

Heritage College

VCE/VM Student Handbook 2024



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Overview of Pathways

At Heritage College, we offer both VCE and Vocational Major. Both of these courses are part of the Victorian Certificate of Education.

VCE

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education designed to be completed over a minimum of two years.

Each VCE study is designed to provide a two-year program. Studies (= subjects) at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence.

At HC, Year 11 students study 6 subjects. This may include a Unit 3,4 subject started in the previous year as part of the Year 10 VCE Fast Track Program. Year 12 students study 6 subjects, but one of these may be completed in Year 11. Any variations must be approved by the Academic Committee. Reasons for a reduced load include health issues, learning difficulties or family circumstances that impact on study time.

Satisfactory completion of a VCE unit is based on the successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the class teacher, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

Subject overviews, including how to achieve satisfactory completion are given out by VCE teachers at the beginning of each semester.

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

For Unit 3 & 4, each VCE study has three graded assessment components: either one School-based Assessment and two external assessments, or two School-based Assessments and one external assessment. Each of the three graded assessment components contributes to a study score. Graded assessments are reported on an 11-point scale ranging from grade A+ to E, or as UG (Ungraded).

There is one examination period each year. The performance and oral examinations occur in October and the written examinations are held in October and November. The General Achievement Test (GAT) is conducted in June.

There are three forms of School-based Assessment for Units 3 and 4:

- School-assessed Coursework (SAC) is based on an assessment of each student's overall level of achievement on the assessment tasks specified in the study design for assessing achievement of the unit outcomes. 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. 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.

VCE VM Overview

The VCE Vocational Major is a 2-year applied for learning program within the VCE. You will develop academic and work-related skills, knowledge and confidence. It will prepare you for work and further education and training.

Students who complete the VCE VM will have several post-secondary options, including further study through training in TAFE (Technical and Further Education), an Apprenticeship or Traineeship, University, or other employment.

To attain the VCE Vocational Major certificate, students must successfully finish at least 16 units, including:

- VCE VM Literacy
- Religion and Society
- Numeracy
- Work Related Skills
- Personal Development Skills
- 2 VET (Vocational Education and Training) credits at Certificate II level or above (180 hours)

The VCE Vocational Major takes what is called an 'Applied Learning approach.' Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time. The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year senior secondary certificate that is completed over Years 11 and 12.

The four main studies within the Vocational Major are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score or an ATAR (Australian Tertiary Admission Rank). Students who satisfactorily complete the requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

VET

It is compulsory for **ALL** VCE VM students to undertake a VET (Vocational Education and Training) Certificate. VET programs are designed to equip students with practical skills and knowledge in specific industries, such as hospitality, automotive, healthcare, and more. By participating in VET courses, students gain hands-on experience, industry-recognized qualifications, and opportunities for work-based learning. This pathway allows students to explore potential career interests, build job-ready skills, and enhance their employability, making it a compelling option for those who prefer a more practical and vocational approach to education. VET complements traditional academic subjects and provides a diverse range of options for students to customise their educational journey while preparing for future career opportunities.

VM students choose a VET course relevant to their desired career and attend on Wednesdays. VET courses are subject to availability.

Heritage College uses Chisholm as the main provider of VET courses. It is the students responsibility to organise their transport to and from VET. Attendance requirements are necessary to pass the VET course. Failure to pass VET will mean an eligibility to graduate with a VM certificate from Heritage College.

Management of VCE/VM

This booklet contains statements to staff, families and students on the Victorian Curriculum and Assessment Authority (VCAA) and Heritage College's regulations and requirements of VCE students.

It is essential that students make themselves thoroughly familiar with the contents of this booklet - and keep it available for reference throughout the year. If in doubt about any regulations, see your VCE/VM Coordinator for clarification. The Victorian Curriculum and Assessment Authority VCE Administrative Handbook is also available for students to consult via the website (<http://www.vcaa.vic.edu.au/Pages/index.aspx>).

If you encounter difficulties or problems during the year please contact the Homeroom Teachers, Subject Teachers or the VCE/VM Coordinator.

Heritage College protects and handles all personal information that it collects in accordance with the Information Privacy Act. Personal information is collected directly from the individual by the College. The College keeps all information secure and confidential. It is only made available to relevant staff who deal with the specific processes for which the information was collected.

VCE/VM Expectations

It is an expectation in VCE/VM students:

- Strive for academic excellence by consistently putting in your best effort in all subjects.

- Maintain a strong work ethic when it comes to studying, completing assignments, and preparing for exams.
- Attend all classes regularly and punctually, recognizing the importance of classroom instruction. Students are individually responsible to meet the 90% attendance requirements
- Notify teachers and the school in advance if you cannot attend due to a valid reason.
- Avoid any family holidays or substantial absences during the term.
- Develop effective time management skills to balance academic commitments, extracurricular activities, and personal life.
- Establish a productive study routine that includes regular study sessions, breaks, and a distraction-free environment. Utilise various study resources, including textbooks, online materials, and teacher guidance.
- Take notice of assessment dates and deadlines and plan ahead. If a SAC or SAT date is not suitable or clashes, it is the responsibility of the student to talk to the subject teacher to request to move the SAC date
- Collaborate with classmates for group projects and study groups to enhance learning and support one another.
- Seek help from teachers when facing difficulties in any subject.
- Prioritise your physical and mental health by maintaining a balanced diet, regular exercise, and adequate sleep.
- Seek help or support if you experience stress, anxiety, or other mental health challenges.
- Use technology for educational purposes and limit distractions during study sessions.
- Practise responsible digital citizenship and avoid plagiarism in assignments.
- Treat teachers, classmates, and school staff with respect and courtesy at all times.
- Maintain academic integrity by submitting your own work and citing sources properly. Avoid cheating, plagiarism, or any form of academic dishonesty.
- Set clear academic and personal goals to motivate yourself throughout the VCE journey.
- While extracurricular activities are beneficial for wellbeing, ensure they do not interfere with your academic responsibilities.
- Develop effective exam preparation strategies, including practice exams, time management, and stress-reduction techniques
- Maintain open communication with teachers and parents/guardians regarding academic progress and concerns.
- Seek guidance when making important decisions about subject choices and future plans.

Registration, VASS and Consent

Registration

Students must complete and submit the relevant Student Personal Details form (on VASS) to the college each year in which they enrol. Students must use their legally registered names when enrolling in a senior secondary qualification.

Student numbers and Personal Identification Numbers (PINs)

The student number is a key identifier that allows the VCAA to securely maintain student result data and to identify the student for an examination. A student Full Details report will be printed and distributed to individual students as a means of communicating the student number.

Student PINs (these are different to student numbers) are allocated to students for the purposes of obtaining their end-of-year results from the VCE Results and ATAR Service. These will be provided to Year 12 students during the VTAC information night in August. Students should keep their PIN in a secure place to avoid unauthorised access to their results via the results service at the end of the year.

Data checking

Each student will be given VASS forms to check details of name, address, subjects enrolled in etc. It is the student's responsibility to check that information is recorded accurately. If you fail to check these accurately and then discover the error later, you will have to pay any late fee VCAA imposes for a late change of data.

When students complete their official Student Personal Details Form they are given the option of agreeing to three consents for disclosure to other organisations. These consents are:

- **Media Release:** Signing this consent the student agrees to the publication of their name and school to the newspaper if they achieve a Study Score of 40 or greater.
- **Awards Processing:** Signing the Awards Processing consent the student agrees to the release of their personal details to relevant Government Departments for the selection of students for the Premier's VCE Awards and the Australian Students Prize or VM Awards.
- **On Track Release:** Signing the On Track consent releases a student's name and contact information to DET so that they can be invited to participate in the On Track project.

The consequences of leaving the flags set to 'No' are that:

1. The student's name will not appear in the media if they have a study score of 40 or greater,
2. The student will not be considered for a Premier's or Australian Students Prize award, and
3. The student's name will not be released to DET for the purpose of the On Track project (Memorandum to schools #117/2006).

VCE Handbook Information

1. VCE Units

Although Units 1 and 2 are benchmarked to a Year 11 standard and Units 3 and 4 to a Year 12 standard, student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 sequences in the first year.

