Shepparton Christian College

SENIOR STUDIES

HANDBOOK

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Glossary of Terms

ATAR	Australian Tertiary Admission Rank
GAT	General Achievement Test
SAC	School Assessed Coursework
SCC	Shepparton Christian College
VASS	Victorian Assessment Software System
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VCE VM	VCE Vocational Major
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre

SHEPPARTON CHRISTIAN COLLEGE

Shepparton Christian College is an interdenominational, independent school for students from Foundation (Prep) to Year 12. Our vision is to develop the full potential of each student, equipping them to engage with and impact their community for Jesus Christ. We seek to do this by providing quality education, excellence in teaching, and great opportunities for our young people in an overtly Christian school environment.

We offer a broad range of subjects that meet the requirements of the Victorian Curriculum, with a Biblical Worldview integrated into the teaching and learning programs. Our programs, running from Prep (Foundation) through to Year 12, are tailored to meet the needs of our young people as they learn and grow throughout their schooling, and to prepare them for options beyond VCE and VCE VM.

Our priority is to continue developing the excellent educational program at Shepparton Christian College and meeting the needs of the diverse community of students and families that we serve.

Our students have opportunities to engage in a wide variety of co-curricular programs, including instrumental music tuition, annual production/concert, chapel worship bands, intra and interschool sports, student leadership programs, and mission trips.

Our dedicated and experienced staff provide strong teaching and learning that is designed to both challenge and engage. We have landscaped grounds, modern buildings, including a sports stadium and purpose-built home economics and science facilities.

Parent participation is greatly encouraged and appreciated. Our Parents' and Friends Association meets every month. Assisting with excursions and sporting events, listening to reading in the classroom, and participating in fundraisers are just some of the opportunities that are available for parents to be involved in our school.

Shepparton Christian College seeks to serve the broader Shepparton community. We have a wide range of churches/denominations represented in the student, parent and staff body of our school, as well as those who are not connected to a church. As a school, it is our desire to see each student in our care learn and grow, develop their God-given gifts and talents, seek the Lord's will in their lives, and make a positive impact in their community and generation.

Introduction to Senior Studies Handbook

The rules and regulations for the delivery of the VCE, VCE VM and VET are set out in detail in the VCE and VCE Administrative Handbook 2026 (VCAA Handbook). This and other VCAA publications relevant to the delivery of the VCE, VM and VET can be found on the VCAA website.

This handbook is designed to:

- Provide a summary for parents and students of the relevant sections of the *VCAA Handbook*.
- Familiarise parents and students with the procedures that are to be followed by all VCE students at SCC. It is a reference tool for Years 11 and 12.

COLLEGE VALUES

Compassion **H**umility **R**espect **I**ntegrity **S**ervice **T**ruth (acronym is C.H.R.I.S.T.)

Compassion - Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:32 (NIV) (key ideas: Compassion, kindness, understanding, empathy – treating others well, forgiveness)

Humility - Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others. Philippians 2:3-4 (NIV) (key ideas: Humility, servanthood, looking out for others, doing well whilst encouraging others)

Respect – Show respect for everyone. Love Christians everywhere. Fear God and honour the government. 1 Peter 2:17 (TLB) (key ideas: Respect, honour, treating others well, willingly cooperating with authority, obey)

Integrity – For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of man. 2 Corinthians 8:21 (NIV) (key ideas: Integrity, say what you do and do what you say, what you do in private matches what you do and say in public, excellence - honestly doing your best)

Service – But someone will say, "You have faith; I have deeds." Show me your faith without deeds, and I will show you my faith by my deeds. James 2:18 (NIV) (key ideas: Service, doing good things for others locally and more widely in the community, mission, with humility)

Truth – Jesus said, "If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free." John 8:31-32 (NIV) (key ideas: Jesus is the only way, the Bible is God's word)

COLLEGE STRATEGIC PLAN

GENERAL INFORMATION: VCE & VCE VM

VCE

The Victorian Certificate of Education is a secondary certificate of education, designed to be completed over a minimum of 2 years. It includes general education curriculum components and programs from VET qualifications.

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

Each Unit involves 50 hours of scheduled classroom instruction. Additionally, students are expected to do 50 hours of self-directed learning for each unit.

Decisions about satisfactory completion are based on students demonstrating that each set of outcomes specified in the Study Design for each study have been completed. An Outcome describes what students are expected to know and to be able to do (Key Knowledge and Skills).

