

Mount Ridley P-12 College

VCE POLICY



Help for non-English speakers

If you require assistance with understanding this policy, please do not hesitate to contact the College and someone will organise a multicultural aide or the relevant person to assist you.

PURPOSE

This policy stipulates how at Mount Ridley P-12 College the VCE and VCE VM will be administered in adherence with the requirements stipulated by the VCAA. All College policies and procedures are periodically reviewed under advisement from the VCAA. Student learning is greatly affected by the quality of teaching they experience. Teachers therefore must ensure that their teaching skills and commitment are of the highest standard and that their pedagogical knowledge is current.

Guiding Principles

- The College policies and practices will aim to be fair and assist students to successfully complete their VCE and/or VCE VM.
- To have transparent policies and procedures that ensure consistency in the delivery, assessment and administration of the VCE and/or VCE VM program at Mount Ridley P-12 College.
- To provide accurate and transparent documentation, ensuring that students, parents and staff are aware of their roles and responsibilities in relation the VCE and/or VCE VM program at Mount Ridley P-12 College.
- To place rigorous protocols around the teaching and learning process in adherence with VCAA and College requirements to ensure no student is disadvantaged and all students have the opportunity to succeed in their endeavours.

When referring to this policy, VCE refers to the Victorian Certificate of Education and VCE VM refers to the Victorian Certificate of Education Vocational Major administered at Mount Ridley P-12 College on behalf of the VCAA (Victorian Curriculum and Assessment Authority).

POLICY

SECTION 1: VCE ACRONYMS & TERMINOLOGY

- **ATAR Australian Tertiary Admissions Rank:** this is arrived at by VTAC using the students Study Scores which are then adjusted by the scaling process.
- **DES:** Derived Examination Score
- **DE:** Department of Education
- **EAL:** English as an Additional Language
- **GAT:** General Achievement Test. A test completed by all students (VCE and VCE VM) enrolled in one or more VCE or scored VCE VET Unit 3 and 4 subject sequence.
- **Moderation:** Moderation is an external VCAA process of ensuring that the same assessment standards are applied to students from every school doing a particular study.
- **Outcomes** - Learning Outcomes are the basis for satisfactory completion of VCE units. There are 2 to 4 Learning Outcomes per unit. Learning Outcomes define what students will know and be able to do as a result of undertaking a study.
- **Prerequisite Studies:** These studies are nominated by individual course authorities as studies which must be satisfactorily completed by all applicants seeking admission to that course.
- **RTO:** Registered Training Organisation. An organisation approved to deliver and issue VET qualifications.
- **SACs** (School-assessed Coursework): Assessment tasks that are specified in a study design and set by subject teachers which students must satisfactorily complete. This work is often completed in class and will be assessed by the subject teacher.

- **SATs** (School-assessed Tasks): Assessment tasks that occur in studies where assessment is across outcomes and units for an extended task to produce, for example, a product, artwork or model.
- **Satisfactory** - Certifies that a student has successfully completed the outcomes of a unit in VCE, VCE VM or units of competency for VCE VET
- **SBAT**: School-based Apprenticeship or Traineeship. An apprenticeship or traineeship undertaken in the VCE or VCE VM, with at least one day a week spent on the job or in training during the normal school week.
- **Semester**: one half of the academic year (two terms).
- **Sequence**: A sequence is a Unit 3 followed by Unit 4. Award of the VCE requires that a student successfully completes three Unit 3-4 sequences, in addition to, not including a Unit 3-4 "English." Units 3-4 for all studies are taught as a sequence or as a year-long course.
- **Statement of Results**: A set of documents that lists a student's VCE or VCE VM results, and if the relevant certificate has been awarded.
- **Statistical Moderation in Units $\frac{3}{4}$** : The process used to ensure that assessments from each school are comparable. SAC scores from the College are adjusted to match the level and spread of the examination and GAT scores doing that study.
- **Structured Workplace Learning (SWL)**: On-the-job training that allows VET students to develop their work skills and understand employer expectations.
- **Studies**: The subjects available in VCE.
- **Study Design**: A curriculum and assessment outline published by VCAA for each VCE subject
- **Study Score**: A score between 0 and 50, showing how a student performed in a VCE Unit 3–4 sequence or scored VCE VET program, relative to all other students. This is calculated using the scores achieved in each of the graded assessments for the subject (graded assessment is a combination of SACs / SATs and end of year exam).
- **Subjects**: The studies available in the VCE and VCE VM
- **TAFE** (Technical and Further Education): TAFE Colleges offer post-secondary courses which are vocationally oriented. For some TAFE courses, students apply through VTAC and for others they apply through the particular TAFE College.
- **Unit**: The parts of a study in the VCE. There are usually four units in a study and each is approximately one semester's length. Units for each subject are outlined in the subject's VCAA Study Design.
- **VCAA** - Victorian Curriculum and Assessment Authority. The VCAA is an authority reporting to the Department of Education that develops and implements curriculum and assessment for all Victorian schools
- **VCE**: Victorian Certificate of Education
- **VCE VM**: Victorian Certificate of Education Vocational Major
- **VET**: Vocational Education and Training. These types of study combine academic and practical workplace experience. VET studies contribute to satisfactory completion of the VCE and may also be used in the calculation of the ATAR.
- **VTAC**: Victorian Tertiary and Admissions Centre. The administrative body which calculates and distributes the ATAR and processes tertiary entrance applications.

SECTION 2: SENIOR SECONDARY CERTIFICATE

Senior secondary education in Victoria consists of the Victorian Certificate of Education (VCE), which includes the VCE Vocational Major (VCE VM) as a vocationally oriented program within the certificate. The VCE VM replaced VCAL from 2023, bringing all senior secondary pathways together under a single certificate structure.

Students in Year 11 and Year 12 can now undertake:

- the Victorian Certificate of Education (VCE)
- the Victorian Certificate of Education – Vocational Major (VCE VM)

The VCE VM provides students with the opportunity to complete their VCE certificate with a Vocational focus. This focus builds on the existing structures of a VCE program, providing students with additional opportunities to undertake a Vocational Education and Training program (VET) as a key component to their course. All VCE VM students undertake a program that includes the compulsory studies and units required to meet the satisfactory completion requirements of the certificate.

Both VCE and VCE VM studies are structured as semester-length units delivered according to VCAA study designs. Students must demonstrate achievement of the outcomes for each unit, as outlined in the accredited study design.

Entry into studies

There are no prerequisites for entry into Units 1, 2 and 3. VCE students may enter studies at Units 1, 2 or 3 levels. In some studies, before attempting Unit 3 students are recommended to complete either or both of Units 1 and 2, demonstrate equivalent experience or be willing to undertake some preparatory learning. The relevant advice is published in the study design for each study.

There are specific eligibility requirements for enrolment in to following subjects and studies offered at Mount Ridley P-12 College:

- English as an Additional Language (EAL)
- VCE Second Language studies in Japanese
- VCE VM studies.

Unit 3 and 4 studies

Units 3 and 4 of all studies (excluding VCE VM studies) must be undertaken as a sequence in the academic year. Students enrolled in VCE studies (excluding VCE VM studies) must satisfactorily complete Unit 3 before commencing Unit 4 of a study. Students granted 'Interrupted Student status' an exception to this rule.

A student may not enrol in Unit 4 only.

Students enrolled in VCE VM can meet Units 3 and 4 sequence requirements by undertaking Units 3 and 4 VCE VM studies concurrently over a minimum of 2 semesters or over multiple years. To be eligible for award of the qualification they must complete the requisite number of units and sequences in order.

VCE VM flexible delivery options can be used to deliver units out of sequence or over an extended period. VCE VM flexible delivery options cannot be used to accelerate the completion of the VCE VM in less than 2 years.

Subject Selection at Mount Ridley P-12 College

At Mount Ridley P-12 College students undertaking a VCE program are required to study 12 units (six subjects) in Year 11 by either studying:

- 6 x Unit 1 and 2 studies; or
- 1 x Unit 3 and 4 study and 5 x Unit 1 and 2 studies (or other combination within);

In Year 12 students are generally required to study 10 units (five subjects)

- 5 x Unit 3 and 4 studies.

If students are successful in receiving an S for each of their units, then they will have a total of 22 units towards their VCE.

Students enrolled in studies external to Mount Ridley P-12 College are expected to comply with these requirements. Any variation to this must be submitted to the Director of VCE/VM Accountability. Students will only be able to reduce the number of sequenced subjects if they have obtained a study score of 35 or above in a Unit 3 and 4 study in the previous year or exceptional circumstances. The reasons provided will be processed by a panel consisting of 3 members of the Senior Years Leadership team.