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

Units 3 and 4 of all studies must be undertaken as a sequence. Unit 3 must be offered in Semester 1 and Unit 4 must be offered in Semester 2.

Entry to VCE studies

Students may enter studies at the level of Unit 1, 2 or 3. In some studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This advice is published in the study design for each study.

Units 3 and 4 are designed to be taken in a sequence; students must undertake Unit 3 before commencing Unit 4 of a study. Units 3 and 4 must be completed in the same calendar year.

VASS

VASS is a database through which schools maintain student details, assessment information and school details. It is imperative that the accuracy, privacy and security of VASS data are maintained at all times. The VCE/VM Coordinator oversees the process of enrolling students on VASS and that students sign a Student Full Details Report at the beginning of each term to ensure any requested changes have been made.

Students should note that the address on their VASS Student Full Details Report is the address their Year 12 results will be mailed to at the end of the academic year. Students must be enrolled on VASS using their legally registered name. When signing their Personal Details form under the General Declaration, students attest that they are in fact enrolling using their legally registered name.

Specific entry requirements for English as an Additional Language (EAL)

As the satisfactory completion of an English study is a compulsory requirement for achieving the VCE, students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are hearing impaired may have access to EAL status. Students applying for EAL status should indicate this on their VCE and VM Student Personal Details form. Identifying a student as having EAL status does not automatically enrol the student in EAL. Students who complete Bridging EAL, which is available only as Units 1 and 2, are not automatically considered eligible for EAL status for Units 3 and 4 of EAL.

Students from a non-English-speaking background

To apply for EAL status, each student is required to submit an Application for Enrolment in English as an Additional Language Units 3 and 4 form to the school. This is designed to assist schools in evaluating a student's EAL status. Schools should maintain a record of all completed applications. Schools should not enrol a student in EAL unless they have received all documentation verifying that the student meets the EAL eligibility criteria.

A student may be eligible for EAL status if they meet one of the three criteria.

Criteria No.	Criteria for EAL status
1	A student: <ul style="list-style-type: none">• 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[^]
2	A student is an Aboriginal or Torres Strait Islander person whose first language is not English
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.

Circumstances not considered for EAL status

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; and/or
- The failure of the student's school to provide EAL assistance to the student.

Eligibility for award of the VCE

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. For VCE Units 3 and 4, evidence of achievement of outcomes is collected by the teacher through a range of tasks that are designated for the study, which may include School-Based Assessments. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

Students are required to demonstrate achievement of study outcomes. For VCE Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, which include School-Based Assessments that are designated for the study, and examinations. School-Based Assessment is generally used to determine both satisfactory completion of the unit and assessment for a study score. However, it is not a requirement that these be scored for the student to be eligible for the VCE.

A student may be eligible for the award of the VCE where they have submitted School-Based Assessments for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not sat examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the evidence provided by the student, without assessing for levels of achievement. Where there is no assessment of levels of achievement for any part of the study, a student will not have a study score calculated.

If no score is provided for the unit, the student will not receive a study score. When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE. Absence of graded assessments may limit a student's options for further training, study and work. Students are encouraged to attempt all graded assessments, wherever possible.

Minimum requirements for the award of the VCE

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

- Three units from the English group, including a Unit 3–4 sequence
- At least three other sequences of Unit 3–4 studies, which can include further sequences from the English group.

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Students undertaking atypical programs may have their previous studies or experience counted towards the awarding of the VCE. These students are adult students with no Year 12 results, adult students with Year 12 results prior to the VCE, students with credit from interstate and overseas studies, and students with previously attained VET qualifications or credit from a VM qualification.

Recognition within the VCE for Higher Education studies (University extension)

The higher education studies are offered by Higher Education institutions and are designed for independent, high-achieving, interested and able VCE students. Two types of study, Extension and Advanced Standing are offered through this program. An Extension study is:

- Equivalent in content and assessment in every respect to one or more current first-year university studies and constitutes at least 20 to 25 per cent of a full-time first-year university course;
- Of a level for a high-achieving student and comparable in workload with an additional VCE study;
- Of a level that will normally allow the student, on successful completion, to proceed to second-year study in that discipline at the Higher Education institution.

An Advanced Standing study:

- Is a clear advance on an existing VCE Unit 3–4 sequence; and
- Comprises curriculum not available in any current VCE Unit 3–4 sequence.

If students have completed the VCE prerequisite of the HES in a previous year, they are required to have an active enrolment, and satisfactorily complete at least one Unit 3–4 sequence towards the VCE, in the same year in which they enrol in the HES. Usually, for enrolment in HESs, students will have demonstrated high achievement across all studies and have a VCE study score of 40 or more in the preparatory study, if applicable.

For more information, see the VCE/VM Coordinator or refer to the VCE and VM Administrative Handbook.

Repeating VCE units

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition. Students wishing to receive a study score when repeating VCE units will need to satisfactorily complete the Unit 3 and 4 sequence in the year of repetition.

Withdrawal from study

Students may choose to withdraw from their studies at any time. The records of their enrolment can only be withdrawn from a unit if the enrolment date for that unit has not passed. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment.

Compassionate late withdrawal

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. The Principal or Principal's delegate (using the Application for Late VCE and VM Enrolment Amendments form on VASS) must apply to the Manager, Student Records and Results, on the student's behalf, for permission to withdraw from one or more VCE Units 3 and 4 studies. Documentation of the exceptional circumstances must be included. Compassionate Late Withdrawal is not available to students who are simply not coping with the demands of VCE studies.

For more details, refer to the VCE and VM Administrative Handbook..

Changes to subjects and academic load

Students wishing to transfer from one subject or course to another may only do so in the first month of the semester (February or July). This is to minimise the amount of catch up in the new subject. A UG would be given for a unit 4 subject dropped after this date. Units 3 and 4 are designed to be taken as a sequence so no student can transfer into a subject in unit 4 without having completed unit 3 of that subject.

Students requesting to change academic load should consult with the teachers of the subjects out of and into which he/she is wishing to transfer. The VCE/VM Coordinator has the Change of Subject application form, which must be completed by the student, subject teachers affected, Head of Secondary and parent/guardians of the student. Approval for Change of Subject will be confirmed by the Academic Committee.

School policy is that students maintain a six-subject load wherever possible as this gives a better ATAR outcome for many students, especially those in the middle band. Applications to do less than six subjects can be made and these will be determined by the VCE Committee.

Study periods

Student may have a time in the timetable when they do not have a class scheduled. This may be because the student is doing a sixth subject outside Heritage College or due to completing Fast-Track in Year 11.

These periods must be spent in the room allocated on the timetable. This may be the library or in another classroom where more direct supervision will be given. The student must be engaged doing productive work such as homework, research for SAC tasks, or working on subject taken outside Heritage College. The student must arrive promptly at the allocated with work materials at the beginning of each period. The student may only work in another location with prior permission from the study supervisor and/or the VCE/VM Coordinator.

VCE examination timetables (Unit 3 and 4)

The VCE examination timetable is printed in the VCE Exams Navigator – Student Information and Timetable, which is issued to all students by their home school. The examination timetable is also available on the VCAA website (usually in May). In addition, the VASS administrator will print Student Assessment Timetables from VASS and distribute them to individual students after the release date for the October–November examination period.

VCE examination timetables (Unit 1 and 2)

The Examination timetable is available on the school calendar (available on the school website).

The 2023 VCAA examinations are held between Tuesday 24 October 2023 – Wednesday 15 November 2023. The exact dates of the examinations will be released by VCAA in due course.

2. Attendance and Assessment Rules

At the beginning of each year, students agree in a signed declaration to abide by the rules and instructions relating to the conduct of the VCE assessment program. This includes school rules related to their attendance and assessment.

Attendance requirements

The VCAA advises that all VCE units require 50 hours of class time. A student needs to attend classes to complete work. The VCAA expects the school to set our own minimum class time and attendance rules, which they support.

It is expected that students attend all classes. This is in the best interests of the student as it ensures there are no “gaps” in learning and that course material is covered. It also better enables teachers to authenticate work.