VCAA regulations require a student to satisfactorily complete at least 16 units in order to graduate with a VCE.

The 16 units must include:

- At least THREE units from the English Group, with two of these units on a Unit 3 & 4 level.
- At least three sequences of Unit 3 & 4 studies other than English.

VCE VM (Vocational Major) Studies

VCE VM studies contribute to a program that is designed to be completed over a minimum of 2 years. VCE VM studies are specific VCE applied learning studies that enable students to gain knowledge and skills in the context of 'real life' experiences. VCE VM studies can be tailored to the needs and interests of the student, enabling them to focus on developing their skills and readiness for employment or further education and training. All VCE VM studies are benchmarked against comparable national and international curriculum and are comprised of 4 Units of work.

Units 1 and 2 studies may be undertaken separately or as a pair.

Units 3 and 4 sequence requirements are met by undertaking Units 3 and 4 VCE VM studies concurrently over a minimum of 2 semesters or over multiple years.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3-4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3-4 sequences as part of their program. Students can also include other VCE and VET studies. Students can receive credit for structured workplace learning recognition.

Most students will undertake 16-20 units over the two years.

Pre-VM Studies

Pre-VM is a Year 10 program that is run as a precursor to VCE VM, with requirements that mirror those of Units 1 and 2, with suitable differentiation. It is not formally subject to the requirements of VCE, as the program is run as an alternative to Year 10 classes that would otherwise be attended.

VCE Pathway Planning

Admittance to VCE VM Studies is granted after a dialogue has been had between the school, the student ,and their guardians. Multiple considerations are taken into account, including the pathways the student would like to engage in after school completion, as well as ensuring that they have the greatest chance of success in their senior years studies.

Assessment of VCE VM Studies

Assessment tasks and activities provided to VCE VM students to demonstrate their achievement of the set of outcomes as specified in the study design will comply with the Pillars of Applied Learning *(Administrative Handbook, 2026*). VCE VM studies and assessments are based on an applied learning approach, equipping students with knowledge and skills that are relevant to applied tasks and life situations.

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.

Fast Tracking of VCE Subjects

Students in Year 10 may apply to take one Unit 1/2 sequence in the place of a Year 10 subject.

Students in Year 11 may apply to take one Unit 3/4 sequence, as well as five Unit 1 and 2 sequences. This Year 12 subject's score can be used in the calculation of the student's final ATAR in the following year. Taking a Year 12 subject in Year 11 can provide additional flexibility of subject choice in Year 12, but also allows for challenge and extension.

At SCC, students typically undertake:

- Year 10: 1 accelerated Unit 1 & 2 subject (with the approval of school leadership)
- Year 11: School policy recommends 6 subjects, including 1 from the English group (VCE VM Literacy and English/EAL)
- Year 12: School policy recommends 5 subjects, including 1 from the English group (VCE VM Literacy and English/EAL)

All Year 10 students will be expected to complete the Victorian F-10 V 2.0 curriculum. Any fast-tracked subjects will stand in place of elective offerings.

Pathways

Option 1: VCE, with subjects listed under general education. Students pursuing mainstream VCE have the option to also participate in VET studies.

Option 2: VCE Vocational Major (VM), with subjects specific to VM, including mandatory enrolment in a VET study.

VET studies will incur additional costs.

Satisfactory Completion of VCE/ VCE VM

Rules for Assessments

VCAA rules and instructions about SACs, SATs, scheduling assessment tasks, determining initial school-based assessments, and VCE externally assessed tasks do not apply to VCE VM studies. However, the same rules and procedures for authentication of school-based assessment and the arrangements for breaches of rules do apply for students studying VCE VM.

Satisfactory Completion of VCE VM Studies

To satisfactorily complete a VCE VM unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. Decisions regarding the satisfactory completion of outcomes are based on the teacher's holistic judgement of the student's overall performance in a combination of set classwork, homework and assessment tasks related to those outcomes.

Assessment results will be shown in VCE VM school reports, however, only a "S" or "N" result for each unit outcome is reported to the VCAA, with all outcomes of a subject unit requiring an "S" result to satisfactorily complete the unit.

Students will be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and skills required to achieve the outcomes of the unit. If a student shows that they are not likely to achieve an "S" for any given outcome, an "At Risk" notification will be issued. An "N" will only be awarded to a student for a given unit after multiple opportunities have been provided to demonstrate the required key knowledge and skills in an outcome.