Outcomes are the basis for satisfactory completion of a VCE Unit. Each Unit includes a number of outcomes. The College, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements, determines satisfactory completion of Units. The learning outcomes and associated assessment tasks are specified in the currently accredited VCE Study Designs.

At Mount Ridley P-12 College, students completing the VCE Vocational Major students are required to study 9 Units (five studies plus external VET) in Year 11 by studying:

- 1 External VET certificate II level or above.
- 4 x Unit 1 and 2 studies.
- 1 x single Unit 1 or 2.

In Year 12 VCE Vocational Major students are generally required to study 9 Units (five studies plus external VET))

- 1 External VET certificate II level or above.
- 4 Unit 3 and 4 studies.
- 1 single Unit 1 or 2.

If students are successful in receiving an S for each of their Units, then they will have a total of 18 Units towards their VCE plus VET credits.

Students enrolled in studies external to Mount Ridley P-12 College are expected to comply with these requirements. Any variation to this must be submitted to the Director of VCE/VM Accountability. Students completing the VCE Vocational Major will only be able to reduce the number of sequenced subjects in exceptional circumstances. The reasons provided will be processed by a panel consisting of 3 members of the Senior Years Leadership team.

Each VCE VM Unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the Units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3 - 4 sequences, and VCE VM studies do not receive a study score. Students undertaking the VCE VM undertake this as an unscored program, and their progress is assessed through demonstrated competency rather than graded assessment. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3 - 4 sequence from the English group and three other Unit 3- 4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Study Centre arrangements and leaving school grounds

Year 12 students will have Study Sessions included in their timetables.

Students are not permitted to leave the College at any point during the day without a written note from a parent that is provided to the Senior Years Mini School. This will be counted as a 'parent approved absence' not a 'school approved absence' and will impact on overall attendance.

All students are expected to be purposefully occupied with teacher-approved and/or study-related activities in the Willandra Study Centre during study periods as well as during lessons. Students who waste private study time, cause disturbances or are not in their required location during study sessions will be issued with a consequence. Additionally, students who leave their specified private study area without permission for any reason will be subject to discipline.

Study Sessions must be completed onsite at the College in the Willandra Study Centre. Laptops may be booked during Study Sessions, and study pods are available for students working with tutors. Both resources are accessible to support students' personal study.

Requests to complete Study Sessions offsite of the College will not normally be granted unless the circumstances are exceptional. A signed letter for the student's parent/carers outlining the reason for the request as well as supporting documentation (such as medical recommendation) is also required. The Director of VCE/VM Accountability will decide the outcome of any requests. Approval will not normally be granted unless the circumstances are exceptional.

Coordination

The VCE and VCE VM will be managed by the Director of Senior Years (Years 10-12) Accountability. The Deputy Principal of Curriculum and Assistant Principal Curriculum Programs (Years 7 -12) oversee all elements of the VCE and VCE VM in consultation with the Director of Pathways and College Leadership Team.

Year 11 and 12 is often a time when students seek additional assistance from school staff to meet the expectations of the final years of schooling. The College has a range of staff with the expertise to provide this assistance, including the Year 10, 11 and 12 Engagement teams, the Pathways team, Student Wellbeing team, and Principal staff members. Students are made aware of pathways for seeking assistance and are directed to appropriate staff as required. This team can provide advice when needed or refer students to agencies that can provide more specialised support.

SECTION 3: SATISFACTORY COMPLETION AND ASSESSMENT

VCAA Minimum Eligibility Requirements to Achieve VCE

The minimum VCE requirement is satisfactory completion of **16 units** that must include:

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

Note: VCE VM Literacy is only available to students enrolled in an eligible VCE VM program.

The VTAC advises that satisfactory completion of a scored Unit 3 - 4 sequence from the English group of studies (excluding VCE VM Literacy) is required to calculate a student's ATAR.

VCAA Minimum Eligibility Requirements to Achieve VCE VM

The minimum VCE VM requirement is satisfactory completion of 16 units that must include:

- 3 VCE VM Literacy units or 3 units from other English studies group (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or other units from the Mathematics studies group
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency (UoCs) to the total of 180 nominal hours drawn from multiple VET courses).

In addition to their Unit 3 and 4 sequence from the English group, students must complete a minimum of 3 other Unit 3 and 4 sequences as part of their program.

Students will receive the appellation of 'Vocational Major' on their VCE certificates upon satisfactorily completing the VCE VM program.

A VCE VM student will be awarded the VCE, without the VM appellation, if they meet the minimum requirements for satisfactory VCE completion, but not the minimum requirements for the satisfactory completion of the VCE VM appellation.

English Requirement

The minimum English requirement is three Units from the English group, including a Unit 3 - 4 sequence. English Units may be selected from:

- Bridging English as an Additional Language Units 1 and 2
- Foundation English Units 1 and 2
- English Units 1–4
- English as an Additional Language Units 3 and 4
- English Language Units 1–4
- Literature Units 1–4.
- VCE VM Literacy Units 1–4 for students enrolled in an eligible VCE VM program only. (VCE VM Literacy does not generate a study score and cannot contribute towards the ATAR.)

English Units 3 and 4 and English as an Additional Language Units 3 and 4 are equivalent sequences, so only one sequence may be counted towards the award of the VCE.

Further Units from the English group may contribute to the requirement for other sequences of Unit 3–4 studies. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA

first calculates a student's English Units. Once a student has met the English requirement, and satisfied an English sequence, any additional sequences from the English group will be credited towards the requirement for at least three other sequences of Unit 3–4 studies.

EAL Eligibility for VCE

The satisfactory completion of at least three Units from the English group, including a Unit 3–4 sequence, is a compulsory requirement for achieving the VCE, and students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are deaf or hard of hearing may have access to English as an Additional Language (EAL) status. Students applying for EAL status should indicate this on their '**student personal details and declarations**' form. Identifying a student as having EAL status does not automatically enrol the student in EAL.

Students who complete Bridging English as an Additional Language, which is available only as Units 1 and 2, are not automatically considered eligible for EAL status for Units 3 and 4 of English as an Additional Language.

Students who are applying to seek EAL status must meet one of the three criteria outlined below:

Criterion 1: A student:

- will **not** have resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January in the year the student will be undertaking Units 3 and 4 EAL* **and**
- has been enrolled in schools where English has been the student's major language of instruction for a total period of seven years or less over the period of their education^

Criterion 2: A student is an Aboriginal or Torres Strait Islander person whose first language is not English

Criterion 3: A student is deaf or hard of hearing and meets the eligibility requirements

*The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. Time spent out of Australia during school holidays should be included in the accumulation towards the seven years because there would have been no disruption to education during these periods.

^Schools must sight the student's overseas school reports to confirm that the language of instruction was not English during this period.

Special circumstances for EAL status

There are special circumstances that may be considered by the VCAA in determining a student's eligibility for EAL status, including:

- minimal or no primary school education
- material interruptions to schooling during primary years, particularly if there were changes to the language of instruction material interruptions to schooling after arrival in Australia.

The following are not grounds for a special application for EAL status:

- the language spoken in the student's home
- the standard of the student's spoken and written English
- the failure of the student's school to provide EAL assistance to the student.

VASS disables EAL approval for students whose country of origin is Singapore or India, even though the student may have resided in Australia for less than seven years. A message on VASS will appear, stating 'EAL eligibility for this country of origin can only be approved by the VCAA'. The school must forward the application to the VCAA for a thorough assessment. These applications need to include supporting school documentation and passport stamp and/or international movement records, to determine whether the student is eligible for EAL status. If the application is reviewed by the VCAA, and the approval granted, it will be entered on VASS and the school will be able to enroll the student in English as an Additional Language. This

application and supporting documentation should be forwarded to the Student Records and Results Unit as soon as possible (which should be in the year prior to undertaking Units 3 and 4 English as an Additional Language).

Students who are deaf or hard of hearing

Students seeking EAL status on the grounds of being deaf or hard of hearing must:

- produce evidence of a hearing test administered by the Australian Government Hearing Services Program, or an equivalent body, not more than two calendar years before the year of enrolment in a Unit 3–4 sequence. The audiogram and accompanying report submitted must show that the student has a hearing loss of 60 decibels or greater in their better ear. Other aspects of hearing loss, such as issues relating to sound frequencies, should be noted in the report. The report should be written in an accessible language, with the implications of the audiogram results clearly explained
- have been ascertained by the Visiting Teacher Service as being eligible for assistance on the basis of being deaf or hard of hearing, or be enrolled in a school for the deaf or hard of hearing or a recognised unit or facility for the deaf or hard of hearing attached to a regular school.

