

Parents & Students

2026 VCE Administrative Handbook



Melton



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Contacts

If after reading this Handbook you require further clarification about the VCE, VET or Pathways programs at the College, you are invited to contact one or more of the following staff members who will be able to support you in answering your questions:

- Careers Practitioner, Ms Kylie Wills: kwills@heathdale.vic.edu.au
- VCE Coordinator, Mr Vincent Trinh: vtrinh@heathdale.vic.edu.au
- VET Coordinator, Ms Bronwyn Graham: bgraham@heathdale.vic.edu.au
- Year 10-12 Coordinator, Mr Rodney Latham: rlatham@heathdale.vic.edu.au
- Learning and Teaching Coordinator (Melton), Ms Rita Hanna: rhanna@heathdale.vic.edu.au

Glossary of Key Terms

ATAR – Australian Tertiary Admissions Rank -

Assessment Tasks - Tasks used to measure each student’s level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and are completed mainly in class time.

Derived Exam Score – VCAA may approve the use of a calculated or anticipated exam score if a student is adversely affected during an examination period.

General Achievement Test (GAT) - All students undertaking VCE Units 3 and 4 will sit a General Achievement Test, which will be used to monitor school assessment and used in the moderation of external examinations.

Outcomes - Achievement requirements for a Unit of Study. Students are required to demonstrate achievement of all outcomes in the unit.

Pathways - A Career Pathway is a series of structured and connected education programs and support services that enable students, to advance over time to better jobs and higher levels of education and training. Our Pathways Coordinator assists students in developing their plan for post-secondary education and work.

Quality Assurance - The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels.

Satisfactory Completion - Satisfactory completion of all Units will be based on completion of all the outcomes prescribed for the Unit.

School Assessed Coursework (SAC) – Assessment tasks used to measure each student’s level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed in class.

School Assessed Task (SAT) – Extended assessment tasks to be completed by students undertaking *Art Making and Exhibiting*. Performance on each task will be summarised by a letter grade from A+ to UG and reported to the VCAA. These tasks can be completed in both class and at home. If students are permitted to complete part of the task at home, the “Authentication Record for School Assessed Tasks” needs to be completed on a regular basis.

Special Examination Arrangements (SEA) – Adjustments that are made to the VCE Examinations in October November to provide a fair opportunity to perform for students under disability, medical or situational circumstances.



Special Entry Access Scheme (SEAS) – Application for University entry that provides special consideration for students who have faced education disadvantages due to circumstances, such as hardship, disability or location.

Semester - Equivalent to half a school year.

Sequence of Units - Most studies are designed as a sequence of four units to be taken in each semester over two years. VCE Units 3 and 4 must be taken as a sequence.

Special Provision - Where illness or other factors affect performance, students may seek special provision.

Study - A sequence of half-year Units in a particular curriculum area, for example: English, Mathematics.

Study Design - The study design describes the units available within the Study and prescribes the objectives, areas of study, work requirements and assessment tasks.

Unit - A semester-length component of a Study.

Units 1 & 2 - Units within a VCE study designed to approximate the Year 11 level of difficulty.

Units 3 & 4 - Units within a VCE study designed to approximate the Year 12 level of difficulty.

VCAA - The Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment, certification and administration of the VCE at Years 10, 11 and 12 levels in Victoria.

VCE - Victorian Certificate of Education. A Qualification for successful completion of Year 11 and 12, providing pathways and direct entry into further education or employment.

VET – Vocational Education and Training. A system that focuses on providing education through practical skills and knowledge that will prepare students for specific jobs careers.

VQA - Victorian Qualifications Authority – responsible for the accreditation, registration and certification of all qualifications in Victoria.

VTAC – Victoria Tertiary Admissions Centre – A service for processing students' applications towards tertiary education in Victoria, such as Universities, TAFE's and independent colleges.

Introduction



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

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This Handbook is designed to be a reference tool for families at Heathdale Christian College (HCC), Melton Campus, so that they understand the policies and procedures that are to be followed by all VCE students.



The Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF) and is designed to be completed over a minimum of 2 years. Studies are nationally and internationally benchmarked at:

- Units 1 and 2 levels to a Year 11 standard, and
- Units 3 and 4 levels to a Year 12 standard

Units 1 and 2 can be completed as single units. However, Units 3 and 4 must be completed as a sequence. Students enrolled in VCE studies must undertake Unit 3 before commencing Unit 4 of a study. A student may not enrol in Unit 4 only.