Judgements regarding satisfactory completion of an outcome will not be made based on a single assessment. Teachers will use a range of measures other than numerical performance on assessment tasks when determining the result of an outcome (such as performance in class, completion of other work, attendance, and/or multiple assessment results.

VCE Units 1 & 2

Units 1 & 2 are completed across the course of Year 11. Students undertake Unit 1 in Semester 1, and Unit 2 in Semester 2. In most cases, Units 1 and 2 do not need to be undertaken sequentially, and students may, with approval and in specific cases, undertake Unit 2 studies without having completed Unit 1. Students may be permitted to resubmit unsatisfactory work for up to 3 attempts. VCAA requires there be ALTERNATIVE tasks to demonstrate satisfactory knowledge of an outcome as part of this process.

VCE Units 3 & 4

Units 3 & 4 are completed across the course of Year 12, and the units must be undertaken sequentially. Students must complete all outcomes in order to gain an S, and their coursework scores will contribute towards their final study score for each unit.

Students must complete Unit 3 before undertaking Unit 4. A student cannot undertake a Unit 4 study if the Unit 3 component has not been satisfactorily completed.

SAC and SAT

All VCE studies have SACs or SATs designed to assist in the demonstration of learning outcomes and as a mechanism for scored assessment. VCAA criteria are used to allocate scores for each of these tasks. This includes performance descriptors, marking guidelines, and rubrics. Students will receive feedback on their assessment tasks within a week of completing the task. Feedback will include areas in which a student performed well, as well as areas of struggle, accompanied by advice on where improvements can be made in future tasks.

For SAT tasks (only applicable to certain subjects) students will receive feedback at observation points throughout the SAT. Teachers will provide students with feedback on their level of achievement and receive a score/grade. Teachers are required to document this feedback on the *Authentication Record for School-Assessed Tasks Form* from the VCE Administrative Handbook to ensure authentication of student work.

All assessments must be completed to a satisfactory standard. Where, in an initial attempt, a student's work is assessed as unsatisfactory, students will be required to repeat or redeem work to demonstrate the outcome, however, the initial numerical grade will not be changed. The original score remains and will be entered in VASS.

Satisfactory Result

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

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

Non-Satisfactory Result

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 all outcomes.
- the student has failed to meet a school deadline for the school-based assessment task.
- the work cannot be authenticated.
- there has been a substantial breach of VCAA and/or school rules.

The student will receive a J result if they are no longer attending a class but have not officially withdrawn. This result will be used when a student is no longer attending class and/or has not submitted any work for assessment. It is treated as the equivalent of an N result, but is not displayed on the student's statement of results.

Unscored

Completing the VCE without requisite study scores to receive an Australian Tertiary Entrance Rank (ATAR) is often referred to as 'Unscored VCE'.

Completing the VCE without a study score is available for individual students. The VCE provides the flexibility, under certain circumstances, to satisfactorily complete units without being assessed for levels of achievement (scores for assessments). The unscored VCE program is negotiated on a one-on-one basis and is assessed case-by-case.

Process for Meeting Outcomes

Decisions regarding the satisfactory completion of outcomes are based on the teacher's holistic judgement of the student's overall performance based on evidence, which may include a combination of set classwork, homework and assessment tasks (including SACs) related to those outcomes. Outcomes can be met through well-designed School Assessed Coursework (SAC) and/or set coursework. Students are to be made aware of these expectations at the start of the outcome.

Redemption of Outcomes and SAC Tasks

In the event that a student is not demonstrating sufficient progress towards the satisfactory completion of an outcome in the period prior to a SAC task or as the result of an unsatisfactory score in a SAC task, they will receive a first "At Risk" notice. This will be communicated to the student and their parents/guardians via SEQTA, through "VCE Notices> VCE At Risk Notice 1" in the Pastoral Care Notices.

The student will then be provided information concerning how they may demonstrate sufficient progress towards the satisfactory completion of the outcome in question. If they demonstrate the required progress, the student will be given notice that they are on track towards meeting the outcome in question.

In the event a student continues to demonstrate insufficient progress towards the outcome in question, a "VCE At Risk 2" notice will be communicated to the student and their parents/guardians via SEQTA (as above). This may be issued after unsuccessful redemption attempts of a SAC task. At this stage, a parent meeting will be required. This notice will remain in place until sufficient progress is demonstrated, at which point the student will be given notice that they are on track towards meeting the outcome in question.