To satisfy the requirements of English or English as an Additional Language, students who are deaf or hard of hearing may undertake an alternative assessment task to the one specified in the English or English as an Additional Language study design. For those students who are deaf or hard of hearing and who have a limited capacity for oral communication, an alternative may be a data presentation (for example, using Microsoft PowerPoint) or a presentation using Auslan, which is translated into speech by an interpreter.

Satisfactory Completion

To satisfactorily complete a VCE unit (including VCE VM units), students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about the satisfactory completion of outcomes is based on the teacher's holistic judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to those outcomes. The decision to award an S for the unit must be distinct from the assessment of levels of achievement.

Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve the outcomes of the unit. Judgements regarding satisfactory completion must not be made based on a single school-based assessment. The VCAA encourages teachers to use a range of measures other than numerical performance on assessment tasks when determining the result of an outcome.

A teacher's judgement when determining the satisfactory completion of a VCE unit must be consistent for all students, including those who are completing the VCE without the calculation of a study score.

Students who complete VCE units with or without a study score are required to:

- be assessed for satisfactory completion
- participate in school-based assessment for levels of achievement, even if a score is not provided to the VCAA.

A student may be eligible for the award of the VCE if they have submitted a range of set work (learning activities) and assessment tasks (including school-based assessments) for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed external assessments.

Students must consider the assessment requirements when making their enrolment selection, as not undertaking graded assessments for VCE studies (excluding VCE VM studies) may limit their pathway options. A student must be assessed for levels of achievement in 2 of the graded assessments per study to receive a study score. If graded assessments are not provided, the student will not receive a study score.

Satisfactory completion and levels of achievement

To satisfactorily complete a VCE unit (including VCE VM units), a student must demonstrate that they have achieved the set of outcomes as specified in the relevant study design. The decision about satisfactory completion of outcomes of a unit is entirely the decision of the school. It is based on the teacher's holistic judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) for each of the outcomes in the study design. Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve those outcomes.

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes for that study
- submitted work that is clearly their own.

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a Special Provision or both)
- the work cannot be authenticated, for example, through lack of attendance
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

For the VCE (excluding the VCE VM) the teacher makes 2 separate judgements. The S or N decision for an outcome is separate from the decision that assesses the student's level of achievement, which is used for the calculation of a study score and contribution towards an ATAR.

For all VCE units, schools must specify all set work (learning activities) and assessment (including school-based assessment) that a student must complete to achieve an S for a unit and the conditions under which the work is to be done.

At Mount Ridley P-12 College it is expected that:

- Work for an outcome is to be completed within the time frame set out for the teaching and learning of that outcome. This work will include classroom activities, regular coursework and assessment tasks (SACs and SATs).
- Students are provided within an outcomes checklist containing information about key knowledge and skills and assessment tasks/learning activities that are linked to that outcome (from the Study Design).
- Homework is an integral part of the teaching and learning process and students will be required to complete learning tasks and SAC/SAT preparation at home. Where components of a SAC or SAT are completed away from school, the teacher must be able to attest that the work produced at home is consistent with the work produced in class time.

Consequences of an N or J Result

If a student receives a Not Satisfactory (N) result for a unit, it means that they have not demonstrated achievement of one or more outcomes for that unit. A unit awarded an N does not count towards the successful completion of the VCE, which may affect their ability to satisfy VCAA requirements for completion of overall VCE / VCE VM. If outcomes are not redeemed, this may limit their eligibility to receive a study score in that subject or progress to subsequent units.

A J result indicates that there is no assessable work available for the unit, usually due to non-submission of required work or failure to meet attendance or assessment requirements. Like an N, a J result also means the unit does not count towards VCE completion.

VCE Grade Assessment Tasks

Units 1 and 2 are school assessed. Students will receive grades as an assessment of their level of performance. However, these grades will not be included on the official statement of results provided by the Victorian Curriculum and Assessment Authority (VCAA).

In every Unit 3 and 4 study students are assessed both internally and externally. VCE studies are internally assessed using 'School Assessed Coursework' (SACs) and in some studies using 'School Assessed Tasks' (SATs).

In October and November students are assessed externally during the external examination period.

VCE examinations at Mount Ridley P-12 College are conducted in accordance with VCAA and College policies. Students completing Unit 1 and 2 subjects will complete internal exams at the end of each Unit in June and November. For students completing Unit 3 and 4, students will undertake externally assessed exams in October and November. In addition to the external exams, Unit 3 and 4 students will also sit internal practice exams in either Term 4 Week 1 or the first week of the September school holidays.

VCE VM assessment

Assessment tasks and activities provided to VCE VM students to demonstrate their achievement of the set of outcomes as specified in the study design must also comply with the Pillars of Applied Learning, particularly assessment practices which promote success. VCE VM studies are based on an applied learning approach to teaching and assessment, and as such, assessment practices for the VCE VM should reflect this applied approach.

The processes for determining satisfactory completion of VCE VM units are the same as those for satisfactory completion of VCE units.

VCE VM studies contribute to satisfactorily completing the VCE, but do not include scored assessment of levels of achievement for study score calculation and do not contribute to the calculation of an ATAR.

If a student wants to receive a study score, they may choose from the wide range of VCE studies and scored VCE VET program units that include both internal and external assessment.

Redeeming outcomes: submitting further evidence for satisfactory completion

Where, in the professional judgement of the teacher, a student's work does not demonstrate achievement of the outcome, the teacher may consider other relevant and authenticated evidence of learning undertaken by the student for the unit. This may include set work (learning activities), supplementary or alternative tasks, or discussions or verbal conferences that demonstrate the student's achievement of the required Key Knowledge and Key Skills. The school may defer the decision regarding satisfactory completion to allow the student time to complete or submit further work, consistent with VCAA requirements that judgements be based on a holistic view of a student's performance rather than a single assessment task. At Mount Ridley P-12 College, students will have a maximum of 5 school days to submit further work.

Where a student has initially been awarded a Not Satisfactory (N) for an outcome, the College will provide at least two further opportunities, for the student to demonstrate achievement of the outcome. These opportunities must involve alternative tasks or evidence that differ from the original School-assessed Coursework (SAC) or School-assessed Task (SAT) and enable the student to demonstrate the required outcomes under authenticated conditions. Students may submit further evidence solely for the purpose of converting an outcome result from N to S. Students are not permitted to resubmit work to improve a school-based assessment score, and the original SAC or SAT score must stand, as the determination of satisfactory completion is separate from the assessment of levels of achievement.

Students needing to redeem outcomes, will be required to attend SAC re-sits which are conducted under authenticated and supervised conditions and occur after school in Senior Willandra 6 and 7, or during a timetabled study session where this has been approved in consultation with the Director of Senior Years (VCE/VM) Accountability. Where a student is absent from a scheduled re-sit, appropriate documentation must be provided to the Director of Senior Years (VCE/VM) Accountability within 24 hours of the student's return to school. Failure to provide acceptable documentation may result in no further opportunity being offered, with the potential for the student to receive an overall Not Satisfactory (N) for the unit.

All SAC re-sit and alternative task arrangements, outcomes and supporting evidence must be documented to ensure fairness, transparency and compliance with VCAA assessment and audit requirements.

Mount Ridley P-12 College Satisfactory (S) / Non-Satisfactory (N) Process

Parents and carers will receive regular correspondence through Compass to keep them informed of their child's academic progress, including matters relating to Satisfactory (S) and Not Satisfactory (N) outcomes. Compass serves as the central platform for the formal recording and communication of student progress updates. In addition to Compass notifications, classroom teachers are expected to maintain clear and proactive lines of communication with parents and carers regarding student progress through phone calls, email or in-person, as appropriate. At the College, three key Compass templates are used to support consistent and transparent communication in relation to student Satisfactory and Not Satisfactory processes.