The VCE at Heathdale Christian College, Melton

The VCE is awarded based on satisfactory completion of units. The Victorian Curriculum and Assessment Authority (VCAA) requires a student to satisfactorily complete at least sixteen units to be awarded the VCE. The sixteen units must include:

- At least three units of English, and
- At least two of these units must be at Unit 3 and 4 level

Heathdale requires students to complete twelve units in Year 11 (six subjects per semester) and ten in Year 12 (five subjects per semester). All students undertaking Year 12 VCE studies (Units 3 and 4) are required to undertake five subjects at the Year 12 level, regardless of whether they have previously completed Unit 3 and 4 studies in Year 11.

1. Satisfactory (S) Completion of VCE Units

The award of satisfactory completion of a VCE unit is based upon the teacher's decision that the student has demonstrated their achievement of the set of outcomes as specified in the subject's relevant Study Design. Evidence that the student has demonstrated an achievement of the outcomes may take the form of both learning activities and assessment tasks, such as school-assessed coursework (SACs) or task (SATs). Students can be provided with multiple opportunities to demonstrate the outcomes for the unit.

1.1 - Satisfactory (S) VCE Unit Result

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

- Produced coursework that demonstrates achievement of the outcomes
- Observed the rules of the VCAA and the school, such as attendance requirements
- Submitted work that is clearly their own



1.2 - Coursework

All VCE subjects require students to complete coursework both in class and at home. Examples of coursework can be, but are not limited to:

- Taking notes
- Completing textbook exercises
- Participating in class discussion
- Performing oral presentations
- Writing a reflection on learning
- Completing homework
- Completing assessments (SACs and SATs)

Teachers cannot grant a satisfactory assessment to any student who has not completed all required coursework. Throughout each term, teachers will audit a student's coursework completion and indicate to them and the relevant leaders whether a student is at risk of not satisfying the outcomes of specific units. This will also be communicated to parents/guardians.

1.2.1 - What is a SAC and a SAT?

For each VCE study, students are required to undertake a range of assessment tasks. These tasks allow the student to demonstrate their understanding of the Key Knowledge and Skills associated with the Study. The demonstration of these skills and knowledge allows that student to satisfy the Unit Outcomes.

School Assessed Coursework (SAC) is a school-based assessment task used to determine a student's achievement of Unit 3 or Unit 4 outcomes. It must be completed under supervised, timed, and authenticated conditions, and each SAC may only be sat **once** unless the student has a legitimate, approved reason (such as illness or special provision) for rescheduling or resitting.

School Assessed Coursework (SACs) and School Assessed Tasks (SATs) are part of the regular teaching and learning program and must be completed mainly in class time. When a SAC or SAT is submitted, each student will sign a declaration that it represents their own work. They are to be completed within a limited timeframe and the scope of each task is restricted.

All satisfactory or unsatisfactory assessments for Unit 1 to 4 are communicated to VCAA.

Differences between SACs and SATs can be summarised by the table below

Feature	SAC	SAT
Purpose	Assess coursework outcomes (knowledge and application)	Assess practical or creative production skills-based outcomes
Designed by	School, following study design guidelines	VCAA (tasks and criteria are prescribed)
Assessment	Tests, analysis tasks, reports, or investigations	Design folios, models, media products, or creative works
Marking	Teacher-marked and school-designed	Teacher-assessed using VCAA-mandated criteria

In subjects which include SATs, students are required to produce work that is completed over an extended period. These SATs are assessed by the teacher in accordance with published criteria. These criteria include assessing the work in progress, as well as the completed work. Students must complete all parts of the assessment by the due date set for each part of the SAT.



The Study Designs set out the details of the SATs to be completed for assessment purposes. Topics are selected by teachers in accordance with these details.

Students are required to make and keep consultation appointments on the progress of the SAT with their teachers and record these in their diaries. Discussion at these consultations provides sound evidence to your teacher of the authenticity of your SAT work. These times are to be negotiated with the teacher concerned and may **not** be whilst the teacher has another class or duty, or the student has a timetabled class.

Teachers are required to provide feedback to students on SAT work in progress. At least one set of comments will be in written form on the VCAA authentication form that is to be used. *Students must not lose this form.*

All changes made in the various stages of development of a SAT must represent the student's own work.

It is appropriate in the development stages of the work for the teacher to ask questions and to offer general advice; for example, about alternative strategies that might be tried. However, the teacher must not dictate or make changes in such a way as to put into question the student's authority or ownership of the work.

