best of their abilities.
4. Provide information for the determination of Special Awards and Speech Night Academic Awards.
5. Assessment helps improve teaching, helps students achieve their personal best standards and provides for meaningful progressive reporting.
6. Provide information to the progression committee about 'at risk' students who do not reach the Year 10 progression point of 60% in English/EAL.

## Assessments

Assessments will be reported in the following ways:

Formative Assessment:

- Any number of assessment instruments relative to each subject
- Assessment marks to be entered in LMS Markbook
- Progressively reported and published in LMS

#### Summative Assessment:

- Ongoing assessments throughout the academic year
- One formalised exam at the end of Semester 1 and Semester 2 for each subject from Years 10 to 12
- One formalised exam at the end of Semester 1 and Semester 2 for Core subjects in Year 9
- Assessment marks to be entered in LMS Markbook
- To be reported in 'Interim Reports' at the end of Semester 1 and Semester 2 (7-11)
- Progressively reported and published in LMS at the end of each term

### Academic Honesty and Integrity

#### All students must:

- Be honest and responsible about their own work
- Acknowledge all references
- Use their own words and ideas

### Plagiarism

Plagiarism refers to representing the ideas or work of another as your own. The usual reasons students plagiarise include:

- Lack of confidence in their own abilities
- Trouble planning and using their own time
- Competing demands, such as balancing work, sport and School
- Not wanting to do the 'work'
- Wanting to get an academic advantage over other students

The School can often assist students with the first three of the above situations. Should a student realise that his/her commitments will preclude him/her from having adequate time to complete an upcoming assessment, he/she needs to speak to the teacher of the subject in the first instance or Head of Faculty or Head of House at least 3 days before the work is due.

The student's circumstances will be considered and if judged to be valid, the student will be given an extension of time to complete the task.

Collusion refers to supporting malpractice by another candidate, for example allowing work to be copied. In the case of collusion both parties are involved: one person knowingly supplies work to another student who decides to present the work as their own. The student who colludes is as much in the wrong as the student who relies on the work of others. Penalties apply to students who are involved in collusion. Students need to understand their own responsibility in relation to assessment, and must demonstrate honesty.

## Cheating in School Assessed Coursework or Examinations

1. The Subject teacher will collect any evidence immediately, and the nature of the breach will be recorded. If applicable, the student will be allowed to complete the remainder of the task.
2. At the end of the SAC/examination, the student will discuss the incident with the Head of Faculty and the supervising teacher.
3. The Head of Faculty will investigate the problem and, if necessary, the student will be brought to the attention of the Assistant Principal - Teaching and Learning for an immediate interview.
4. Each case will be considered depending on particular details, but in general marks will NOT be awarded for the assessment. The student's parent's/parent liaisons will be immediately informed.

NB. The Assistant Principal, Teaching and Learning and the Principal reserves the right to exclude students from Special Awards and/or Speech Night Awards for serious instances of Academic dishonesty or malpractice.

## Plagiarism Detection and Prevention

- A student's work will not be accepted if it is clear that it contains more than 20% of unacknowledged material that is not their own. The student's parents and Head of House will be advised by the Head of Faculty and the assessment will be awarded a ZERO.
- Students at AGS are explicitly taught how to acknowledge their sources of information
- It is the responsibility of each Head of Faculty to ensure plagiarism guidelines are explicitly communicated to all students and parent/parent liaison
- Submitting an assignment that has been copied from the internet, a book, CD-ROM or from another student without permission or acknowledgement is plagiarism, and will result in a ZERO being awarded.

It is unethical for students to partake in any of the following actions/behaviour:

- Submit an essay written in whole or even in part by another student as if it were their own
- Download an essay from the internet then paraphrase or quote from it, without acknowledging the original source
- Reproduce another writer's ideas without acknowledging the source
- Cheat on tests/exams/assessments through the use of viewing another student's papers, using hidden notes, verbal communication, sign language, mobile phones, headphones or showing their papers to other students.
- Have another person (e.g. a parent or tutor) do all or part of an assignment for them
- Cheating comes in many different forms; please note that the above list is not comprehensive.