- **Early Notification of Risk of N:** An 'Early Notification of Risk of N' is issued during the teaching of an outcome to formally advise a student and their parent/carer that they are not currently demonstrating satisfactory progress towards achievement of the outcome. This may be due to incomplete classwork or checklist tasks, failure to submit required homework by the due date, or unsatisfactory attendance. The purpose of the Early Notification is to alert the student and their parent/carer that they are at risk of being awarded a Not Satisfactory (N) for the outcome and to provide adequate time for the student to address identified issues, access additional support and make progress prior to the practice SAC and the SAC.
- **Preliminary Notification of an N:** A 'Preliminary Notification of N' is issued where a student's learning behaviours and progress toward the outcome remain unchanged following the 'Early Notification of Risk of N.' This notification is typically logged approximately two weeks after the Early Notification, where there is continued evidence that the student is not demonstrating satisfactory progress. Indicators may include ongoing missed deadlines resulting in incomplete evidence for required work, a continued inability to work appropriately or independently in class, persistent disorganisation preventing completion of tasks, failure to demonstrate the required Key Knowledge and Key Skills through authenticated classwork, unsatisfactory performance or non-attendance at a Practice SAC, or a substantial breach of attendance requirements.

At this stage, successful parent/carer contact must occur, typically via phone, to clearly communicate the concerns, outline expectations, and identify targeted interventions and support strategies. This communication, along with the 'Preliminary Notification of N' template, must be documented on Compass. The purpose of the 'Preliminary Notification of N' is to clearly signal that the student remains at risk of not satisfactorily demonstrating the outcome/s and to provide a minimum of two final structured opportunities for the student to address concerns and demonstrate improvement prior to a final decision regarding outcome completion, in accordance with VCAA requirements.

- **Non-Satisfactory (N) Notification:** Prior to the allocation of an N result, multiple interventions and frequent communication with parents/carers must have occurred, with all correspondence documented on Compass. Successful parent contact is required to ensure that students and families are aware of the concerns and understand the steps required to redeem the outcome. Where a student fails to demonstrate satisfactory achievement after these processes have been followed, a Notification of N is recorded, confirming that the outcome has not been met in accordance with VCAA requirements.

Unscored VCE

The VCE provides the option for individual students to satisfactorily complete a VCE unit without being assessed for levels of achievement in some or all school-based graded assessments. The VCAA has directed that "this option should only be applied in response to individual student need, and not as an alternative VCE program for a cohort of students". In some instances, it may be appropriate for some students to complete VCE units without completing all the graded assessments or sitting the exam. In this case a Study Score will not be calculated for that subject/s, however, a student would still be eligible for satisfactory completion of the unit/s provided the student demonstrates the required outcomes.

It is important that students are encouraged to undertake scored assessment wherever possible as it is the best way to maximise opportunities and pathways to further education and training.

Unscored or Non-ATAR VCE may be an option for a student undertaking Year 12 VCE. This option is only available where full parent/carer consent is obtained and will be put into place by the end of Term 3 in the final year of the student's VCE year.

Students undertaking Unsourced VCE will not be awarded an ATAR therefore entry to university is not available immediately following Year 12. Unsourced VCE students will not be required to complete the end of year examinations and will not be awarded study scores for any of the studies they are completing.

When an 'Unsourced VCE' is approved by the College Principal and the parent/carer the student will still be required to:

- Pass both Unit 3 and 4 of English and Unit 3 and 4 of at least 3 other subjects
- Complete SACs that are scored as satisfactory or unsatisfactory (*from the time that the Unsourced VCE is approved),
- Complete all home study and other tasks as assigned by the Year 12 subject teacher.

Students are required to:

- Maintain 85% attendance,
- Complete a minimum of 10 hours of home study per week including school holidays.

At Mount Ridley P-12 College, any student considering an Unsourced VCE is required to:

- Maintain a Grade Point Average (GPA) of 4.0 or higher
- Maintain up-to-date Course Work
- Meet with members of the Senior Years Leadership team (their parent/carer),
- Consider that Unsourced VCE will not be decided until Term Two – this is at the discretion of the Senior Team,
- Sign an Unsourced VCE contract once approval has been given,
- Consider that final approval for an Unsourced VCE is the decision of the Principal of Mount Ridley P-12 College.

School Based Assessment

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA's rules and the school's rules and procedures for VCE school-based assessments, including the rules for authentication of school-based assessments.

There are three forms of School-based Assessment:

- **School-assessed Coursework (SACs)** is made up of several assessment tasks that are specified in the study design. These assessment tasks are used to assess the learning outcomes. The assessment tasks are part of the regular teaching and learning program and are also important preparation for examinations. They must be completed during class time, mostly under exam conditions, and within a limited time frame.
 - SACs at Units 3 and 4 are comprised of a set of tasks that assess each student's level of achievement outcomes as specified in the study design. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.
- **School-assessed Tasks (SATs)** are set by the VCAA to assess specific sets of practical skills and knowledge. A SAT usually reflects a long-term piece of work, showing the development of the work through planning and drafting to completion. This often involves students completing a portion of the task at home and requires regular sightings of the work in progress by the teacher. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.
- **General Coursework:** These consist of a variety of learning tasks that students undertake that contribute to their attainment of key knowledge and skills. Although not used for grade determination, these tasks can be utilised by teachers to determine whether a student has achieved the outcomes required to obtain satisfactory completion of a VCE unit.

School policies and procedures, including the conditions and rules under which School-based Assessment will take place, must be communicated to students and parents/carers at the beginning of the academic year or when a student enrolls in any Victorian Certificate of Education (VCE) unit at the school. At Mount Ridley P-12 College this is outlined in the VCE Handbook and is updated each year.

Each VCE Unit result must be determined on the basis of evidence of achievement completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs late in the year before enrolment. At Mount Ridley P-12 College the VCE Step Up Program is 2-weeks in duration and must not include formal School-based Assessment.

SAC and SAT feedback to students

SACs may be returned to students once all students have completed the task and the SAC has been marked. The SAC score should be reported to students as a numerical grade with a clear disclaimer relating to the conditional nature of the score that may change during VCAA statistical moderation.

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

- Advice on particular problem areas.
- Advice on where and how improvements can be made for further learning.
- Reporting S (Satisfactory) or N (Not Satisfactory) decisions and/or written comments on students' performance.

Grade and feedback will be reported via Learning Tasks on Compass.

As per the College Assessment and Reporting Policy, work is to be returned with meaningful feedback in a time period of 2 weeks from the initial assessment date. This is a maximum period of time, whereas at VCE, teachers are expected to provide initial feedback and an indicative assessment score within 7 days. All VCE assessments undergo a moderation process, and final scores are released to students only after moderation is complete. Teachers ARE NOT permitted to mark or provide comments on any draft of work that is to be submitted for coursework assessment.

A staff member may in the process of returning completed SACs undertake the following approach:

- Provide students the original copy with feedback
- Provide students time with the original copy, and collect the SAC, allowing students to retain feedback.

In this instance the staff member can opt to undertake the following:

- If asked by a student, provide original copy whilst retaining a photocopy
- Return all original SACs for examination revision at the conclusion of Units 2 and 4.

Moderation

To ensure consistency in assessment, the College will undertake moderation of teacher assessments both within and outside of the College. Moderation is a process in which the assessments of teachers are compared across classes completing similar assessment tasks, with the objective of ensuring that individual teachers are consistently applying the assessment criteria to all tasks. The VCAA demands moderation of assessments when a class contains less than five students and recommends moderation when classes contain between 5 and 20 students

Statistical Moderation

School-based Assessment is an important part of the VCE. In many studies, it contributes 50 per cent towards the calculation of a student's study score. To ensure fairness when study scores are calculated, it is important that School-based Assessments made by all schools are comparable.

The VCE program gives teachers some flexibility in deciding which teaching and learning activities and coursework assessment tasks they will use to assess the learning outcomes specified in each study design. As a result, coursework assessment from different schools will sometimes be based on different sets of assessment activities, even though they are assessing the same learning outcomes, and therefore cannot be compared.

The VCAA acknowledges that teachers are best placed to measure students' academic achievement, however, measurements are only comparable when they are expressed on the same scale. It is important to remember that statistical moderation does not change the relative performance of students within the statistical moderation. For each VCE and VCE VET program, the VCAA uses statistical moderation to express students' achievement from all schools on the same scale. This provides fairness for students across the state. To ensure comparability of assessment of School-based Assessment from different schools, the VCAA will apply statistical procedures to each moderation group, study by study.

For VCE studies, moderation groups are the cohort of students in each school undertaking the study, or the total cohort of students from schools that combine for the purposes of assessment and moderation for a particular study. For VCE VET programs with scored assessment, the moderation group is the Assessing Group which can be:

- home school: a teacher from the school delivers and assesses the scored Unit 3/4 sequence from the VCE VET program
- RTO: students attend an external RTO for delivery of the scored Unit 3/4 sequence from the VCE VET program
- other: students attend another school as part of a VET cluster for delivery of the scored Unit 3/4 sequence from the VCE VET program.