The following forms of teacher assistance are not appropriate:

- Providing detailed advice on, correction to, or actual reworking of, student's drafts or production or folios,
- Providing structured outlines with detailed suggestions or instructions for completing work.
- Providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.
- For SATs the teacher will ensure that there is a sufficient range of topics within their class to enable them to distinguish between individual students' work and therefore to assist in the authentication process.

In addition, teachers will also observe the following procedures for authenticating students' work:

- For SATs teachers will monitor and record in the Authentication Record each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher. Therefore, students must ensure that they are always up to date with SAT production.
- For Coursework assessment done 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 a record kept. The Declaration of Authenticity Pro-forma needs to be signed by the student and teacher when work is submitted.

Teachers are required to record their monitoring of each student's development of work. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation e.g. Teachers should check resource material brought into class for use in assessment tasks; collect all materials (plans); notes; and assessment task at the end of the lesson. They will redistribute this for the next assessment lesson.

The teacher may consider it appropriate to ask the student to demonstrate his or her 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, then the matter must be dealt with as 'a breach' as set out in *Investigation of a breach of rules or of school requirements*.



VCAA requires secure storage of Assessment Tasks until results are published. After the results are published students can collect their work from the school.

1.2.2 - Word Range for SACs and SATs

All SAC and SAT instructions that involve a written response may suggest an upper- and lower-word limit for the task. One of the skills required is to be able to keep within the word range. Students should also keep within the allocated lines given in SACs as well as VCAA end of year exams.

1.2.3 - Presentation of Coursework

The way students present their work is very important. Many studies have special presentation requirements for tasks. Teachers will make clear exactly what these requirements are for each SAC and SAT.

Where there are no special presentation requirements for a SAC or SAT task, the completed work should be presented in a single plastic pocket with the Criteria Sheet and Cover Sheet provided by the teacher.

1.2.4 - Lost, Stolen or Damaged Coursework

If a teacher or student has lost coursework or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. The statement should be sent to the Principal. The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the Unit result for the student.

This provision does not apply to work lost or damaged due to computer misuse or malfunction.

1.2.5 - Use of Technology for Coursework

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

- There is an alternative system available for producing coursework in case of malfunction or unavailability
- Hard copies of the coursework in progress and back-up versions are produced regularly
- Each time changes are made the work is saved onto a back-up file. The backup file should not be stored with the computer.

A student may not claim computer, USB, printer or any other electronic malfunction as an excuse for lost or damaged work. Failure to follow the above guidelines may result in a student being required to complete another task of an equal standard.

1.2.6 - Coursework Completed Outside Class Time

Most assessments will be completed in class time. It is expected that work set outside of class time will require students to complete research and learning activities that contribute to the student gaining the key knowledge and skills.

Years 11 and 12 studies continue to require additional work and study outside class as part of the regular learning program. Teachers are encouraged to set and mark work that provides a student with the opportunity to develop his/her knowledge and skills. This also allows teachers to provide feedback on progress. This work can contribute to the assessment for determining whether the student has achieved a satisfactory grade.

Where a SAC/SAT requires preliminary preparation and activities associated with the task to be completed as homework students are required to sign a declaration that the work completed is their own work. A copy of the VCAA authentication form that is to be used is available from the VCE Coordinator.

The amount of SAC/SAT work to be completed as homework is decided by the teacher who will consider 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.



1.2.7 - Extension of Time

VCAA allows for the granting of an extension of time for the completing of an assessment task. A teacher may, in his or her professional judgement grant an extension of time to account for circumstances in which an individual student or group of students has not been given appropriate time to undertake or complete a SAC or SAT.

An extension of time for all students in a class should only be given on condition that all students are given adequate notice and that no one in the class or another class (for subjects that have multiple classes) is advantaged or disadvantaged by the change. Extension for an individual student should only be granted in special circumstances.

Where there are multiple classes in a subject an extension of time for a class can only be granted if all other classes are given the same extension of time.

The *maximum* extension that can be granted to Year 11 and 12 VCE students is 2 weeks. Major time extensions may only be granted after an official application has been made by the student to the VCE Coordinator. Applications on medical grounds must be accompanied by a doctor's certificate. The final decision will be communicated in writing to the student. Minor extensions of up to 2 days may be granted by Year 11 and 12 subject teachers.

1.2.8 - Feedback

Teachers will provide feedback to students when they have completed marking SACs and SATs. This may include feedback given to all students during regular classes but also written feedback available to students and parents via CANVAS.