There are a number of methods to determine if plagiarism has occurred. These include:

1. Searching the library for full text databases for text directly taken from journal articles
2. Investigating the occurrence of specific sentences/unusual phrases within a suspect assignment through the use of internet search engines
3. Checking student work using plagiarism detection software 'Turnitin'. Turnitin allows students to view their work, to resubmit several times to allow rectification – and it provides teachers with a tool to mark the integrity of the work submitted
4. Work submitted may be put through an electronic system, and held in the database for future matching purposes and protecting their work against copying by others.

## Retention of Student Work

Most student assessment is prepared electronically; necessitating the practice of backing up data. Therefore, the School encourages students to keep files of submitted assessment. It is not usual practice to return assessment items to students. Assignments and test papers are returned in class for perusal but are taken up again and kept by the class teacher.

In Years 11 and 12 complete folios of student work are kept by the class teacher for two years.

## Guidelines for Written Assignments

---

### Guidelines for Presentation

Students are encouraged to submit word-processed copies of their assignment into Turnitin, *as instructed by class teachers. Assignments should be submitted with:*

1. A title page that contains the student's first name and surname, House, subject teacher's name, the generic title of the assessment piece (e.g. Comparative review; Personal recount) and the due date, *if stipulated on the task sheet.*
2. A footer on each body page that contains the student's first name and surname, Tutor class and the generic title of the assignment. Numbered pages assembled in the correct order.

### Guidelines for Referencing

1. To avoid plagiarism and to maintain academic honesty in assignments, students must acknowledge their information sources by providing:
  - in-text citations (Years 9-12 students)
  - a bibliography (Years 7-12 students)

## Procedural Routines

---

### Special Consideration Application

There may be times during the course of the year when students require emergent special consideration due to illness, bereavement, representative sport or other unforeseeable life circumstances that may impact on their opportunity to engage in learning and be assessed fairly.

1. **It is the student's responsibility to alert the Assistant Principal - Teaching and Learning to make the request for Special Consideration.** In the case of Years 10-12 students, documentation such as a medical certificate is imperative to support such a request; parental letters of explanation are required for other reasons.

## Examination Procedures

During formal testing, VCE examination conditions will apply.

1. All students must report to the exam supervisor before their exam.
2. The subject teacher/examination supervisor will ensure that all desks are separated with as much space as possible between them. Where possible, students will be seated, facing the same direction.
3. Students will not speak, other than to the supervisor, in an examination. They will raise their hands and wait for the supervisor to approach them.
4. All test work (including student responses) shall remain the property of Alphington Grammar School and no copies will be given to parents/students or tutors.
5. Basic stationery items like pencil, eraser, pens, highlighters sharpeners and rulers are allowed.
6. No bags, or other materials (other than the stated equipment) will be allowed into the examination room - students are only to bring in the required equipment.
7. Pencil cases can be brought in the exam room ONLY IF THEY ARE TRANSPARENT. (The contents in the case must be clearly visible to the exam supervisor.)
8. Basic stationery DOES NOT include aids for curve sketching, Mathomat, MathAids or geometrical drawing instruments such as compasses, set squares and protractors.
9. An English and/or bilingual printed dictionary is allowed for the English and EAL exam only.
10. Bottled water is allowed – no more than 1.5L and must have a secure lid.
11. Water bottles MUST NOT be placed on the table at any time/not refilled during the exam and not shared between students.
12. **No borrowing of equipment will be allowed during examinations. Students will be given no consideration for inadequate preparation.**
13. Medication should only be taken as part of approved Special Examination Arrangements.
14. You may bring an asthma inhaler into the exam room – this is allowed. The inhaler should be placed on top of your table where it can be seen clearly and easily by the exam supervisor.
15. NO electronic devices are permitted in the exam room.
16. NO correction fluid or correction tape is permitted in the exam room.
17. NO notes are permitted.
18. NO textbooks are permitted.
19. NO blank paper or loose sheets of paper are permitted.
20. All watches must be removed and placed at the top of the student's table where it can be clearly seen and easily by the exam supervisor.
21. NO stopwatches or any watches with special functions are permitted.
22. Extra time is only allowed as per the examination instructions OR Special Provisions document issued by the Head of Learning Support.

## Absence from Examinations

Absence due to illness or similar unforeseeable circumstance

### **Procedure for Absence on the day of the Examination**

If a medical certificate/letter explaining circumstances has not been presented to the Exam Coordinator (Mr. Papoulis), then Special Consideration will not be granted.