Should the student still not demonstrate a satisfactory result in achieving the requirements for the outcome in question through set coursework, homework and School Assessed Coursework tasks (after having received two At Risk Notices and completing three redemption opportunities), an "N Letter" will be provided, and sent to the student's parents/guardians and the relevant staff. The student will receive an "N" for the outcome, and as a result, for the Unit.

In the case of a SAC redemption, a student may only submit further work for reconsideration to redeem an N to an S outcome. Students may not resubmit further work to improve an initial school-based assessment score.

Up to three redemption opportunities (in addition to the original attempt) to achieve a satisfactory result for a given SAC task can be provided before an "N Letter" is issued relating to any connected outcomes.

Redemption Opportunities

Redemption tasks, at the discretion of the teacher, may be comprised of:

- A full resit of the original SAC (First resit only)
- A full resit of a modified SAC
- Re-address questions or additional questions
- Additional classwork or homework tasks that address the missing key skills
- Discussions and observations
- Quizzes
- Worksheets, workbooks, worklogs, etc
- Any other suitable task, at the discretion of the class teacher

If supervision is needed for any of the above, it will be up to the direction and discretion of the subject teacher, according to the needs of the redemption task.

Satisfactory Completion of the VCE at SCC

The procedures followed by SCC for the granting of a 'satisfactory' assessment fulfil the requirements of the VCAA regulations. They apply to all Unit 1-4 VCE studies.

ATAR, GAT and Study Scores

VCE Assessment for Units 3 and 4

VCE is granted on the basis of the satisfactory completion of outcomes. In addition, students are given marks for the various assessment tasks they complete and for the examinations held in November. The VCAA uses these marks, along with SAC scores to generate a study score. A study score shows how well a student has performed in a study at Unit 3 and Unit 4 level, compared to all other students in Victoria who undertook the same study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

The maximum study score for every scored VCE study and VET program is 50.

Each year, and for every study, the mean score is set at 30.

A score of between 23 and 37 indicates that a student is in the middle range of students; a score of more than 38 indicates that a student is in the top 15%. A score of 30 is an average score.

The Australian Tertiary Admissions Rank is based on scaled study scores. An ATAR rank of 65 means a student is in the top 35% of students. The ATAR ranking required for entry into tertiary institution places is determined by student demand and Government funding of places.

Most courses require students to gain a specified minimum study score of 25 in English.

The General Achievement Test (GAT)

All students enrolled in a Unit 3 and Unit 4 subject are required to sit the General Achievement Test (GAT) held in June each year. The GAT tests the general knowledge and skills of the student. Although the GAT does not form part of the graduation requirements for the VCE and does not count towards VCE results or the ATAR, the GAT is an essential part of VCE assessment procedures.

Eligibility and Calculation of ATAR

To qualify for an ATAR, a student must:

- qualify for the VCE
- achieve study scores in four permissible Unit 3 and 4 VCE studies, including one from the English group

The ATAR is calculated based on an aggregate from the results of up to six studies as follows:

- the scaled study score in English, English (EAL), Literature or English Language
- the next best three scaled study scores permissible (which together with the English study make the "Primary Four")
- 10% of any fifth and/or sixth permissible scores that are available (these are called Increments).

Authentication

For Authentication:

It is important that all coursework completed for the purposes of assessment can be authenticated as the student's own. Procedures are in place to authenticate the veracity of the student's work.

Students should:

- retain all materials that have been used in the development of the task to enable the teacher to determine that the work is the student's own.
- not submit the same piece of work for assessment in more than one subject.
- not knowingly assist another student, breaching the rules.

Teachers should:

- complete the Authentication Record for School-Assessed Tasks for all assessed work done outside of class.
- consider it appropriate to ask the student to demonstrate his or her understanding of the task at the time of submission of work.
- monitor the development of the task by sighting preliminary work where appropriate, and by observing individual tasks being undertaken by the student in class.
- assess the work only if the teacher can determine that the work is the student's own.

Breach of Authentication

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of VCAA and school rules. If a teacher believes there is a breach of rules, such as plagiarism, cheating, copying another student's work or any other identifiable matters, the issue will be addressed with the VCE Coordinator, the Head of Teaching and Learning, and the Principal.

Students may need to resubmit work to achieve an 'S'. Any original score/grade will remain unchanged if the work is resubmitted.