Appropriate feedback includes:

- Stating what the student succeeded in achieving in the assessment task
- Advice on problem areas
- Advice on where and how improvements can be made for further learning
- Reporting decisions and/or written comments on students' performance against each outcome.

The end of semester reports are the means of providing feedback to parents and guardians on student progress. It is strongly urged that parents and guardians make use of the opportunity provided by the Parent/Teacher Interview evenings for obtaining further feedback on student progress.

At HCC, it is expected that all VCE students will make a sustained effort in their studies. Failure to attain at least a 'C' for effort on their end of semester report requires teachers to request an appointment to speak to parents at the Parent/Teacher evenings.

If a parent or guardian is concerned at any time about how their child is working, they are encouraged to contact the appropriate year level coordinator to discuss whether the concern is subject specific or a broader problem.

1.3 - School Attendance

A student's attendance is considered necessary to satisfy an outcome because a teacher must authenticate a student's work, both when it is in progress and when it is submitted. It is estimated by the VCAA that a VCE unit involves at least 50 hours of scheduled classroom instruction. Accordingly, matters of attendance must be taken seriously and need to be well-documented by all stakeholders. Failure to account for absences can result in an unsatisfactory assessment for the unit.

When a student is absent from school, it is expected that a written explanation for this absence is sent to meltonabsences@heathdale.vic.edu.au by the parent/guardian. This explanation must give the reason for the absence and attach any documentary evidence available (e.g. medical certificate,



statutory declaration). When a pattern of absences develops, or an absence is not explained, teachers will partner with the student's parents/guardians to resolve this in a timely manner.

1.3.1 - Approved Absences

Students may be granted an 'approved absence' from class for relevant extra-curricula activities that occur during the calendar year, such as inter-school sports activities and subject-specific camps (e.g. Outdoor Education Camp). These absences do not require documentation to be completed by parents/guardians and are recorded in the attendance record as school approved absence. These absences are approved by the relevant subject teacher, Year Level Coordinator or Principal/Deputy Principal.

1.3.2 - Unapproved Absences

Students may not be granted an approved absence from class for events such as holidays during term time, etc. Parents/guardians should raise the possibility of these absences in advance with the Principal to seek their approval. If the absence is not approved, the student's attendance will reflect this and may jeopardise their satisfactory completion of the unit/s.

1.3.3 - Managing Coursework with an Approved Absence

Where an approved absence has been granted, the teacher is required to sight the completed work that was missed during the student's absence. If the student fails to show this work to the teacher within a reasonable time frame, the student may be required to attend additional class time in the form of lunchtime catch-up sessions or afterschool catch-up sessions.

Any student who does not submit work at the required time (misses a deadline) or has committed a substantial breach of attendance rules may be given a provisional 'N' result for the study and may be required to meet with the Principal or Year Level Coordinator. This 'N' result may be converted to an 'S' if satisfactory work is submitted by a date set in consultation with the subject teacher.

1.3.4 - Attendance to Homeroom, Christian Life Studies, Assembly, etc.

Students are required to attend homeroom at the start of each day; all assemblies; all extra-curricula carnivals; Christian Life Studies classes; Units 3 and 4 trial exams; VCE Admin sessions, study hall sessions and any other compulsory school activities.

1.3.5 - Absence from Assessment

Students who are absent from class during a SAC will be required to complete the SAC as soon as possible. Please note that if a student is absent from a SAC because of illness, a medical certificate or statutory declaration is required as proof of this absence. *This is a VCAA requirement.* Students will not have an assessment marked until a medical certificate or proof of absence is provided.

1.4 - Authentication of Student Coursework

A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. The VCE Coordinator must be contacted immediately if a teacher is unsure as to whether this is the case.

1.4.1 - Bibliography and In-Text References

It is the student's responsibility to provide evidence that work submitted is their own and completed in accordance with the VCAA's requirements. Unless otherwise stated, all written SAC and SAT tasks require the use of in text references and a bibliography. This is part of the requirements for authentication of student work.

Students must acknowledge all resources used in the preparation of SACs and SATs, including:

- Text, websites and source material,
- The name/s and status of any person/s who provided assistance, and
- The type of assistance provided



Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. 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 of, another person's work or other resources without acknowledgment.
- Use of artificial intelligence (A.I.)
- Corrections or improvements made or dictated by another person.

Works consulted, quoted, and used in the preparation of SAC and SAT tasks, as well as details of interviews and other primary research, must be acknowledged in the bibliography. VCE students are to follow the rules of presentation of 'in text referencing' and construction of a bibliography according to the relevant style guide (2025 – APA 7th).