### **Years 9**

When ill or legitimately unable to attend School, and absent from examinations, parents/parent liaisons should:

1. Ring the School to notify of absence.
2. Email the relevant Head of House and the Exam Coordinator.

**Years 10-12**

When ill or legitimately unable to attend School, and absent from examinations, parents/parent liaisons should:

1. Ring the School to notify absence.
2. Attach the medical certificate/letter explaining circumstances to the relevant Head of House and Exam Coordinator.

**On return to School, the student must follow up with the Exam Coordinator and Subject teacher to organise a new timeline to sit the missed examination. Preference is given to lunch/after School to avoid further disruption to learning.**

**Submission of Assignments**

1. For the successful completion of assignments, it is expected that an outline of structured steps will be provided by the subject teacher. Teaching will be supportive of the assignment process and monitoring of student progress throughout the development of the task, will be an integral part of encouraging successful student participation and completion. Progressive monitoring of student work is an expectation with set dates for such monitoring to be clearly established between the teacher and the class. (e.g. draft due date). If such dates are not met, a parent/parent liaison will be notified by the teacher.
2. The responsibility lies with the student to ensure the successful submission of the assignment in the scheduled class. If no class occurs on the due date, the work must be given to the subject teacher on that day (e.g. by 3.35 pm). Assignments may not be handed to office staff.
3. In Years 11 and 12, failure to complete a course of study in a particular subject by not submitting all required assessment instruments or attending mandatory field trips/excursions may result in the student receiving an “N” in that subject for the VCE.
4. Incomplete coverage of Year 11 and 12 courses also has possible implications for Units of credit, which will have a further impact on meeting the requirements for the VCE/ATAR and on the student remaining VCE eligible.
5. Drafts or other proof of process such as, practice essays or assignments in the lead up to the assessment are considered an important part of the process involved in assignment writing. Such evidence may be required to be submitted with final assignments for a variety of reasons, including evidence that the work is that of the student. Students must keep a copy of their drafts or proof of process, as well as their final assignment. In addition, to avoid loss of work, students are encouraged to back up all assignment work, including drafts, on their network drive and/or USB.
6. If a student is absent on the day an assignment is due, endeavours should be made to submit the assignment either electronically, prior to the due date (if absence is known in advance) or by other means. If this is not possible, the student must send an email to the teacher and the Head of Faculty that the assignment is unable to be submitted. It must be submitted the next day and the HOF may deduct 5% per late day from the final result, if a medical certificate is not presented.

**Application for Assignment Extensions**

1. Students are to approach the appropriate subject teacher who will make a decision in consultation with the Head of Faculty if they wish to apply for an extension of time in advance of due date.
2. All advanced extensions must be negotiated no later than **3 days prior to the due date**. Applications the day before are generally inappropriate.
3. The final decision to permit an extension, and the length of any extension, will be made by the relevant Head of Faculty after consultation with the subject teacher.



### Late Submission Assignments

Students should be aware that there are consequences that will be enforced for those who submit assignments after the due date without an approved extension from the Head of Faculty or Special Consideration from the Assistant Principal - Teaching and Learning. In the event that an extension has not been granted, the student will be required to submit drafts and his/her current work in progress on the due date, which will be marked according to the criteria and a result assigned

1. In the case of Years 10-12 students, in some circumstances, subject teachers may (after discussion with their Head of Faculty), selectively update this draft with a “final copy” of an assignment submitted by the student after the due date.
2. It should be noted that computer problems associated with the completion or submission of assignments will not be accepted as valid reasons for lateness. A lost file, email failure, printer failure or lack of printing credit is not an excuse for failure to submit an assignment.
3. To avoid loss of work, students are advised to make and retain an initial print-out of the work, and to back up their work on their network drive/USB, well before the due date.
4. In the event of a technology failure, a hand written copy or draft is to be submitted with a note of explanation from the parent/parent liaison.
5. Students should note that a late submission will result in the daily reduction of 5% off the final result for each day assignment remains outstanding. Late submission might also mean that the conditions of the task have changed and the task will be marked accordingly. Assignments could be marked more critically as the student could have benefitted from more time, e.g. expectation of more content and analysis, error free.