It is expected that students are punctual and attend all classes with appropriate materials and set preparation completed so that teaching and learning can be effective.

VCE students must attend a minimum of 90% of scheduled class time for each VCE unit. If a student has completed work but there has been a substantial breach of attendance rules, and the student has not attended at least 90% of scheduled classes, they may receive an N for the outcome covered during the absences, resulting in an N for the unit. For unit 3 and 4 subjects, this will result in no study score for the subject.

A VCE student's absence from class will be deemed either an approved absence or an unapproved absence. The school has the discretion to determine what constitutes an approved absence for purposes of calculating the attendance and absence rate. A note from a parent will not automatically mean that the absence does not count toward the 10% absence tally. This may occur if the school deems the absence to be a minor or avoidable concern (i.e. an appointment that should be made for a time that doesn't conflict with classes).

Any absence requires written correspondence from a parent/guardian stating the reason for absence. If the absence is related to a medical condition, it is in the student's best interests to obtain a doctor's certificate.

The intention of the HC attendance policy is to ensure that all students have adequate class time to learn and to demonstrate satisfactory completion of the study. It is to ensure fairness and equity and to allow the teacher to deliver content in a timely and efficient manner without the need for repetition of material for students who are absent for frivolous reasons, which would be onerous and time-consuming and an unreasonable expectation.

Student absence on assessment dates

It is compulsory that students complete all set SACs. Students are not allowed to stay at home and miss classes on the day of a SAC and then arrive at school to sit their SAC. If a student presents in this manner, they will not be allowed to sit the SAC. In this event, the student will be required to attend an interview with the Academic Committee. Furthermore, students are not allowed to miss the day before a scheduled SAC to study at home. Students will not be allowed to sit their scheduled SAC when they return to school. In this event, the student will be required to attend an interview with the Academic Committee.

Most assessed tasks are to be completed in class time. This does not preclude some of the work being completed out of class, for example, where students are using laptops to produce the work. In allowing students to complete part of their work out of class, teachers must be able to authenticate that work.

Absence or lateness to a SAC session will be followed up by the subject teacher and VCE/VM Coordinator.

Absences during a SAC

School assessed coursework has priority over any other commitment such as excursions. Students must attend all SAC classes. If a student is absent, the SAC time and task must be made up to gain an S for the unit. However, the marks will not automatically be awarded towards the Coursework grade for that semester. Students must apply for the grades to be

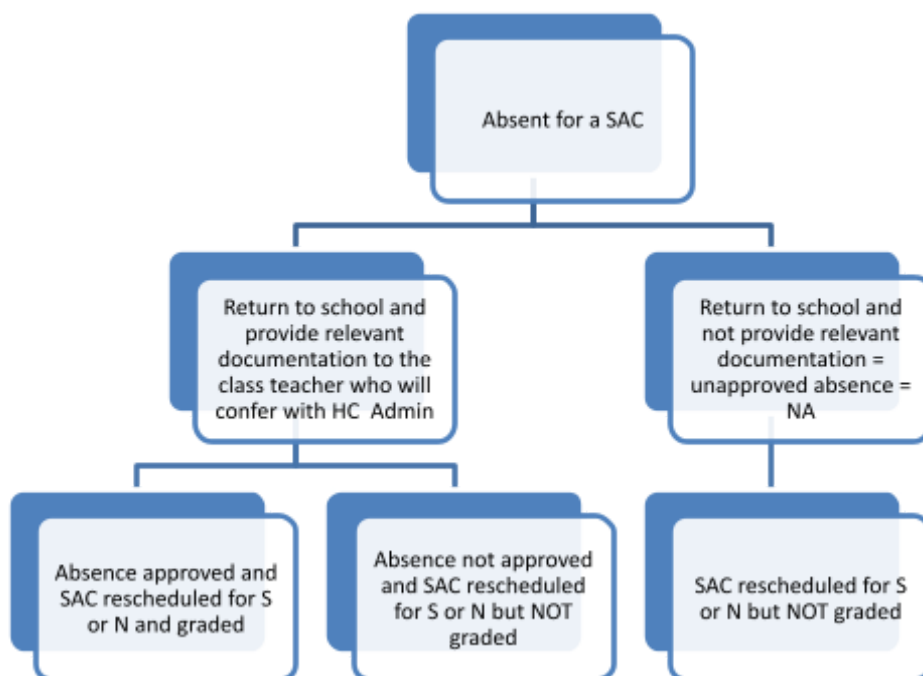
awarded. Applications will only be considered due to being too ill to attend and complete the task or having personal circumstances that make it impossible to attend or complete the SAC. If suffering a cold or similar on the day, the student is expected to attend and complete the SAC. This policy echoes the VCAA exam policy, where students are not exempt from the final exams in event of a cold or similar.

If a student is sick and misses a SAC, they must provide a doctor's certificate. This [SAC Absence Form](#) will also need to be completed. If a student arrives late to school on the day of the SAC, they also need to complete the form and provide a medical certificate, as arriving late to school may have given the student unfair study time. The other exception for an absence includes having personal circumstances that make it impossible to attend or complete the SAC. The SAC Absence form is also expected to be completed. The SAC absence form will be reviewed by the VCE Coordinator.

The SAC makeup class will be held as soon as practicable after the original scheduled session. It will be as identical as possible to the circumstances of the original session. The teacher may decide to set a different task for the makeup session than that set the other students in the original SAC sessions. This will be to fulfil authentication responsibilities. The tasks, while different, will have a similar level of difficulty and will be assessing the same outcomes.

Absences before a SAC

To maintain fairness and equity, student absences in the lead up to SACs will be carefully noted. Students with a pattern of absence before SACs will need to apply to the Academic Committee to have their SAC marks awarded towards the Coursework grade for that semester. Students with unapproved absences will receive an S if the SAC was completed satisfactorily but will be awarded an NA in place of the numerical mark. This means the student will not receive a study score for that subject. No study score for English means the student will not receive an ATAR.



Application for approved absences or change of SAC date for an individual student

Application forms are available on the VCE Google Classroom, from the class teacher or the VCE coordinator. Applications will only be considered due to illness (supported by a medical certificate) or having personal circumstances that make it impossible to attend or complete the SAC. The Academic Committee will consider the application.

Special circumstances

When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessments. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete an Application for Special Provision for School-based Assessment and Unit Completion form (on VASS) and retain this at the school, with the supporting evidence.

3. VCE and VM Grading

At Heritage College, level of performance in graded assessments are reported on our internal reports as A+ to E+

The grading system is as follows:

S	Satisfactory Completion	A+	95%-100%
		A	85%-94%
N	Non Satisfactory Completion	B+	80-84%
		B	70-79%
NYS	Not Yet Satisfactory	C+	65-69%
		C	45-64%
NYA	Not Yet Assessed	D+	40-44%
		D	30-39%
NS	No Submission	E+	0-29%

Please be mindful that the A+-E+ grades are Heritage College's system and does not equate to VCAA's grades (which are modified according to examination results).

Vocational Major (VM)

VM students are graded according to whether they have met an outcome satisfactorily (S) or unsatisfactorily (N). VM grades do not use the A+-E+ scale. Outcomes are assessed using S, N, NYS, NYA or NS. However, only S or N are submitted to VCAA.

4. Satisfactory completion of units (to get your VCE)

Satisfactory completion of VCE units

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgement of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit. The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit. VCE unit results (S or N) contribute to the satisfactory completion of the certificate and not to study score calculation. Final School-based Assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome. For example, a teacher may consider work previously submitted, provided it meets the requirements. Students may not resubmit work to improve a School-based Assessment score.

Satisfactory VCE unit result

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
- submitted work that is clearly their own.

Decisions about the satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgement of satisfactory or non-satisfactory achievement of outcomes.

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA rules and the school's rules and procedures.

Not Satisfactory VCE unit 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 the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated, for example through lack of attendance
- there has been a substantial breach of rules.

Redeeming outcomes: submitting further work

If, in the judgement of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit.

This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score.

Units 3&4 students may resubmit work to achieve an S but the initial SAC marks are entered on VASS.