The Assessing Group will be used to define which moderation group students are placed into and subsequently which group statistical moderation will be applied to when completing a scored VCE VET Units 3/4 sequence.

Statistical moderation realigns the levels and spread of each school's assessments of its students in a particular study, to match the level and spread of the same students' scores on a common external score. Because the external score is based on examinations done by all students across Victoria, it is a common standard against which school assessments can be compared.

Each VCE study includes at least one external assessment and the VCAA will use the external assessments in each study as the basis for statistical moderation of school's assessments. In studies with two external assessments, scores from both will be used.

The VCE assessment program also includes the General Achievement Test (GAT). Rather than using examination scores alone, statistical moderation uses GAT and examination scores if they are a better match with school assessments in the same cohort. In all such cases, the examination scores will always be the major influence.

For statistical moderation, each school's assessments in a study are treated as a single group, not as separate teaching classes. Each school should have established procedures for making School-based Assessments and should apply these procedures consistently. There should be consistency of decisions made by teachers of individual studies and consistency of decisions made by multiple teachers of one study.

The GAT (General Achievement Test)

The General Achievement Test (GAT) is usually conducted in June and is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessment and examinations have been accurately assessed.

GAT results are also used in the calculation of the DES (Derived Examination Score). The VCAA may use a student's GAT scores to:

- contribute to the statistical moderation of School-based Assessments
- calculate a Derived Exam Score
- check the accuracy of external assessment marking.

The GAT is structured into Section A and Section B, each of which is administered in separate sessions on the same day.

Section A comprises:

- a 2-part writing task
- 50 numeracy multiple-choice questions
- 50 reading multiple-choice questions.

Section B comprises:

- an extended writing task
- 25 mathematics, science and technology multiple-choice questions
- 25 arts and humanities multiple-choice questions.

Who sits the GAT

Both Sections A and B

Students who are enrolled in one or more scored VCE or VCE VET Unit 3–4 sequences including:

- students not planning to undertake scored assessment
- students who have met the literacy and numeracy standards in the previous year.

Section A only

Students who are enrolled in one or more VCE VM Unit 3–4 sequence but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequence

If a student has met the standards in a previous year and is enrolled in VCE VM but not in any VCE or scored VCE VET Unit 3–4 sequences, they will not be expected to sit Section A. However, they may do so if they wish.

Exemption from the GAT

It is important for students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence to sit Sections A and B of the GAT, and for students enrolled in one or more VCE VM Unit 3–4 sequence to sit Section A. An exemption from sitting the GAT may be granted to an individual on the basis of an application that meets one or more of the following circumstances.

Special Examination Arrangements

A request for an exemption from the GAT on the grounds of requiring SEAs will not be approved unless the necessary arrangements exceed those normally offered for the GAT.

Students who experience the onset of an illness, the exacerbation of an existing condition or the occurrence of an injury or personal trauma in the period before or on the day of the GAT should discuss applying for Emergency Special Examination Arrangements with the Director of VCE/VM Accountability, who may assist them to sit the GAT.

Eligibility for exemption from the GAT

A student may be deemed eligible for an exemption from the GAT if they meet one or more of the following criteria:

- they have a condition, circumstance or impairment for which arrangements cannot reasonably be made. SEAs for the GAT can be provided for students with a vision impairment or students who are deaf or hard of hearing
- they are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event
- they are employed and cannot be absent from work (evidence from their employer is required).

A personal trauma may include the death or serious illness of, or an accident involving, a family member.

A serious intervening event may include:

- an accident before or on the day of the GAT
- attendance at a funeral of a family member or other person of close relationship
- required attendance at a legal proceeding.

Applications submitted based on illness, injury, personal trauma or a serious intervening event require evidence from an appropriate professional.

An application for an exemption from the GAT cannot be submitted solely based on the following circumstances, which are described more fully below:

- a student requiring SEAs
- a student not completing any graded assessment
- Interrupted Studies status or compassionate late withdrawal
- a student being interstate or overseas at the time of the GAT.

The VCAA applies statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external examinations and adjusts school scores if necessary.

In some studies, statistical moderation will also use GAT scores. This will only be done if it provides a better match with schools' School-based Assessments throughout the state. The examination scores will always have the major influence in the statistical moderation calculations.

The GAT is used as part of a final check on external examination scores. If the final score for an external assessment is significantly different from the score by the GAT, school indicative grades and any other external assessment final scores for the study, the external assessment will be assessed again by the Chief Assessor.

Scores may go up or stay the same but will not go down as a result of this final check.

Examinations

It is the Mount Ridley P-12 College policy that all students will attend, attempt the examinations to the best of their ability and stay for the duration of each exam.

If a student cannot attend an examination, it is vital that they notify the Director of Senior Years (Years 10-12) Accountability as soon as possible. Where a student is eligible, an application for a Derived Examination Score can be made (see Special Provision).

Students should note that VCAA makes no allowances for students missing examinations due to misread timetables, late buses, broken down cars etc.

Units 1 and 2 subjects have exams at the end of each semester.

All Units 3 and 4 subjects have exams in October/November. The Units 3 and 4 examination timetable is available from www.vcaa.vic.edu.au and usually available by the end of May.

VCAA examination rules are also published on their website and will be given out to students prior to exams commencing.

Students at Mount Ridley P-12 College are required to remain in the examination room for the duration of all examinations.

Study Scores and the ATAR

A study score for each subject is calculated using the student's moderated School-assessed Coursework scores, scores for School-assessed Tasks, and examination scores for each study. This score is used by the Victorian Tertiary Admissions Centre (VTAC) for the calculation of the student's Australian Tertiary Admissions Rank (ATAR).

The study score indicates how a student performed in relation to all others who took the study. The study score has a maximum of 50. Study scores of 23 to 37 indicate the student is in the middle range. A score above 38 indicates that the student is in the top 15 percent of students in the study.

To receive a study score, students must achieve two or more Graded Assessments in the study and receive S for both Units 3 and 4 in the same year.

VCAA rules for authentication of School-based Assessment

The VCAA sets down rules which a student must observe when preparing work for assessment by the school. They are:

- a student must ensure that all unacknowledged work submitted for assessment is their own
- a student must acknowledge all resources used, including:
 - texts, websites and other source material
 - the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another person, including their teacher, in the preparation and submission of work
- acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
 - prompting and general advice from another person or source, which leads to refinements and/or self-correction
- unacceptable forms of assistance include:
 - use of or copying another person's work, including their teacher's work, or other resources without acknowledgement
 - use of or copying sample answers provided by their teacher or another person
 - corrections or improvements made or dictated by another person, including their teacher
- a student must not submit the same piece of work for assessment in more than one study, or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules
- in considering if a student's work is their own, teachers should consider if the work:
 - is atypical of other work produced by the student
 - is inconsistent with the teacher's knowledge of the student's ability
 - contains unacknowledged material
 - has not been sighted and monitored by the teacher during its development.

SECTION 4: WORK SUBMISSION

School Assessment Due Dates

Deadlines and due dates are set by the College for the completion of tasks. Failing to meet a school deadline may jeopardise a student's chances of receiving an S for the unit. Important school assessment includes:

- School-assessed Coursework (SACs): The dates for all coursework tasks (SACs) are set by the subject teacher and clearly communicated to students via Compass. These dates are final. Students who are absent on these dates must consult the Attendance and Special Provision policies.
- School-assessed Tasks (SATs): these dates have been set by the subject teacher and published at the beginning of a unit. These dates are final. If a student is on an excursion, camp, sporting activity or other extra-curricular activity on the day a SAT is due, they must still submit the work by 3.30pm on the due date unless an extension is granted.
 - If the class teacher is absent on the day the SAT is due, the SAT is to be submitted to the relevant member of the Senior School Leadership Team, who will sign and date the work.
- Set tasks for the achievement of learning outcomes: When dates are set by teachers for the completion of set tasks towards achieving a learning outcome, these dates are final.

Considerations for teachers when determining school assessment dates:

- Provided students with assessment due dates well in advance.
- Checked and aligned dates with 'MRC Important Administrative Dates'
- Considered student workload across subjects when scheduling tasks.
- Ensured sufficient time is given to support authentication requirements.
- Carefully decided when detailed task information is released to students.
- Reviewed whether any students or groups require an extension due to insufficient time to complete School-based Assessment.
- Make adjustments where students have not been given appropriate or equitable time to undertake or complete assessment tasks.
- Where there are multiple classes, the SAC is scheduled within the same working week.

Rescheduling assessment tasks for an entire class

If teachers wish to reschedule an assessment task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to all students in the class or classes.