### Failure to Submit Assignments

If a student fails to submit any work on the due date, the following procedures apply:

#### **Years 7-9**

1. The subject teacher will discuss non-submission with the student and make contact with the parent/parent liaison. The subject teacher will negotiate with the student expedient submission of the assignment.
2. The Head of Faculty will be notified for recording purposes.
3. If an assignment is not submitted to the subject teacher as negotiated, the student will complete the assignment at a detention as determined by the Head of Faculty and submit whatever is completed. Submitted work will be marked against the full suite of assessment criteria.
4. Names of students who continually fail to submit work on time will be given to the Head of Faculty. Academic consequences will follow.

#### **Years 10-12**

1. The subject teacher will discuss non-submission with the student and contact parents/parent liaisons.
2. The subject teacher will make a pastoral note in the LMS.
3. The Head of Faculty will be notified for recording purposes.
4. The student must submit the assignment electronically on the day the non-submission is discussed, or in a negotiated detention with the teacher.
5. The submission of a late assignment, after an initial ‘non-submission’, will mean that the conditions of the task have changed and it will be marked accordingly.
6. Continual inability to submit work will result in an ‘N’ grade being issued.



## AGS EXTENSION REQUEST

1.	Extension to timeline for upcoming assignment from Head of Faculty	
2.	Extension to timeline for upcoming examination being sought from Head of Faculty	
3.	Medical condition necessitating special consideration to assessment is obtained from the Assistant Principal - Teaching and Learning	
4.	Non-medical circumstance necessitating special consideration to assessment (i.e. bereavement, representative sport) is obtained from the Assistant Principal - Teaching and Learning	

**Student Name:** \_\_\_\_\_ **Year Level:** \_\_\_\_\_ **House:** \_\_\_\_\_

**Reason: Student is making the request to vary conditions because:**

(If medical, please attach Medical Certificate Years 10-12).

---



---



---

**Request Details** (please indicate Subject, Title of Assessment, date due, date of extension):

---



---



---

In applying for this extension I assure the School that I am not seeking unfair advantage over other students in this course.

_____	_____	____/____/____
Student's Name (please print)	Student's signature	Date

_____	_____	____/____/____
Parent's/Parent Liaison's Name (please print)	Signature	Date

### OFFICE USE ONLY

Action Taken:

---



---

Copies to:

Relevant Head of Faculty: ☐

Assistant Principal – Teaching & Learning: ☐

## SPECIAL CONSIDERATION

### (ISSUED BY Assistant Principal - Teaching and Learning)

**Student Name:** \_\_\_\_\_ **Year Level:** \_\_\_\_\_ **House:** \_\_\_\_\_

**Date of Absence:** \_\_\_\_/\_\_\_\_/\_\_\_\_ **TO** \_\_\_\_/\_\_\_\_/\_\_\_\_ ☐ Ongoing

**Reason for Special Consideration:**

<input type="checkbox"/>	Illness	<input type="checkbox"/>	Representative Sporting Commitments
<input type="checkbox"/>	Family Bereavement	<input type="checkbox"/>	Family Travel/Holidays
<input type="checkbox"/>	Stress Related Issues	<input type="checkbox"/>	Other

**Special Consideration does apply. Please action:**

<input type="checkbox"/>	An outline of classwork covering above dates and emailed to:
<input type="checkbox"/>	New timelines for assignments negotiated with the student.
<input type="checkbox"/>	Student to sit missed exam at a negotiated time to complete assessment requirements.
<input type="checkbox"/>	Student to sit the missed exam upon return to your next lesson.
<input type="checkbox"/>	No penalty to apply to missed assessment; mark the student as absent, with no penalty.
<input type="checkbox"/>	Finalised school report based on work done until (____/____/____). No penalty to apply to work missed beyond above date.
<input type="checkbox"/>	Changes to the criteria for assessment. Due to extended conditions surrounding this assessment subject teacher will need to reflect these variations in the way the holistic mark is awarded i.e. if the result is 'atypical' then it may not necessarily be factored into rankings.