VCE unit result of J

If a student is no longer attending but they have not officially withdrawn by signing a Student Exit form on VASS, the symbol J is included on VASS.

The J result should be used if the student:

- is no longer attending class
- has not submitted work for assessment.

The J result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to Victorian Tertiary Admissions Centre (VTAC) and are treated as equivalent to those with an N result.

Lost, stolen or damaged work

Process for School-Assessed Coursework (SACs)

- If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances.
- The statement is signed, dated and filed at the school. Heritage College will keep a record of the loss or damage, but are not required to report it to the VCAA.
- The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Process for School-Assessed Tasks (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, dated and filed at the school.

- VCE Coordinator, in consultation with the teacher will complete the 'Report on lost, stolen or damaged school-assessed tasks and externally-assessed tasks' form and enter an estimated score on VASS
- The form is then emailed to the VCAA School-based Assessment Audit team.
- The Principal, acting on advice from the teacher and on the basis of records kept on the Authentication record forms, will determine an initial assessment.

Care in the use of computers

A student who uses technology to produce work for assessment is responsible for ensuring that:

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- Google Drive is used to save the work in progress and back-up versions are available.

5. Getting marks for Units (to get study scores and an ATAR)

SACs (School-assessed Coursework)

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. 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 any resources are permitted.

The VCAA does not take responsibility for teacher absence or a change of teachers within schools. These issues should be dealt with by the school principal as an internal personnel matter.

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 them gaining the key knowledge and skills outside of class time. This will require additional work and study outside class as part of the students' regular learning program. The setting and marking of work with a formative focus provide 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 study teacher, taking into account the nature, scope and purpose of the task. Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.

For School-assessed Coursework undertaken outside 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-assessed Coursework form (on VASS).

SATs (school-assessed Tasks)

Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish an individual student's work and therefore to assist in the authentication process.

Teachers must monitor and record in the Authentication Records for School-assessed Tasks and the Authentication Record for Externally-assessed Task forms (on VASS) each student's development of work, from planning and drafting through to completion. 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. If the school is being reviewed, this sheet should be included with the work.

Authentication

Students must ensure that all unacknowledged work submitted for assessment is genuinely their own. This includes any assistance from a tutor, other teachers, family and any form of artificial intelligence (including but not limited to ChatGPT).

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at or about the time of submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

Strategies for avoiding authentication problems

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

- Teachers should ensure that tasks are kept secure prior to delivery, to avoid unauthorised release to students and compromising the assessment. Tasks 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 each student's work in progress and can regularly monitor and discuss aspects of the work with each student
- Students are encouraged to maintain a detailed log or journal documenting their creative process, research, and decision-making. This document can serve as evidence of the student's individual effort and understanding, aiding in the authentication process if needed.
- Use Google Docs, as it provides timestamps and version control for their work. This ensures a clear chronology of their progress and revisions, making it easier to authenticate the authenticity of their submissions.
- Use APA 7th citation to cite any external resources

- If collaborative work is allowed, students should use secure digital platforms that track individual contributions. This ensures that each student's input is clearly identifiable and contributes to the overall integrity of the group assignment.

Scheduling assessment tasks

SAC dates and notifications:

SAC and SATs dates are set and notifications are produced by the teacher and given in writing to students at least two weeks before the SAC. **If a student is absent, it is the student's responsibility to catch up on missed work and collect any handouts, including SAC notifications that were given to the class in their absence.** Students are advised to communicate with their teacher via email or Google Classroom for clarification.

Change of SAC dates:

It is anticipated that changes to SAC dates will be minimal.

For the whole class: An extension of time for all students in a class should only be given 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 by the change. Circumstances where a date change might be occurring are likely to be more school-related than student-related (such as because of timetable change or teacher illness). SAC/SAT dates should not be changed merely because of student failure to prepare adequately.

For an individual student: Extension of time for an individual student to complete a task should only be granted in special circumstances. Applications must be made in writing and will only be considered due to the student being too ill to attend and complete the task (supported by a medical certificate) or having personal circumstances that make it impossible to attend or complete the SAC. The Academic Committee will consider the application and the student will be notified in writing.

SACs completed outside of class:

Most tasks are to be completed mainly in class time. This does not preclude some of the work being completed out of class. If students complete part of their work out of class, teachers must be able to authenticate that work (establish that it is the student's).

Marks

- All Units 3&4 marks given by subject teachers are subject to statistical moderation.
- NA is awarded if a student submits an assessment after the due date, or if the student was absent in the 3 days leading up to the SAC.
- Zero is awarded if the work submitted on the due date does not score against any of the assessment criteria.

Lost work/computer issues

Computer failure or difficulty is NOT regarded as an acceptable excuse for late/ incomplete work. A student who uses a computer to produce work for assessment is responsible for ensuring that:

- there is an alternative system in case of computer or printer malfunction

- hard copies of the work in progress are produced regularly
- files are backed up regularly and should not be stored with the computer (Google Drive for backup).

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.

Rules for assessments under test conditions and authentication of student work

A student undertaking assessment under test conditions as part of School-based Assessment must comply with VCAA and HC examination rules, where relevant.

Particular attention is drawn to the following:

- No Mobile phone, pager, computerised dictionaries, organisers, watches etc capable of storing, receiving or transmitting information or electronic signals permitted in the exam room under any conditions
- Students will not be permitted to wear watches of any type during an examination. All watches must be removed and placed at the top of the student's table or desk, where supervisors can see them clearly and easily.
- Where there is any doubt about the functions of any watch displayed, supervisors are authorised to remove the watch for the duration of the examination.
- Students who take mobile phones and other electronic devices into an examination room will be subject to disciplinary action.
- Calculators used must be from the list of those allowed. They must also NOT be able to program words/text and are NOT to have any other labelling, notations, writing in/on calculator case.
- Where dictionaries are allowed, there is to be no highlighting or notation written or inserted in/on the dictionary.
- Water bottles in exams are only permitted if they are clear, have no labels and are not larger than 1500ml. They cannot be shared.

In addition, students must observe, and schools must apply, the following rules for authentication of School-based Assessment:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including:
 - text, websites and 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 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 has been transformed by the student and used in a new context
 - prompting and general advice from another person or source, which leads to refinements and/or self-correction.
- Unacceptable forms of assistance include:
 - use of, or copying, another person's work or other resources without acknowledgement
 - corrections or improvements made or dictated by another person.
 - 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 year of enrolment.
 - A student must not knowingly assist another student in a breach of rules.

Where appropriate, HC recommends that teachers apply examination conditions to test SACs.

Students are required to observe all rules for examinations conducted by or on behalf of the VCAA, as well as the day-to-day rules of the institution providing the venue for the examination. The rules for the conduct of the GAT and VCE examinations are distributed to all VCE providers and students in both the GAT brochure (Term 2) and VCE Exams Navigator (Term 3) each year.

As the VCE Exams Navigator for this year is not yet published, the previous year's Navigator can be downloaded from

<https://www.vcaa.vic.edu.au/studentguides/ExamsNavigator/Pages/index.aspx>

VCAA external exam rules (from Exam Navigator)

VCAA RULES FOR THE CONDUCT OF VCE EXTERNAL ASSESSMENTS

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 proper instructions or directions given by their supervisor.
6. Students must provide reasonable assistance to any investigation by VCAA in relation to a suspected breach of the VCAA rules.
7. Students attending a VCE external assessment may bring only materials and equipment approved for that external assessment into the examination room.
8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music

9. and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.
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, question/task book, question and answer book or 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.
22. Students must not communicate with an assessor before, during or after a VCE external assessment, except when communication is necessary for the conduct of the assessment.

Rule breaches and investigations

Schools are responsible for ensuring that students abide by the VCAA rules for School-based Assessment and can investigate any alleged breach of these rules, applying appropriate penalties as deemed necessary.

At the beginning of each school year, each student signs a declaration that they agree to abide by and observe the rules and instructions relating to the VCE/VCAL assessment program (this declaration is contained in the Student Personal Details form).

A student must also sign an authentication record for work done outside class when they submit the completed task.