An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

Attendance

The College Student Attendance Policy is in line with the VCAA requirements. Consistent attendance is imperative, as this is what is required by the VCAA in order to award students their VCE and/or VCE VM certificate. Work which cannot be authenticated will not be accepted for assessment and will be awarded 'N'. The College advises that extended periods of absence (i.e.: family holidays) do not occur during the time students undertake their VCE or VCE VM, unless there are exceptionally mitigating and unavoidable circumstances; at which point students must submit a VCE Extended Absence Notification and Learning Plan to the VCE/VM Accountability team three weeks prior to the proposed absence. This document must be signed by both the student and their parent/carer. Following submission of the completed and signed document, the VCE/VM Accountability team will review the request and communicate with the student and family regarding whether the proposed absence is recommended, based on its anticipated impact on the student's academic program.

As per the College Student Attendance Policy, it is an expectation that students in the Senior Years Mini School achieve a minimum of 85% attendance. The individual circumstances of each student will be taken into account. Students in VCE/VCE VM must provide a medical certificate if they are absent on the day of a School-Assessed Coursework (SAC). They will be required to sit the SAC at the next available opportunity, which may include their next scheduled class, a Senior Years SAC resit session, or an alternate time determined by the Senior Years Leadership Team.

A Unit of study is defined as equivalent to approximately 100 hours of study. It is expected that schools will offer 50 hours of formal classes (VCAA VCE Handbook), and Mount Ridley P-12 College requires that students attend no less than 85% of class time. Failure to meet this requirement may result in an N for the Unit of work. This College based decision is final and not subject to VCAA appeal.

Authorised absences are not a VCAA breach of attendance. All VCE and VCE VM studies are based on an assumption of regular attendance and active involvement in classroom activities. Students, whose attendance is poor, are likely to have trouble in completing all the assessment tasks satisfactorily and may result in the teacher being unable to authenticate the students' work.

Group excursions and extra-curricular activities (such as sport, student leadership, drama productions, etc.) are recognised as approved absences. Official documentation needs to be given to the subject teacher(s) prior to the absence. If there is a reason (not covered by medical certificates) why the student cannot attend school (e.g. family emergency), the student can apply to the Director of VCE/VM Accountability for a VCE/VCE VM approved absence, which is regarded in the same manner as a medical certificate.

Participation in non-curriculum-based programs will be subject to the approval by the Senior Years Leadership team. The criteria for approval will be based on meeting the attendance and academic requirements of the VCE and VCE VM.

Where student attendance is causing concern the subject teacher, the Mentor teacher, Senior Engagement team, Senior Accountability team, or any member of the Senior Mini School Leadership team may elect to speak with the student and parents about this matter. If the student's attendance is not rectified to meet the requirement, an N (Non-Satisfactory) result may be awarded for the Unit in question, and parents will be notified prior to the N being awarded. Cases in which students' attendance is likely to fall below the prescribed minimum due to prolonged illness may be given special consideration and exemptions from the usual requirements may be made at the discretion of the College Principal. If a student is in this situation, they seek advice from the Director of VCE/VM Accountability at the earliest convenience.

In circumstances where students have completed work, and even satisfied outcomes for a particular study, but there has been a substantive breach of the attendance rules above, the student may be awarded an N (Non-Satisfactory) Unit result by the Director of VCE/VM Accountability upon discussion of the matter with the relevant subject teacher. If the student wishes to appeal against a school decision, then the appropriate procedure described in the most recent VCAA VCE Handbook must be followed.

It is the responsibility of the student who is absent to find out what work was covered in the missed classes and what work may have been set at that time and to act accordingly.

Absence from VCE assessments

All students must attend and complete scheduled assessments. If a student is unable to attend due to illness, a medical certificate verifying their unfitness to attend is required, even for rescheduled assessments coordinated with the VCE/VCE VM Accountability team. Absent students with legitimate cause, substantiated by documentary evidence, may be granted dispensation to complete an equivalent task at an alternative date. All missed SACs will be rescheduled at the discretion of the subject teacher and the VCE/VCE VM Accountability team.

Should a student have a clash with a SAC and a College event, the student should advise the VCE/VCE VM Accountability team and subject teacher in advance of their absence.

Supportive evidence such as a doctor's certificate (dated on the same day or immediately prior to the SAC date) or other relevant independent documentation, especially in cases of family or personal crises must be submitted either on the student's first day back at school or within five school days of the first day of absence, whichever occurs first. Certificates must cover the specific date(s) of the assessment and must not be backdated.

Upon return to school, it is the student's responsibility to make contact with their teacher to arrange completion of the SAC. The school will determine an appropriate time and conditions for the assessment to

be completed, ensuring consistency with VCE requirements and fairness across the cohort. This may include the student's next scheduled class, a Senior Years SAC resit session, or an alternate time determined by the Senior Years Leadership Team. A maximum time extension of 3-days is permitted.

Failure to provide appropriate documentation within the required timeframe, or failure to engage in the process of arranging the SAC upon return, may result in the student not being eligible to complete the SAC for a score.

All SACs completed following an absence must be undertaken under conditions that allow for appropriate authentication of student work. Decisions regarding timing, conditions, and eligibility remain at the discretion of the College.

Where a student is absent on the due date of a School-assessed Task (SAT), this does not exempt them from submission requirements. Students must submit all work completed up to the due date. Absence on the due date does not extend or defer submission requirements. Any work already submitted, sighted, or held by the teacher at the due date will be considered the student's final submission for assessment.

Repeated absence from VCE assessments

Students who are absent from a SAC due to illness are required to provide appropriate documentation in order to be eligible to complete the task at a later time for a score.

Where a student is absent from multiple SACs within a Unit, or across a short period of time, the College will initiate a review process to ensure that appropriate supports are in place and that assessment conditions remain fair and consistent for all students. This process applies regardless of the reason or documentation provided.

As part of this review, a meeting with the student and their parent/carer will be scheduled. This meeting will consider the student's overall attendance, coursework completion, and progress toward demonstrating the required knowledge and skills. The purpose of this process is to establish a clear and supportive plan for the completion of outstanding SACs and to ensure that the student is able to meet authentication requirements. Where a student has missed multiple SACs within the same Unit, including where medical certificates have been provided for more than one SAC, the school may determine that further deferral of SACs is not appropriate. In such cases, students may be required to complete assessment under conditions determined by the school, may not be eligible to complete additional SACs for a score, or may have the score from a SAC adjusted (moderated) where necessary.

In line with VCE requirements, satisfactory completion is based on a student's consistent and authenticated demonstration of the key knowledge and skills over time, rather than isolated or significantly delayed assessment opportunities. Repeated absences from SACs may impact the school's ability to verify student work under appropriate conditions.

This process does not apply to students with a documented, ongoing medical condition. In such cases, the school will work with the student and their family in accordance with VCAA Special Provision guidelines for students whose illness is chronic, or whose condition recurs or persists over time, and appropriate adjustments will be made to support equitable access to assessment.

Where absences are ongoing, the school will continue to work with the student and their family to determine appropriate supports, which may include the development of a Student Support Plan or consideration of Special Provision where applicable.

Failure to submit or present for SACs/ SATs on due date.

A student who fails to submit an extended SAC/ SAT by the due date and who has not been granted an extension of time by the may either:

- have the SAC/SAT accepted late (within the current unit) and graded for the purposes of determining an 'S' for the unit. This student will, however, be awarded a zero grade for the assessment task.
- not have the SAC/SAT accepted late, and be given an 'N' for the work and, in effect, for the unit.

Whichever alternative applies will be determined by the Principal or Principal delegate, after consideration of the circumstances applying to the case.

Lost, Damaged or Stolen SATs

If a teacher or student has lost a School-assessed Task, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed and dated by student and teacher. The school completes the Report on lost, stolen or damaged School-assessed Tasks and Externally-assessed Tasks form, enters an estimated score on VASS, and sends the form by email to VCAA.

The Director of Senior Years (Years 10-12) Accountability, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment.

Care in use of Computers

A student who uses a computer to produce work for assessment is responsible for ensuring 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 (either notes, drafts or regular print-outs) are produced regularly to meet drafting and authentication requirements.
- Each time changes are made the work is saved onto a backup file/USB. The backup file/USB should not be stored with the computer.

SECTION 5: VET IN SCHOOLS

Students at Mount Ridley P-12 College have the opportunity to take VET (Vocational Education and Training) subjects during their senior years. These subjects are in addition to school-based VCE and VCE VM subjects and allow students to complete certificate level qualifications through a range of different Registered Training Organisations (RTOs).