A student must not submit the same piece of work for assessment in more than one study. A student who knowingly assists other students in a breach of rules may be penalised. In those subjects where a student may complete assessment work outside of class, the student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Teachers will provide students with a copy of the form.

All students must sign a general declaration that he/she will obey the rules and instructions for the VCE and accept its disciplinary provisions. The VCE Coordinator ensures that this is done at the start of each year.

1.4.2 - Breaching of Authentication Rules in SACs or SATs

If a student is suspected of having breached rules particularly related to authentication during a SAC/SAT assessment, the school will investigate the issue according to VCAA's policies for dealing with authentication issues. This will include the matter being referred to the Principal, or their delegate. Consequences related to the assessment of the SAC or SAT may be applied in addition to any possible disciplinary consequences that could occur because of breaching the school's Student Code of Conduct.

Possible penalties VCAA allows for could include:

- A verbal or written warning
- Detention or suspension
- Refusal to consider the student's work but giving the student the opportunity to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- Refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
- Refusal to accept any part of the work, awarding a 'not satisfactory' for the outcome.



Section 2.5.21 of the Education and Training Reform Act 2006 (Vic) provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules. An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA, no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the CEO of the VCAA must nominate an employee of the Secretary of the Victorian Department of Education and Training to interview the parties to the appeal and attempt to resolve the matter.

2. Non-Satisfactory (N) Completion of VCE Units

The student will receive an 'N' for the unit when one or more of the following occurs:

- The work does not demonstrate achievement of the outcomes
- The work cannot be authenticated
- 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 (i.e. Special Provision)
- There has been a substantial breach of VCAA rules.

2.1 - Redeeming Outcomes

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work 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 their work to improve a school-based assessment level of achievement or grade.

3. Special Provision

A student is eligible for 'Special Provision' in student programs 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
- An impairment or disability, including learning disabilities
- Other serious cause.

Students must demonstrate a satisfactory completion of all the outcomes of the unit. Students who are absent from school for prolonged periods will be required to comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship which may result in prolonged absence.

VCAA regulations do not allow involvement in social or sporting activities or school events which may affect a student's ability to complete work as a reason for Special Provision.



There are times when circumstances mean that a student will be given permission by the VCE Coordinator to work at home. Where approval has been given for such an arrangement, teachers will be informed of what is required of both teachers and student.

Other forms of Special Provision that maybe granted by the VCE Coordinator are: if a student is taken ill during a SAC, permission may be given to sit an alternate SAC.

A student undertaking Units 1 and 2 studies can apply for Special Provision for the end of semester exams. The granting of special exam arrangements will be based on the criteria that VCAA uses for granting special examination arrangements for Unit 3 and 4 exams.

Examples of Special Examination Arrangements (SEA) include:

- **Rest breaks** (e.g., 10 minutes per hour of writing time, or in some cases untimed rest breaks)
- **Extra working time** (e.g., additional writing time beyond standard)
- **Separate room / small group supervision** (for students needing special environment, e.g., if using a reader/scribe/assistive tech)
- **Use of a computer, tablet and/or assistive technology** (e.g., voice-to-text, text-to-voice, alternative format access)
- **Reader** (someone reads the exam questions to the student)
- **Scribe** (someone writes the student's responses)
- **Clarifier** (for students who are deaf or hard of hearing)
- **Alternative format papers** (e.g., large print, Braille, electronic version)
- **Permission to use headphones / assistive listening devices** (in certain cases)
- **Permission to leave the room during rest breaks / special conditions allowing movement** (if part of the arrangement)

VCAA regulations allow a student to apply for a Derived Study Score for the Unit 3 and 4 exams. A DES is only granted if it is considered that circumstances prior to the examinations have impacted on a student's expected performance. The expected performance is based on the results of the School-assessed coursework, indicative grade set by the teacher and the GAT result.

Applications for Special Provision and/or Derived Examination Scores (DES) for the Unit 3 and 4 exams can only be made in consultation with the VCE Coordinator.

The Victorian Tertiary Admissions Centre (VTAC) also allows students to apply for the granting of special consideration when submitting their tertiary course preferences. This process will be explained to all Year 11&12 students during admin classes.

Any parent seeking information on VTAC Special Consideration should contact either the Pathways Coordinator or the VCE Coordinator. Contact the VCE Coordinator if the inquiry is in relation to Special Provision or DES.