Rules for assessments under test conditions and authentication of student work

A student undertaking assessment under test conditions as part of School-based Assessment must comply with VCAA examination rules, where relevant. Further guidance on school investigation of alleged breaches of rules for School-based Assessment is provided below.

In addition students must observe and schools must apply the following rules for authentication of School-based Assessment:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student must acknowledge all resources used, including:
 - text, websites and source material
 - the name and status of any person who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from another person in the preparation and submission of work.
4. 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 has been transformed by the student and used in a new context
 - prompting and general advice from another person or source, which leads to refinements and/or self-correction.
5. Unacceptable forms of assistance include:
 - use of, or copying, another person's work or other resources without acknowledgement
 - corrections or improvements made or dictated by another person.
6. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
7. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
8. A student must not knowingly assist another student in a breach of rules.

Authentication Policy for SACs

1. Introduction

This policy outlines the guidelines and expectations for authentic assessment in VCE SACs across all subjects and types. Authenticity is paramount in ensuring the integrity of the assessment process.

2. Plagiarism and Academic Honesty

- a. Plagiarism involves presenting someone else's work, ideas, or words as one's own without proper attribution. It is strictly prohibited in VCE SACs.
- b. Students must adhere to academic honesty principles, giving credit to the sources they use and acknowledging collaboration when applicable.

3. Unauthorised Assistance

- a. SACs are designed to assess individual knowledge and skills. Unauthorised assistance from others, including peers, family, or external sources, is not permitted.
- b. Use of Materials: Students may only use materials explicitly permitted by the teacher or SAC guidelines. Any unauthorised materials brought into the assessment will be confiscated.

4. Authentication Forms

- a. Authentication forms may be required for certain SACs. They serve to confirm that students and teachers are aware of the SAC guidelines.
- b. Authentication forms will include student and teacher information, SAC details, and sections for teacher observations and student acknowledgments.

- c. These forms are to be signed by both teachers and students before, during, and after the SAC, as applicable.
5. SAC Types Requiring Authentication
 - a. Research SACs: Students may be allowed to bring in notes and materials under specific guidelines. These guidelines will be outlined in the SAC instructions and on authentication forms.
 - b. Oral SACs: Students must present their own work and ideas orally. Authenticity will be assessed through questioning and discussion.
 - c. Practical SACs: Practical SACs should reflect the student's own skills and efforts. Students must not plagiarise or use others' work as their own.
6. Consequences for Breaches
 - a. Plagiarism will result in a mark of zero for the SAC. Repeated offences may lead to further consequences as determined by the school's academic integrity policy.
 - b. Unauthorised assistance will result in a mark of zero for the SAC and may lead to additional consequences, including disciplinary action.
 - c. Failure to comply with authentication requirements may result in a mark penalty or other consequences as determined by the school.
7. Reporting and Appeals
 - a. Teachers are responsible for reporting suspected violations to relevant school authorities.
 - b. Students have the right to appeal SAC decisions in accordance with the school's appeal policy.

Investigation of breaches of assessment rules

Where a teacher believes a breach of VCAA assessment rules has occurred in a School-based Assessment under test conditions, the teacher will:

- Remove the cheating materials or electronic device and inform the student that they will speak at the end of the lesson.
- Note clearly on the student's work the point at which the breach was observed.
- Allow the student to complete the SAC using the timeframe allowed for other students.
- Following the lesson, inform the student of a breach of assessment rules and the need for a preliminary investigation.
- Report the alleged breach to the VCE Coordinator and complete the relevant Authentication Breach documentation.
- Provide a copy of the SAC to the student and keep the original version of the work to support the investigation process.
- Not mark the SAC until the completion of the investigation.

The College will then complete a preliminary investigation to determine whether the breach may be substantiated, and if so, a formal investigation will occur. This investigation

process is outlined in the 'Investigation of a VCAA Breach Procedure' and aligns directly with the expectations of the VCE Administrative Handbook.

This investigation may include discussions with the study teacher supervising the assessment, examination supervisors if the school uses them, or other witnesses, including other students. If this investigation supports the allegations, the investigator will interview the student, with a support person present, and allow them to respond to the allegations. Where this interview suggests there is substance to the allegations, the matter should be referred to a formal investigation.

The student's parents or guardians will be advised of the nature of the allegations. Detailed records of the investigation will be kept confidentially, but may be used at any later hearing or in appeal.

Schools may contact the Senior Investigator, Legal Services, VCAA, to discuss their investigation or the conduct of any subsequent investigation.

Investigation of breaches of authentication rules

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.

In considering whether a student's work is genuinely their own, teachers should consider whether the work:

- 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.

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

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their 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 authentication of the student's work, the matter should proceed to a hearing.

Hearings

Refer to the *VCE and VCAL Administrative Handbook*.

Penalties and appeals

Refer to the *VCE and VCAL Administrative Handbook*.

Examinations for Unit 3 and 4

A Victorian Certificate of Education (VCE) examination is any centrally set task that is assessed by the Victorian Curriculum and Assessment Authority (VCAA), including written, oral, electronic/digital, aural or performance tasks conducted according to the requirements of accredited study designs and VCE VET programs and taken under examination conditions. Examinations are set by VCAA-appointed panels. The VCAA has examination specifications and sample material (by study) and an archive of past examinations and assessment reports.

<http://www.vcaa.vic.edu.au/pages/vce/exams/examsassessreports.aspx>

Examination timetables

Detailed timetable will be released by the VCAA.

Students with three examinations timetabled on one day

The VCAA will permit students who have three examinations timetabled on one day to have an additional 10 minutes per hour extra time for the final examination on that day. This may be taken as extra working time or as supervised rest breaks. Students are not obliged to utilise the extra time entitlement and are permitted to leave the examination prior to their revised finish time.

Students who complete three examinations in a single day are entitled to receive a Derived Examination Score (DES) for the third examination. These students will not be required to apply for a DES.

To be eligible for the DES, students must attend all three examinations on the day and attempt the questions on the paper to the best of their ability. The DES should be seen as a safety net, not a substitute examination score. Many students will, if they apply themselves

diligently, exceed or equal their predicted DES in their third examination completed on that day. At the end of the year the VCAA will compare each student's actual examination score and their calculated DES and award the student the higher of the two.

Note: Students need to have completed the course of study leading to the examination and have a result for at least one other graded assessment in the same study to be eligible for the calculation of a DES.

Timetable clashes

If a student has two examinations timetabled for the same session, one of the examinations will be moved to another session on the same day. Principals may consult the student and, on behalf of the student, request which examination is to be moved to a different session.

Note: VCE Languages and Music examinations cannot be moved to a different session.

Late arrivals

Each VCE written external assessment commences with a reading period that is included in the times shown in the VCE examination timetable. Students must check the starting time of each examination and arrive before the commencement time, and must familiarise themselves with the rules about late admission to VCE examinations. If a student is late, the

VCAA reserves the right to determine whether or not a student's response materials will be accepted.

The procedure for the admittance of late students is outlined on the VCAA website Examination Rules and is also published in the VCE Examination Manual and VCE Exams Navigator.

Absence from examinations

All absences should be noted on the attendance rolls at the examination. If a student has been prevented from undertaking an examination due to circumstances that warrant Special Provision, the student can apply to the VCAA for a DES.

Marking examinations

Examinations will be subject to independent marking by assessing panels appointed by the VCAA. If necessary, there will be discrepancy marking by an additional assessor, who will assess the task without knowledge of the previous assessments.

The GAT

The General Achievement Test (GAT) is conducted in mid-year. A statement of GAT results is mailed to each student with all other Victorian Certificate of Education (VCE) results. This statement indicates each student's raw score and their relative score calculated in the same way as a study score, with descriptive comments about their performance on each component. The components are:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences.

The Statement of Results indicates whether a student obtained results in the GAT or had an authorised or unauthorised absence. Schools can access the GAT results of their students on VASS at the end of the year when results are released. Students cannot apply for a derived examination score (DES) for the GAT.

Eligibility

All students enrolled in either a Unit 3-4 VCE or VM subject, complete section A of the GAT. Only VCE students complete Section B.