**No Special Consideration is given in these circumstances:**

<input type="checkbox"/>	No Special Consideration is to apply. Assessment must be completed and marked but the holistic mark needs to factor lateness. A penalty applies for late submission in this instance.
--------------------------	---

**The proforma is distributed to:**

<input type="checkbox"/>	Assistant Principal - Teaching and Learning
<input type="checkbox"/>	Head of Senior School
<input type="checkbox"/>	Head of Faculty and Head of Support
<input type="checkbox"/>	Head of House
<input type="checkbox"/>	Subject teacher

**Comments**

--

## Attendance Policy – Secondary School (Domestic Students)

### Policy Introduction

Daily school attendance is important for all children and young people to succeed in education and to ensure they do not fall behind socially, academically and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps our students to develop important skills, knowledge and values that set them up for further learning and participation in their community. Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

### Aim

The aim of this policy is to

- ensure all children of compulsory school age in our community are enrolled in a registered school and attend school every day that the school is open for instruction, subject to illness or approved absence
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents/carers the key practices and procedures Alphington Grammar School has in place to support, monitor and maintain student attendance and to record, monitor and follow up student absences

### Scope

This policy applies to all students at Alphington Grammar School. This policy should be read in conjunction with the Department of Education and Training's School Attendance Guidelines.

Definition of Parent: includes a Parent Liaison, Guardian and every person who has parental responsibility for the child, including parental responsibility under the Family Law Act 1975 and any person with whom a child normally or regularly resides.

### Implementation

Students are expected to attend school during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment at AGS
- the student is registered for home schooling and has only a partial enrolment at AGS for particular activities.

### School Hours

Years 7 - 9: 8.45am to 3.25pm, Monday to Friday during school term

Years 10 - 12: 8.45am to 3.35pm, Monday to Friday during school term

### Parents/Carers

Parents/Carers are required to ensure their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.

Parents/Carers will communicate with the relevant staff at school about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents/Carers will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

### Supporting and Promoting Attendance

The AGS Student Engagement Policy supports student attendance. The school may also establish a Care Team to support parents with complex attendance matters.

### Recording Attendance

AGS records student attendance at morning Houseroom and for each lesson. This is necessary to meet legislative requirements and to discharge the School's duty of care for all students.

The Houseroom teacher will record attendance by 8.45am each morning using SCHOOLBOX. If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

Houseroom Teachers and Classroom Teachers and office staff will use the School's Attendance Process to ensure that student attendance, late arrival or early departure are accurately recorded and maintained on SCHOOLBOX. In the event that SCHOOLBOX is unavailable, paper rolls will be completed and forwarded to the office for manual entry.

### Notifying Absences

For absences where there is no approved exemption in place, a parent is requested to provide an explanation on each occasion to the School. Parents/Carers should notify the School of absences by:

- contacting the office if it is an unplanned absence
- requesting for leave to be approved via the Head of House, if it is a planned absence.

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, AGS will notify parents/carers by SMS/push notification message. The School will attempt to contact parents/carers as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond.

The School will keep a record of the reason given for each absence. The Principal will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the Education Training Reform Act 2006 and the School Attendance Guidelines.

If the school considers that the parent has provided a reasonable excuse for their child's absence the absence will be marked as an 'explained absence'. If the school determines that no reasonable excuse has been provided, the absence will be marked as an 'unexplained absence'.

The Principal has the discretion to accept a reason given by a parent for a student's absence. Generally accepted reasons are:

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a period of cultural practices and protocols associated with death (known as Sorry Business).
- school refusal, where there is dialogue with the parent/carer to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- family holidays where the parent notifies the school in writing in advance. These requests should be directed to the Head of House

Following contact with the family, if no explanation is provided by the parent within 10 school days of an absence, it will remain recorded as an 'unexplained absence' and recorded on the student's file. Parents/Carers will be notified if an absence has not been excused.

### Managing Non-Attendance and Supporting Student Engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent, without explanation, for more than five days in any given term, AGS will work collaboratively with parents/carers, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- issuing Warning Letters to the student with a copy to parents/carers
- the student may be required to make up time missed
- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant student wellbeing staff and available outside services.

It is accepted that, from time to time, some students will need additional support and assistance, and in collaboration with the student and their family, AGS will endeavour to provide this support when it is required.

## **Alphington Grammar School**

18 Old Heidelberg Road  
Alphington VIC 3078  
Australia

T: 03 9497 4777  
E: [info@ags.vic.edu.au](mailto:info@ags.vic.edu.au)  
[alphington.vic.edu.au](http://alphington.vic.edu.au)

CRICOS: 01376D  
CRICOS: 043106A (Primary)  
CRICOS: 018421J (Secondary)