External VET subjects are completed primarily on Wednesdays or Fridays and students travel from the College to attend classes at various places such as Kangan TAFE Broadmeadows and Melbourne Polytechnic Epping.

VET subjects contribute towards successful completion of the VCE VM and towards the VCE, either as a unit credit or as a scored subject.

School-based Apprenticeships and Traineeships

In School-based Apprenticeships and Traineeships, students undertake a vocational training program within a part-time employment arrangement.

Each student is required to enter into a formal training contract. The School-based Apprenticeship or Traineeship comprises:

- enrolment in the VCE or VCE VM
- enrolment with a Registered Training Organisation (RTO) in a structured vocational program that leads to a vocational training qualification
- part-time, paid work under an industrial agreement that recognises School-based Apprenticeships and Traineeships
- at least one timetabled day spent on the job or in training during the normal school week
- at least seven hours of employment and six hours of training undertaken per week.

A student may only undertake a School-based Apprenticeship or Traineeship if the following conditions are met:

- the student is 15 years of age or over
- the student is an Australian citizen or a permanent resident
- the student is in relevant employment
- the principal, or principal's delegate, has signed the training plan and the student is enrolled in a nationally recognised qualification that can be undertaken as a School-based Apprenticeship or Traineeship.

SECTION 6: AUTHENTICATION

Students must submit for assessment only work that is their own. All assistance that is received by the student in producing the work must be acknowledged and obvious to the teacher and assessor

Strategies for avoiding authentication problems

To reduce the possibility of authentication problems occurring in VCE Units 1–4, or problems being difficult to resolve:

- Teachers should ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
- A significant amount of class time should be spent on the task so that the teacher is familiar with the student's work in progress and can regularly monitor and discuss aspects of the work with each student.
- Students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research.
- Copies of each student's written work should be filed at given stages in their development.
- Assessment tasks should not be recycled unless significant modifications are made to ensure that students are unable to use other students' work from a previous academic year.

- Where commercially produced tasks are being used for school-based assessment it is the responsibility of the subject teachers to ensure the tasks meet the requirements of the study design and that modifications are made for authentication purposes.
- If there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record keeping, as cross-marking sometimes reveals possible breaches of authentication. The early liaison on topics and sharing of draft student work between teachers enables earlier identification of possible authentication problems and the implementation of appropriate action.
- Where multiple classes undertake the same VCE subject, the development and administration of School-assessed Coursework (SACs) must ensure equity, authentication, and consistency. Teachers are required to minimise the time lag between classes when delivering the same SAC; where this is not possible, the assessment task **must** be appropriately modified so that each class undertakes a substantially equivalent but different version of the task. All SACs must be conducted within the same school week to reduce the risk of authentication issues and to prevent any unintended advantage through prior knowledge or additional preparation time.
- Students should acknowledge tutors, if they have them, and to discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.
- Teachers of subjects that involve SATs should take steps to record information concurrently during all stages of the task. Notes on student progress, along with student feedback, should be provided to students at pre-determined “observation points” throughout the SAT. Whilst teachers may have their own method of tracking authentication, a document entitled “Authentication Record Form” will be available on the web-page for individual VCE studies for teachers to employ.

Identifying authentication problems

Teachers must satisfy themselves about the authenticity of any student work that:

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

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student’s own.

The student must provide evidence that the work submitted is their own and was completed in accordance with the VCAA’s requirements,

Authentication of school-assessed coursework (SACs)

Teachers must develop programs of study that include appropriate set work (learning activities) to enable students to demonstrate achievement of outcomes. To make sure that the work submitted by the students is clearly their own, undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether there is provision for the use of support materials and technology.

Authentication of school-assessed tasks (SATs)

Teachers must make sure that there is a sufficient range of topics within their SATs to distinguish each student’s work and, therefore, to assist in the authentication process.

Teachers are required to follow the authentication advice in the relevant *Administrative information for school-based assessment* for their VCE study, available on the VCAA website. This is to make sure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student’s authorship or ownership of the work.

Teachers must monitor and record each student's work development, from planning and drafting through to completion, in the study-specific **Authentication record** form, also available on the relevant VCE study webpage. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

Student Assessment Declaration

All school-based assessment tasks must include the College's common cover page, which incorporates a student declaration. By signing this declaration, students confirm that the work submitted is their own, that all sources have been appropriately acknowledged, and that the task has been completed in accordance with College policies and assessment requirements. The signed declaration also affirms that students understand the consequences of submitting work that is not authentic or that breaches academic integrity expectations. Assessment tasks will not be accepted without a completed and signed student declaration.

Work completed outside class

Most work for the assessment of Unit outcomes and School-assessed Coursework will be completed in class; however, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to gaining key knowledge and skills outside of class time.

Additional work and study undertaken outside of class time will be required as part of the student's regular learning program. The setting and marking of work with a formative focus provides students with the opportunity to develop their knowledge and skills, and for teachers to provide diagnostic feedback.

A task for the assessment of Unit outcomes may require preliminary preparation and activities associated with the task (for example, gathering necessary research data). The amount of work to be completed as homework is decided by the teacher, taking into account the nature, scope and purpose of the task. Students should be advised just before beginning the task that some information or data might be collected outside the classroom.

For School-assessed Coursework undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the **'Authentication Record for School-based Assessment'** form (available as a download on the Victorian Assessment Software System, or VASS).

Drafting

Teachers are not required to formally sight drafts or record students' completion of drafts unless it is a requirement of the VCE study design and/or for authentication purposes. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for School-assessed Coursework; however, students and teachers must ensure they follow the VCAA authentication rules regarding acceptable levels of assistance in relation to providing feedback on the draft, in order to maintain the integrity of the School-assessed Coursework and ensure the authenticity of the student work.

Use of generative artificial intelligence

The rapid emergence of generative artificial intelligence (genAI) presents both challenges and opportunities for schools in administering school-based assessments. While the integration of assistive technologies in teaching and learning can promote student autonomy and engagement, the ubiquitous use of these technologies may pose a challenge for the authentication of some assessment tasks. Authentication issues for the use of AI can be mitigated by facilitating hand written in-class learning activities and assessments.

Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity. It must be investigated under the school's policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment.

Students should be provided with appropriate guidance to ensure there is no misunderstanding of the consequences if genAI is used to misrepresent their learning. Teachers should draw on the range of strategies already in place to authenticate learning, building an informed relationship with students as they observe and guide their engagement. These strategies support the importance of tasks that promote transparency in student decision-making, reflection, feedback and collection of evidence of learning.

SECTION 7: BREACH OF VCAA RULES

Principals are responsible for the administration of VCAA rules and instructions in their schools.

VCE / VCE VM school based assessments, written examinations, and the General Achievement Test (GAT)

Students are required to observe the following rules for the conduct of VCE written examinations and the GAT conducted by or on behalf of the VCAA, as well as the day-to-day rules of their school and of the venue. These rules also include school based assessment at Mount Ridley P-12 College.

VCAA rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments.

All supervisors are issued with directions for the administration of VCE written examinations and the GAT and are required to report all alleged breaches of these rules to the VCAA.

Supervisors have the right to check any authorised materials that are taken into a VCE written examinations and the GAT.

1. Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
2. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
3. Students must not present for a VCE external assessment in another student's place.
4. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
5. Students must obey and observe all instructions or directions given by their supervisor.
6. Students must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of VCAA rules.
7. Students attending a VCE external assessment may bring only the materials and equipment approved for that external assessment into the examination room.
8. Students must not possess mobile phones and electronic devices that can store, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.
9. Students detected with any device defined in rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to the VCAA or its agents to enable the interrogation of the device.
10. Students must not bring into or possess in the examination room any drinks or food, except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.
11. Students must not communicate with any other student while the VCE external assessment is being conducted.
12. Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.
13. Students must not remove or tear out any part of a bound reference, answer book, question/task book or question and answer book except where permitted, for example, formula sheets.
14. Students must not remove any response material, used or unused, from the examination room.
15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. Students must raise their hand if they wish to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor.
18. Students will not be permitted to leave the VCE external assessment before 30 minutes have elapsed from the start of writing time.
19. Students will not be permitted to leave in the last five minutes of the VCE external assessment.
20. Students must cease writing when instructed to do so by a supervisor.
21. Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately should report the incident to the Director of VCE/VM Accountability, who will consult with the Assistant Principal (Year 7 – 12 Curriculum Programs) and a preliminary investigation will occur. If this investigation supports the allegations, the investigating person should interview the student and allow them to respond to the allegations. Where this interview suggests that there is substance to the allegations, the matter should be referred to a hearing. If the alleged breach raises questions about whether the student's work is genuinely their own, the student's work should not be accepted for assessment pending investigation. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Students should be asked to provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements.