Purpose of the GAT

The GAT 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 Assessments and examinations have been accurately assessed. GAT results are used in the calculation of the DES. The VCAA will use GAT scores in:

- the statistical moderation of School-based Assessments
- checking the accuracy of student scores in examinations
- the calculation of a DES.

School-based Assessment and the GAT

The VCAA will apply 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 the 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 a major influence on the statistical moderation calculations.

Examinations and the GAT

The GAT is used as part of a final check on external assessment scores. If the final score for an external assessment is significantly different from the score predicted 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.

DES and the GAT

The calculation for the DES uses GAT component scores, all other available scores for the student in the affected study and the indicative grade for any external assessments provided by the school. For each approved application for a specific external assessment, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:

- moderated School-based Assessments
- GAT component scores
- other external assessment scores if applicable
- indicative grades provided by the school.

The contribution made by the GAT component scores, the graded assessments and the indicative grades is determined by analysis of the comparison of this data with the final score for external assessment for all students who have not applied for a DES. For all external assessment this analysis indicates that the two graded assessment scores provide the greatest contribution to all the predictors.

If a student is eligible for a DES and the highest of the predictors is greater than the achieved external assessment score, the highest predictor is chosen as the final score for the student in the relevant external assessment.

Exemption from the GAT

It is important for all students with a VCE Units 3 and 4 sequences or VCE VET scored Units 3 and 4 sequences, to attempt the GAT. The VCAA will use a student's GAT scores to:

- contribute to statistical moderation of School-assessed Coursework
- calculate a DES
- check the accuracy of examination marking.

Eligibility for exemption from the GAT

A student may be deemed eligible for an exemption from the GAT if they:

- have a vision or other impairment for which reasonable adjustments cannot be made, given the format of the GAT (Special Examination Arrangements for the GAT can be provided for students who are deaf or hard of hearing)
- are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event
- are employed and cannot be absent from work (evidence from their employer is required).

A personal trauma may include, but is not limited to, 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
- attendance at a legal proceeding.

Applications on the basis of an injury, an illness, a personal trauma or a serious intervening event require an appropriate independent professional to complete Section B or C of the relevant application form.

Note: An application for an exemption from the GAT cannot be submitted solely on the basis of:

- a student requiring Special Examination Arrangements
- 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.

Students who will not be completing any graded assessments will not be granted an exemption on those grounds. An 'unauthorised absence' will be reported on their Statement of Results.

Students who use an aide or who have an intellectual disability are not eligible for exemption from the GAT on these grounds alone.

A request for an exemption from the GAT on the grounds of requiring Special Examination Arrangements will be refused unless the necessary arrangements exceed those that would normally be offered for the GAT. Students who are eligible for Special Examination Arrangements for their VCE written examinations should apply for these arrangements for the GAT.

A student who has been given Interrupted Studies status should attempt the GAT in one or both years.

6. Results and Reports from VCAA

Study scores and study score calculations

A study score indicates how a student performed in relation to all other students who took the study. It is calculated using the student's final scores for School-assessed Coursework, School-assessed Tasks, and examinations for each 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, unless they have Interrupted Studies status and have met these requirements over two years.

For further explanation there are a series of videos detailing the VCE study score calculations, available on the VCE website.

For more information on study score calculations refer to the VCE and VCAL Administrative Handbook.

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 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 comparable only when they are expressed on the same scale. Statistical moderation does not change the relative performance of students within the statistical moderation group. For each VCE and VCE VET program, the VCAA uses statistical moderation to express the achievements of students 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 applies 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.

Statistical moderation realigns the level 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 schools' assessments can be compared.

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

The VCE assessment program also includes the General Achievement Test (GAT). In a small number of studies GAT and examination scores are a better match with school assessments in the same cohort. In all such cases, the examination scores will always be the major influence. Further information on statistical moderation can be found on the VCAA website.

Reporting VCE

At the end of the calendar year, the VCAA issues a Statement of Results to all students who have obtained results in VCE units, VCAL units, VCE VET units and VCE VET/FE units of competency/modules, and VCE and VCAL Certificates to students who are eligible.

VCE Certificate

The VCE Certificate contains the student's full name but does not list their individual studies or results. The certificate is issued in the year in which the student first satisfies the requirements of the VCE. Students who have previously satisfied the requirements of the VCE Certificate, but choose to do additional studies in subsequent years, do not have their certificate re-issued.

VCE Statement of Results

The VCAA issues a VCE Statement of Results to all students enrolled in the VCE as their primary program. This contains:

- a cumulative record of achievement for all VCE and VCE VET units undertaken, and the year in which the result was obtained (S/N; units awarded a J result will not be printed)
- graded assessment and study scores for each sequence of Units 3 and 4 studies undertaken, either in the current year or earlier (if both Units 3 and 4 are awarded a J result, the entire record for the sequence is not printed)
- credit obtained for study taken overseas, interstate or as part of the IB or for a vocational certificate
- university studies successfully completed
- a statement indicating whether the student sat the GAT
- if relevant, a statement indicating that the student was granted EAL status along with the years in which that status was conferred
- a statement indicating whether or not the student has successfully completed the VCE.

VCE completion of units

There are two symbols for reporting completion of units on a VCE Statement of Results:

- S (satisfied), which means all outcomes as specified in the study design have been achieved
- N (not satisfied), which means that not all outcomes have been achieved or there was a significant breach of VCAA or school rules.

Reporting graded assessment results

All VCE studies have three graded assessments for each Units 3 and 4 sequence. Scored VCE VET studies have two graded assessments for each Units 3 and 4 sequence.

Levels of performance in graded assessments are reported as being from A+ to E, UG (ungraded) and NA (not assessed). UG indicates that the score achieved was too low to

assign a grade. NA indicates that the School-based Assessment was not submitted or the examination was not undertaken.

Reporting study scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the moderated School-based Assessment scores of the student, the Externally-assessed Task and the examination scores for each study.

The maximum study score is 50. For studies with many enrolments (1000 or more) the following table shows the approximate proportion of students who will achieve a study score on or above the stated values. For studies with fewer enrolments the proportions may vary slightly.

Study score distribution

Study score	45	40	35	30	25	20
Approximate percentage of students on or above this position	2%	9%	26%	53%	78%	93%

If the study score is less than 20, the score will be reported to the student as <20. The actual score will be sent to the Victorian Tertiary Admissions Centre (VTAC; www.vtac.edu.au), is available to the student's school on VASS, and is available to the student on the results service, by contacting the VCAA or by applying for a Statement of Study Score.

If the study score is unavailable, the score will be reported to the student as UN. A study score is unavailable when more than one graded assessment is NA or because the student has not satisfactorily completed both Units 3 and 4 of the study.

Delivery of results

The delivery method of results is dependent on the student's enrolment.

Students who have undertaken a VCE Units 3 and 4 study in any year, or who have pre-VCE results, will have their results package mailed directly to their address as recorded on VASS.

Certificates are forwarded to the student's home school on Tuesday 15th December 2020.

The address on the Student Full Details Report is the one their Year 12 results will be mailed to at the end of the academic year.

Students who have only undertaken study at VCE Unit 1 and 2 level, and have not completed any pre-VCE studies will have their results included in the results package sent to their school on the scheduled date in December.

VCE Results and ATAR Service

Students may access their final Year 12 results on Monday 14th December by phone, on the internet or by SMS from the joint VCAA and VTAC 'VCE Results and ATAR Service' if they have at least one VCE Units 3 and 4 enrolment. The ATAR website is also optimised for

smartphones and other mobile devices with an internet browser. Details will be printed on the back of the Exam Navigator.

Statement of Marks and Statement of Study Score

Students may apply to the VCAA to obtain a Statement of Marks for any or all of their VCE external assessments and the GAT. Students will receive a personalised application form with their VCE results, and a general application form is available on the VCAA website. A Statement of Marks provides the marks obtained for each question or criterion on an external assessment, as well as the maximum marks available. A Statement of Study Score provides details of the calculation of a student's study score for VCE Units 3 and 4 or scored VCE VET Unit 3–4 sequence.