Allegation of Breach of Rules

In the event that an allegation of a breach of rules is made (by any person), it will be referred to the subject teacher or the VCE Coordinator for assessment. The Subject Teacher or VCE Coordinator will raise the allegation with the accused student to allow them to respond and to determine the credibility of the allegation.

If found to be credible, the allegation will be referred formally to the VCE Review Panel in writing. The panel must meet and determine an outcome no more than three weeks from the date the allegation was put to the panel in writing.

The student whom the allegation concerns will be notified within one business day of the allegation being sent to the VCE Review Panel, and progress updates will be dispatched as appropriate within the previously mentioned three-week window.

Teachers who believe that a school-based assessment breach of rules has occurred should report the incident in writing to the school's VCE Coordinator, thereby triggering an investigation into the breach. Detailed records should be kept by the school on the progress of the investigation.

Identification of Breach of Rules

Where a teacher identifies that an assessment breaches SCC and/or VCAA rules, the teacher must inform the student as soon as possible after the breach has been identified.

Indicators that a breach may have occurred can include, but are not limited to, 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 / Generative AI
- cannot be otherwise authenticated as the student's own work.

If a breach is believed to have occurred, the original version of the work is to be retained by the school. The student is to retain a copy.

Onus of Proof

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

In order to obtain the necessary evidence, students may be required to:

- Provide evidence of the development of the work
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- Provide samples of other work
- Complete, under supervision, a supplementary assessment task related to the original task
- Complete a test to demonstrate understanding of the work
- Attend an interview

If the breach remains unresolved, the student is to attend an interview with the VCE Review Panel. The VCE Review Panel consists of the Assistant Principal, the VCE Coordinator and subject teacher if required, and the Head of Secondary. The recommendation of the panel will be referred to the Principal who will make the final decision. At any formal meeting of the VCE Review Panel, the student may have another student or parent / guardian present for support.

Prior to attending a VCE Review Panel meeting, students will be given an agenda and the opportunity to discuss aspects of the meeting 24 hours prior to the appointed time. The interview should be conducted according to the guidelines expressed in the VCAA Handbook Section 5.12.

Possible Penalties Imposed by the School

Upon the recommendation of the VCE Review Panel, the principal has the power to:

- Reprimand a student, or,
- If there is sufficient time before the due dates designated by the VCAA, give the student the opportunity to resubmit work for satisfactory completion, or,
- Refuse to accept that part of the work which infringes the rules and, decide whether to award the outcome an N or an S based upon the remainder of the work submitted, or,
- Refuse to accept any part of the work if the infringement is judged by the principal to merit such a decision, thus: an N will be awarded for the outcome and an N will be submitted for the School-assessed coursework and/or the School-assessed task.
- Where work was initially accepted for assessment and a breach of assessment rules has been discovered after the initial assessment has been made, then the principal shall determine which of the above penalties shall be imposed. This may result in a change of the original outcome result from an S to an N in accordance with the above procedure.
- If an N is awarded for an outcome, then as a consequence, an N will be awarded for the unit concerned. Similarly, the detected breach of assessment rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet (SAS) extracted from VASS.

Notification of Penalty to the student

If a decision is made to impose a penalty as described in this section, the principal must notify the student in writing within 14 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 a summary of the supporting evidence
- The penalty to 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 this notification from the principal

Grievance Process

Our school has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff and students at all times, and that complaints are managed and resolved fairly, efficiently, promptly and in accordance with relative legislation.

It is important to resolve issues relating to Senior School study quickly in order to preserve the ability of the student to continue with their studies and with due respect to them as emerging adults.

Students who have a grievance may do so using the following process:

Student Grievance Process

VCE students who believe that they have a grievance in respect to any aspect of the delivery of a VCE subject have the right to appeal to the VCE Appeals Committee.

To initiate a grievance hearing, a student must first complete a written submission outlining their grievance and present it to the VCE Coordinator, who will then convene a committee meeting to allow the student to present the issue.

Appeals Committee

The Appeals Committee consists of the Principal, the VCE Coordinator and, where appropriate, a staff member from the applicable study design module.

At any formal meeting of the Appeals Committee, the student may have another student or parent / guardian present for support.

24 hours prior to attending an Appeals Committee meeting, students should be given an agenda and the opportunity to discuss aspects of the meeting.

Grievance issues could be associated with any of the follow examples:

- Assessment
- Discipline
- Attendance
- Subjects/module
- Course requirements /outcomes
- Victimisation

Written evidence of the interview should be kept on file.