Students should be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of other work
- complete, under supervision, a supplementary assessment task related to the original task
- attend a hearing or complete a test to demonstrate understanding of the work

If this stage of the investigation shows there is continuing doubt about the full authentication of the student's work, the matter should proceed to a hearing.

Hearings

Following its preliminary investigation, if the school believes that there is evidence that the allegations against the student have substance, the student should be asked to attend a hearing in which they will have the opportunity to respond to the allegations against them. This hearing must be conducted using the following guidelines:

- The hearing panel must consist of at least two, but no more than three, teachers (the study teacher and up to two representatives of the College Principal).
- All members of the panel must understand the purpose of the hearing and, if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions.

The student will be given at least 24 hours' notice in writing of the hearing, clearly stating the allegations against the student, the purpose of the hearing, the date, time, place and expected length of the hearing, the composition of the panel, advice that a parent or carer may accompany the student to the hearing in a support role (though not as an advocate), the name of the person with whom the student may clarify procedures, and, if applicable, advise that the student look at the copy of their work prior to the hearing and an instruction to take their copy of the work to the hearing. (The school should still be in possession of the original work.)

The hearing should be conducted in an environment in which the student feels comfortable.

During the hearing the panel must:

- explain clearly to the student the purpose of the hearing, the rules allegedly breached and the possible outcomes
- present any necessary evidence collected earlier to support the case, giving the student an opportunity to respond to the allegations against them
- pose questions and conduct the hearing in a way that allows the student to feel as comfortable as possible in the circumstances.

If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The panel should report to the College Principal on its findings and may recommend to the College Principal what penalty, if any, should be imposed on the student. If the school is satisfied, on the basis of evidence, that there has been a breach of rules, the College Principal has the power to determine what action should be taken. possible penalties could include:

- a verbal or written warning
- detention or suspension

- refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome.

If a decision is made to impose a penalty, the College must notify the student in writing within fourteen days of the decision being made. This notification must include:

- the nature of the breach of rules by the student
- the reasons for making the decision and the supporting evidence
- the penalty that will be imposed
- advice about the student's right to appeal to the VCAA
- advice that the appeal must be lodged within 14 days of receipt of notification from the College Principal.
- The school will keep appropriate documentation regarding the breach of rules.

The Director of VCE/VM Accountability will inform the student of the outcome once a decision has been finalised.

Student appeals against school decision about breaches of VCAA rules

Section 2.5.21 of the Education and Training Reform Act provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the VCAA assessment rules relating to school-based assessments. This right of appeal **does not** apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the VCAA Chief Executive Officer (CEO) no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the VCAA CEO must nominate an employee of the Secretary of the Victorian Department of Education to interview the parties to the appeal and attempt to resolve the matter.

Notice of School Decision Following Interviews

Not later than seven days after the interview conducted by the VCAA, the school must, by notice in writing, advise the student and the VCAA that, in relation to the student, one of the following decisions has been made by the school

- It has rescinded its decision and any penalty imposed.
- It has rescinded the penalty imposed.
- It has reduced the penalty imposed.
- It confirms both the decision and the penalty imposed.

Student Appeal

If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn.

On receipt of a notice from the school that contains one of the following decisions, the VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed:

- The school has rescinded the penalty imposed.
- The school has reduced the penalty imposed.
- The school confirms both the decision and the penalty imposed.

Appeal Hearing

If a student elects to proceed with an appeal, the Chief Executive Officer of the VCAA must refer the appeal to a Review Committee for hearing and determination. An appeal of this nature is conducted as a re-hearing (that is, hearing the evidence from both the student and the school, from the beginning, and the Review Committee makes its own decision on the evidence. It is not a review of the school's procedures and handling of the allegation/s against the student).

If the Review Committee is satisfied on the balance of probabilities that the student has breached the VCAA rules relating to School-based Assessment, it may do one of the following:

- reprimand the student
- if practicable, permit the student to resubmit the schoolwork required for either of the following:
 - assessment in the study or the course
 - satisfactory completion of the study on the course
- refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted amend the student's School-based Assessment results.

Student Breach of VCAA Examination Rules

If an alleged breach of rules relating to the conduct of the GAT and VCE exams is detected, the student must be permitted to complete the examination and any discussion considered necessary must be conducted when the examination has finished. The student must be informed that an incident report is being forwarded to the VCAA.

Any alleged breach of these examination rules and any alleged cheating, dishonesty, or obtaining assessments by fraudulent, illegal or unfair means in relation to the GAT and VCE examinations should be reported to the VCAA, and serious cases will be referred to a VCAA Review Committee. The Review Committee will conduct a hearing at which it will consider the circumstances of the alleged breach and determine any appropriate penalty.

Student complaints

If a student wishes to make a complaint against the school, or the actions of a person connected with the school, that relates to non-compliance by teachers and/or schools in implementation of the VCE, they should follow the documented process. Students can access information relating to this process via the Mount Ridley P-12 College website, by referring to Mount Ridley P-12 College's "Complaints Policy" under the "Policies and Public Documents" tab.

SECTION 8: SPECIAL PROVISION

General Special Provision

Special Provision allows schools and the VCAA to report that a student has been unable to perform at an optimum level in assessment tasks and/or examinations because he or she has experienced significant hardship during the course of his or her VCE and VCE-VM studies.

The onus is on the student/family to apply to the VCE/VCE VM Accountability team or the Senior Years Student Engagement Team. Students who are eligible for Special Provision are not exempt from meeting requirements for Satisfactory Completion of the VCE or from being assessed against the outcomes for a study.

Special Provision for classroom learning and School-based Assessment

Special Provision aims to make available procedures that can assist students whose studies are affected by:

- acute or chronic illness (physical or psychological)
- an impairment or disability, including learning disabilities
- any factors relating to personal environment

Prolonged absence from the College is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit. Students absent from school for prolonged periods must still comply with the College authentication procedures to demonstrate that they have completed the work and that the work is their own.

The approval of special provisions for classroom learning and School-based Assessment is the responsibility of the College. Decisions must be evidence-based and informed by a range of appropriate sources, which may include teacher observations, professional testing, specialist reports, and educational assessments.

The College will regularly review special provisions to ensure they remain appropriate and responsive to the student's needs. Any changes to a student's circumstances or approved provisions must be documented, along with the rationale for those changes, to ensure transparency and continuity of support.

If a student is granted Special Provision the provision will be an equivalent alternative arrangement. The Provision will not confer an advantage for the student over the other students.

Special Examination Arrangements for VCE external assessments

Special Examination Arrangements may be approved for students with disabilities, illnesses or other circumstances that affect their ability to access a VCE external assessment. VCE external assessments include all VCE performance, Languages oral and written examinations, the Extended Investigation Critical Thinking Test and Externally assessed Task oral presentation, and the General Achievement Test (GAT).

Special Examination Arrangements can include:

- Rest breaks
- Extra working time
- Separate rooms for individual students
- Use of computers, tablets and/or assistive technology
- Readers
- Scribes
- Clarifiers
- Auslan interpreters
- Alternative format examination papers
- Alternative examination venues

The College will consult the VCAA when necessary to ensure provisions are in keeping with likely provisions for examinations if the criteria is met.

Derived Examination Scores (DES)

During the examination period, students may apply, to VCAA through the consultation with the Director of VCE/VM Accountability, for a derived examination score. Students eligible for a derived examination score would include but is not limited to:

- Those significantly affected by illness during the examination period.
- Those significantly impacted by factor relating to their personal circumstances and environment.

Students wishing to apply for a derived exam score will need to provide documentation from an appropriate professional (e.g. doctor) that supports their claim.

The purpose of a DES is to ensure that a student's final result for an external assessment reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

A DES should not be used to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year. If an illness or personal circumstance has been so severe that a student has not been coping with the demands of the VCE, Compassionate Late Withdrawal or Interrupted Studies status should be considered.

SUPPORTING DOCUMENTATION

- VCE Administrative Handbook:

https://www.vcaa.vic.edu.au/sites/default/files/2026-01/2026_VCEAdministrativeHandbook.docx

POLICY REVIEW AND APPROVAL

Created date	February - May 2026
Consultation	Various staff groups
Endorsed by	Principal (Acting)– Con Stamatelatos
Endorsed on	
Next review date	2028 (every two years)