There is a fee for each of these statements.

Inspection of scripts and audio recordings

Students' scripts and audio recordings remain the property of the VCAA and will not be returned to them, but may be made available for inspection under certain conditions.

Students may inspect their examination scripts on application to the VCAA. Students receive a personalised application form with their VCE results that covers Statement of Marks, Statement of Study Score and Inspection of Scripts. A general application form is also available on the VCAA website. Students must obtain the relevant Statement of Marks prior to an inspection of scripts. A fee is charged for each examination script inspected.

Final results

Published results are final. No School-based Assessments will be re-marked once results have been released unless a student appeals to the VCAA against penalties imposed by their school for breach of rules. There is no provision for a student to appeal to the VCAA against a school's assessment of outcomes for satisfactory completion of a unit.

Student examination reassessment

In exceptional cases the VCAA may consider an application by a principal who believes that there has been an error in the marking of a student's response to one or more questions on a written examination and consequently the student has been incorrectly assessed.

An application should not be submitted solely on the basis that a student was expected to achieve a higher overall mark. The VCAA will only consider a VCE examination score review application made by the principal or an authorised member of the principal class at the student's school.

Applications must be made in accordance with the VCAA's policy and procedures, which are download from VASS. It is a pre-condition of any such application that the student and subject teacher have obtained a Statement of Marks and inspected the student's examination response.

7. Special Provision

Special Provision provides eligible students with the reasonable opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study. The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their learning and assessment programs are affected by illness, impairment or personal circumstances.

The guiding principles which must be satisfied in all the forms of Special Provision are:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Forms of Special Provision

There are four forms of Special Provision for the VCE: Student Programmes, School-Based Assessment, Special Examination Arrangements and Derived Examination Scores.

Student Programmes

A student is eligible for Special Provision in Student Programmes if, at any time while studying for the VCE, he/she is adversely affected in a significant way by:

- Illness (physical or psychological);
- Any factors relating to personal environment;
- Other serious cause; or
- An impairment or disability, including learning disabilities.

School-Based Assessment

Schools may approve Special Provisions and arrangements for School-Based Assessments. The VCAA recognises that teachers, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances.

Eligibility for Special Provision for School-Based Assessment

Students are eligible for Special Provision for School-Based Assessment if their ability to demonstrate achievement is adversely affected by:

- Illness – acute or chronic
- Impairment – long term
- Personal circumstances

Special Examination Arrangements

These can be made for students who have disabilities or illnesses that affect their performance.

The VCAA considers each application for Special Examination Arrangements on the basis of the independent medical and/or educational assessments and recommendations provided with the application and on the VCAA's own assessment. The fact that a student has a disability/illness does not automatically entitle that student to Special Examination Arrangements.

The prime consideration is the impact of that disability/illness on the student's capacity to undertake the examination/s and, if necessary, what accommodations can reasonably be made to enable the student to complete the examination/s on the same basis as students who do not have a disability/illness.

The medical and educational assessments provide evidence as to the nature and extent of the disability/illness but are neither conclusive nor binding on the VCAA and the VCAA will consider the weight to be given to them from case to case. The VCAA then makes a decision based on the material provided.

The VCAA does not automatically adopt a medical/psychological provider's advice or replicate the special arrangements that the school may have put in place for School-Based Assessment.

Eligibility for Special Examination Arrangements

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the examination is impaired due to:

- Severe Health Impairment
- Significant Physical Disability
- Hearing Impairment
- Vision Impairment
- Learning Disability
- Severe Language Disorder

Applications for Special Examination Arrangements for each student must be made by the Principal to the VCAA, accompanied by supporting medical or specialist reports. Details of the evidential requirements for each of the above categories are listed in the current application form. The VCAA will only accept an application from a school on the specific Special Examination Arrangements application form. The VCAA will not accept direct applications from students, their families and/or independent professionals.

Types of Special Examination Arrangements

Special Examination Arrangements may take the form of:

- Extra reading time;
- Extra writing time;
- Rest breaks;
- Alternative format examination papers such as enlarged print, coloured paper, Braille and/or recorded examination papers;
- Permission to use special technological aids such as a computer;
- A reader and/or a scribe;
- A clarifier;
- Alternative examination venue, such as separate room, home or hospital.

Learning Disability

Students will be required to undertake testing as required by the VCAA. This may include literacy assessments including handwritten essays.

Derived Examination Score

The Derived Examination Scores (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study or where they have been unable to attend the examination due to such circumstances.

The purpose of a DES is to ensure that a student's final result on an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement he/she has demonstrated in his/her study over the year/semester.

The DES is not intended 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.

Eligibility for a Derived Examination Score

Students are only eligible for a DES for a VCE examination if:

- They have completed the course of study leading to the examination and have a result for at least one other Graded Assessment in the same study.
- They experience the onset of an illness or the occurrence of an injury or personal trauma within two weeks before a performance, oral or October LOTE written examination or within two weeks prior to the GAT or the first written examination in the October/November examination period. Depending on the nature of the circumstances, consideration may be given to situations where the illness, injury or personal trauma has occurred prior to the two-week period.
- They experience a serious intervening event in the period two days before or on the day of an examination.
- They provide written evidence that demonstrates that the illness, injury, personal trauma or serious intervening event has affected their performance in the examination or has prevented them from attending the examination.

Special provision is designed to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. The objective is, as far as possible, to remove the barriers to a student demonstrating his or her capabilities in a particular study.

Students need to apply for special provisions using the VCAA form. Applications for pre-existing conditions should be made as early as possible.

See the VCE Coordinator for more information about Special Provisions and Special Examination Arrangements.

8. Early Entry into the VCE program (Fast-Track)

Heritage College offers an extension program for Year 10 students where they can complete the first two Units of a VCE Psychology. Entry into the Fast Track program requires students to complete the application form and meet the prerequisites of achieving an average of above standard on Year 9 reports. The Fast Track program runs at the same time as the Year 10 electives. Consequently, enrolling in the Fast Track will mean a student will not do any Year 10 electives. Applications open in Year 9 in Semester 2. The benefits of doing a VCE subject in Year 10 include:

- Early exposure to VCE terms such as Units, Outcomes, SACs and SATs.
- Academic challenge.
- Provides the opportunity for study skill habits to be learnt and applied in Years 11 & 12.
- Completion of a Year 12 subject in Year 11.
- Lower subject load in Year 12.

If, at any point, the College observes a significant decline in their grades, any failed SAC or a lack of engagement in the subject, the College may need to reconsider their placement of a Fast Track student in a VCE class. Our primary goal is to provide the best learning experience for all students, and it is important that everyone in the class can keep up with the pace and content of the curriculum. If such a situation arises, the student will be moved out of Fast Track and placed into elective subjects. The elective subjects will be dependent on availability and the student may not be able to submit a preference for subjects.

Fast Track will run at the same time as two elective blocks. Consequently, students enrolled in Fast Track will not be enrolled in elective courses (eg. Visual Arts, Food Technology etc).

Students are expected to complete assessments and tasks in other subjects to the expected levels and by the due date. If results decrease or extensions are frequently requested, an academic meeting will be called to discuss the student's enrollment in Fast Track. It is expected that all Fast Track students will create a study timetable and regularly study for all their subjects.

VM Handbook Information

9. VM Structure

Vocational Major (VM)

Vocational Major has replaced Intermediate and Senior VCAL. This means that VM (previously called VCAL) is becoming integrated into VCE and is no longer a separate program. Consequently, all VM students will need to sit the General Assessment Test (GAT).

VM VCE Subjects

Students who enrol in VM study the VM subjects and VCE Religion and Society. This enables students to still experience the more practical aspects of VM while developing their knowledge and skills in religious studies but in a less pressured environment. VM students are still required to complete Religion and Society assessments but will not sit examinations. Consequently, VM students will not receive an ATAR.

Vocational Education and Training (VET)

As part of the VM program, all students enrolled in VM must complete a VET course. These VET programs are designed for secondary students and are often called 'VET for Secondary Students'.