The committee will have seven days from the meeting date to form and communicate a decision to all relevant parties.

Student Appeals to the VCAA

A student may appeal to the VCAA against a decision by the school in respect of a contravention of the assessment rules of the VCAA relating to school-based assessments, including any penalty imposed by the school.

An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA 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 Chief Executive Officer of the VCAA will nominate an officer of the VCAA to interview the parties to the appeal and attempt to resolve the matter.

Absences

Attendance Requirements

Students need to attend sufficient class time to undertake the coursework and complete class work and associated assessment tasks. Work done in class time is necessary to allow work to be authenticated.

Students should attend a minimum of 80% of all timetabled classes, excursions and other compulsory events, including but not limited to camps, sports days and school events.

Students must be punctual at all times.

Legitimate absences must be reported to the school by a parent, explaining and providing documented evidence (where applicable) for the reason for the absence.

All VCE VM and VET students must also notify their Further Education Training Provider (e.g. TAFE), or their Work Placement Provider, as well as the school, if they are going to be absent.

If a student's attendance falls below 80% by the end of any given term, their outcomes may be considered unsatisfactory based on poor attendance. Mitigating circumstances will be considered where relevant.

Absences without Notes

Any absence that is not accompanied by a note of explanation will be considered an unapproved absence. Reasons for absences must be legitimate, clearly explained, and supporting documentation provided where applicable.

Absences from SAT/SAC

In the case of an absence from a class where a SAC / SAT was done, a student MUST supply a medical certificate.

If a student is absent due to personal illness, family bereavement, or pressing family circumstances, they must go through the following process to sit a re-scheduled SAC:

- they must inform the relevant subject teacher as soon as possible.
- they must submit proof of valid absence to the office (relevant certificate)
- when the absence is approved, the SAC will be completed in the first available after school session, or at another agreed upon time
- where the absence is not approved, a zero mark will be awarded and an “At Risk” notice issued

Year 11 Exams

In the event that a Year 11 student is absent from an examination due to a medical or bereavement related event, suitable documentation must be provided. In this case, specific catch-up days will be provided that the student must attend in order to sit their exam. Further absences must be justified with documentation relating to a medical or bereavement-related event.

For exams that cannot be sat in a timely manner due to documented medical or bereavement-related events, the exam will be documented as “Not Submitted”, and no mark will be entered. This will not affect the student’s overall score.

For catch-up exams that are missed without valid documented reasons, a zero mark will be awarded. No further action will be taken after this.

Integrity of School-Based Assessments

Digital copies of assessments may be securely stored on password protected staff laptops. Various school-wide digital measures are in place to prevent unauthorised persons from accessing staff laptops.

Digital copies of assessments may be securely stored on the Staff Microsoft Teams network. This network is protected by password and other digital authorisation mechanisms to prevent unauthorised access of material stored within.

Physical copies of assessments may be kept in staff offices, in locked drawers, files or other secure locations. Only staff have access to office spaces.

Where commercially produced or publicly available materials are being used for School-Based Assessments, the school will ensure that tasks meet the study design requirements and that they

have been sufficiently modified to be unique, enabling student work to be authenticated.

If there is more than one class of a particular VCE subject, the school will minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. Where this is not possible, the assessment task will be suitably modified for each class.

If there is more than one class of a particular VCE subject, teachers will apply internal moderation or cross-marking to ensure consistency of assessments and identify possible authentication breaches.

Procedure for Extension to Submit Work

In the event that a student finds themselves in need of an extension for a SAC task, they are required to communicate this to their teacher at least 48 hours before the due date for approval at the teacher's discretion. If the extension is required due to a medical or bereavement-related event, suitable documentation must be provided and may negate the 48-hour limit. An extension in this case will be negotiated based on the needs of the student and the nature of the task. This applies to VCE and VCE VM.

Procedures for Applying for Special Provision

Students may be eligible for Special Provision for classroom learning and School-based Assessment if their ability to engage and/or demonstrate achievement is adversely affected by:

- an acute or chronic illness
- an impairment or disability
- factors relating to personal circumstance

The decision on whether to approve special provision for classroom learning or School-based Assessment is a school decision. It must be evidence-based and made using a range of appropriate sources including teacher observations, professional testing and reports, or educational assessments.

Schools should maintain records of any changes to a student's circumstances and their approved provisions for classroom learning and School-based Assessment and the reasons for those changes.