VET applications open in August. The VCE/VM Coordinator will collect the students preferences and enrol them in their desired courses, pending availability. It is the students responsibility to ensure they organise their own transport to VET and complete the assigned tasks.

VET courses are typically held on a Wednesday. To avoid a clash of classes, Heritage College tries to enrol students in Wednesday classes.

At Heritage College, VET is only available to VM students.

If a student is enrolled in a two year course in Year 12, they are responsible for obtaining a certificate of completed units from the TAFE. They are also independently responsible for enrolling and paying to complete the second year of their TAFE course. Heritage College is no longer responsible for VET once a student has graduated or left the College.

VET Assessments and Attendance

It is expected that all Heritage College VM students will attend VET classes unless they are unwell. Failure to meet attendance requirements will result in failing VET. Students should communicate with their VET teacher if there are any concerns or questions. Early communication will reduce any issues that may arise. If a student does not complete the assigned assessments, they are solely responsible. Failure to complete VET will result in an inability to graduate.

If a student is not required to attend their VET course, they are required to be on site for supervised study, to meet Heritage College's attendance requirements.

At the beginning of each year, students agree in a signed declaration to abide by the rules and instructions relating to the conduct of the VCE assessment program. This includes school rules related to their attendance and assessment.

Structured Workplace Learning (SWL)

SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs.

Some VET courses require SWL in order to meet the requirements. Students who are enrolled in those VET courses will have the support of the VCE/VM Coordinator to find SWL opportunities. Not all students will be required to complete SWL.

10. VM Attendance requirements

It is expected that students attend all classes. This is in the best interests of the student as it ensures there are no "gaps" in learning and that course material is covered. It also better enables teachers to authenticate work.

It is expected that students are punctual and attend all classes with appropriate materials and set preparation completed so that teaching and learning can be effective.

Like VCE students, VM students must attend a minimum of 90% of scheduled class time for each VM unit. If a student has completed work but there has been a substantial breach of attendance rules, and the student has not attended at least 90% of scheduled classes, they may receive an N for the outcome covered during the absences, resulting in an N for the unit.

A VM student's absence from class will be deemed either an approved absence or an unapproved absence. The school has the discretion to determine what constitutes an

approved absence for purposes of calculating the attendance and absence rate. A note from a parent will not automatically mean that the absence does not count toward the 10% absence tally. This may occur if the school deems the absence to be a minor or avoidable concern (i.e. an appointment that should be made for a time that doesn't conflict with classes).

Any absence requires written correspondence from a parent/guardian stating the reason for absence. If the absence is related to a medical condition, it is in the student's best interests to obtain a doctor's certificate.

The intention of the HC attendance policy is to ensure that all students have adequate class time to learn and to demonstrate satisfactory completion of the study. It is to ensure fairness and equity and to allow the teacher to deliver content in a timely and efficient manner without the need for repetition of material for students who are absent for frivolous reasons, which would be onerous and time-consuming and an unreasonable expectation.

11. Students At Risk

A student will be formally 'At Risked' if:

- their attendance falls below 90%
- they are not up-to-date with their coursework
- if their coursework is not being completed to a satisfactory standard (minimum 50% result)

Parents will be notified by the subject teacher by the VCE Coordinator or VM Head of Department

The focus is on the student making improved progress in relation to one or more issues identified above. A reasonable amount of time must be given for the student to demonstrate improved progress. If a student does not demonstrate improved progress, the VCE Coordinator or the VM Head of Department will call a meeting with the parents to structure an official plan for improvement. If the student is still unable to demonstrate progress, the VCE Coordinator will send formal notification to the family that the student has not satisfactorily met the requirements of the Uni. This will impact the student's ability to graduate..

12. VCE and VM Personnel at HC 2024

Title	Name	Responsibilities
Principal	Mr Sonny Aiono	<ul style="list-style-type: none"> • Ultimate VCE responsibility rests here
Head of Secondary	Mrs Catherine Gilard	<ul style="list-style-type: none"> • Oversees the VCE and VM program
Learning and Teaching Coordinator	Miss Sarah Perry	<ul style="list-style-type: none"> • Oversees the VCE and VM programs and student learning progression
VCE/VM Coordinator	Ms Jenni Chisholm	<ul style="list-style-type: none"> • Communication with parents as needed • Write and update VCE policies • Has a range of forms for students • Deals with needs for Special Exam Arrangements • Deals with applications for change of subject ie forms, counsels students, liaises with parties concerned
VM Head of Department	Miss Carin Eastburn	<ul style="list-style-type: none"> • Communication with VM parents as needed • Organises any SWL placements with the students • Oversees VM curriculum
VASS Coordinator	Ms Jenni Chisholm	<ul style="list-style-type: none"> • Enrolment of students into VCE • Personal Details Forms and related data entry • Results entry for units • Printing of exam timetables for students • Enters student data information ie ESL status
Subject Teachers		<ul style="list-style-type: none"> • Develop coursework that assesses outcomes and fulfils Study Design • Judge whether a student has fulfilled the requirements to the standard or an S (for submitted work)
Learning and Teaching Committee	Various senior teachers and Heads of Departments	<p>Deals with and decides the following matters and/or applications:</p> <ul style="list-style-type: none"> • Breaches of attendance rule and action regarding this • Awarding of marks from SAC makeup session • Breaches of VCE rules- either VCAA or school set (other than authentication) • Deals with and decides student requests to carry less than the standard 6-subject load
Students		<ul style="list-style-type: none"> • Abide by VCAA and Heritage College rules • Keep records, drafts etc of work for authentication • Appropriately acknowledge resources used

11. Glossary of Terms

Australian Tertiary Admission Rank (ATAR) The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

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

Derived Examination Score (DES) Provision available for students who are ill or affected by other personal circumstances at the time of an examination and whose result is unlikely to be a fair or accurate indication of their learning or achievement.

Examinations External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November each year. Performance examinations and oral components of LOTE examinations are held in October. The GAT is held in June.

General Achievement Test (GAT) A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. The GAT is held in June.

Graded Assessment All VCE studies have three Graded Assessments for each Units 3 and 4 sequence. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

N Not satisfactory

NA Not Assessed

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

Satisfactory completion – VCE The school decision that a student has demonstrated achievement of the outcomes for a VCE unit. Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N**. Students qualify for the VCE when they satisfy sufficient units which meet the program requirements.

School-assessed Coursework (SAC) A school-based assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.

Script inspection Students who want to find out more about their exam results can apply to inspect their completed exam papers (known as 'scripts') and audio tapes. To get maximum benefit from an Inspection of Script, students should obtain the relevant

Statement of Marks prior to the inspection and, if possible, arrange to have the study teacher present.

Semester One half of the academic year. VCE and VCAL units are designed to be completed in one semester.

Special Examination Arrangements Arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examinations.

Statement of Marks – study score A statement showing the scores for each of the Graded Assessments and describing the calculation of the study score. A fee of \$8.80 is charged for each statement.

Statement of Marks For each examination, including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee of \$9.60 is charged for each statement.

Statement of Results The document/s issued by the VCAA showing the results a student achieved in the VCE and whether he/she has graduated.

Statistical moderation The process used to ensure that schools' assessments are comparable throughout the state. It involves realigning the scale of each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

Student Number (VCAA Student Number) The unique number assigned to each student enrolled in the VCE, VCAL and VCE VET.

Studies The subjects available in the VCE.

Study design A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study score A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school-based assessments and examinations.

UG Ungraded

UN Unavailable

Units (VCE) The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

VASS Victorian Assessment Software System

VCAA Victorian Curriculum and Assessment Authority <http://www.vcaa.vic.edu.au/>

VCAL Victorian Certificate of Applied Learning

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

VCE VET Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

VCE Victorian Certificate of Education

VET Vocational Education and Training

Victorian Certificate of Applied Learning (VCAL) An accredited senior secondary school qualification undertaken by students in Years 11 and 12.

Victorian Certificate of Education (VCE) An accredited senior secondary school qualification.

Victorian Tertiary Admissions Centre (VTAC) Acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the **ATAR**.

Vocational Education and Training (VET) Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.

VTAC Victorian Tertiary Admissions Centre