Where there is unavoidable absence from the whole of a SAC the student will be required to sit a substitute task under the same conditions as the original task. Before a task can be rescheduled the VCE Coordinator requires a written explanation for the absence and supporting documentation. (This would usually be in the form of a medical certificate. A note from home is **not** sufficient).

The VCE Coordinator needs to be alerted immediately an absence occurs or is likely to occur; this should be by 9 am on the scheduled day. The date, time and location for the substitution task to be undertaken will be decided in consultation with the VCE Coordinator.

4. Access to Senior Secondary for Students with Additional Needs



Students with additional learning needs are able to access the VCE and VET studies, depending on the nature of their learning needs and the suitability of each option for their goals for post-secondary pathways.

In the second-half of Year 10, all students select their subjects for the following year. To help them in this process, they have individual interviews with our Pathways staff who are qualified to counsel them in career pathways and post-school options.

After the subject selection process, any students who have been receiving modified curriculum support will meet with either the Year 11 Coordinator or the Principal, where possible with the support of a Learning Enhancement team member, to discuss the suitability of their chosen VCE subjects.

All students who have additional learning needs, undertaking VCE, that require special conditions for assessments and external exams will be identified by Learning Enhancement staff upon beginning VCE and an application lodged with VCAA for approval of special conditions, if this has not already been completed in Years 9 or 10.

All teachers of VCE students have access to students Learning Profiles, detailing any learning needs or specific disability diagnosis, and are regularly encourage to review and apply the information contained in those profiles to assist their students to access the course of study.

5. Levels of Achievement in the VCE

The decision about satisfactory completion of a unit is distinct from the assessment of a student's level of achievement and their respective grade for this level. Whilst featuring in units as a numerical indicator of student achievement of the outcome, a level of achievement is used in Units 3 and 4 to provide a contribution towards the student's study score for the unit. An Australian Tertiary Admissions Rank (ATAR) is generated with the input of the student's study score and:

- if the student completes external assessments
- if the student satisfactorily completes both Unit 3 and Unit 4 of an English sequence.

When school-based assessment is evaluated, it will help determine the student's achievement of outcomes and their level of achievement of the unit. School-based assessment may take the form of either a piece of School Assessed Coursework (SAC) or a School Assessed Task (SAT). These will be assessed for the level of achievement using the VCAA's grading system:

A+	91-100%
A	81-90%
B+	71-80%
B	61-70%
C+	51-60%
C	41-50%
D+	31-40%
D	21-30%
E+	11-20%
E	1-10%

Grades for SACs and SATs in Units 1 and 2 are for HCC purposes only. Marks for unit 1 and 2 are not sent to the VCAA.



The marks given in Units 3 and 4 are sent to the VCAA as they are a component of the final grade given in each Study. SACs in Units 3 and 4 are subject to statistical moderation against examination and General Achievement Test (GAT) results. This is to ensure that the standard of grading across schools is the same.

6. VCE Units Outside of School

A number of students study VCE subjects approved by the VCAA outside of school (e.g. additional language subjects not taught at HCC). Students must inform the College if they are pursuing studies outside of school and whether it is Units 1 and 2 or Units 3 and 4. This is in order to establish whether or not that student is able to achieve a standard in the external subject that is sufficient for them to continue with that subject to Year 12. If this is established, and the student is willing to commit to the Unit 3 and 4 subject externally, then a discussion may be had in Semester 2 of Year 11 about the student dropping one of their internal HCC subjects to bring them down to a six-subject load in Year 11 and five subject load in Year 12, inclusive of the external subject. This decision is considered by the Principal, in consultation with the student's parents, and the Principal will make the final decision about the load reduction. Students who speak a language other than English at home can speak to the VCE Coordinator regarding the possibility of studying that language through one of the language schools approved by VCAA.

7. Academic Progress Committee

The Academic Progress Committee may be asked to review the progress of any student for whom concerns have been raised regarding attendance, academic achievement, effort or breaches of VCAA assessment rules. The Academic Progress Committee consists of the Principal/Deputy Principal, VCE Coordinator, Year 11/12 Coordinator, Careers Practitioner and Learning and Teaching Facilitator - Secondary. Only three members of the committee are needed to make a decision on any particular matter, and will meet only as and when required.

Students may be interviewed by the committee if they are failing to make adequate progress, lacking in attendance or at risk of not passing a Unit/s. Parents will be informed if a student is required to meet with the Academic Progress Committee, and may also be invited to attend the first or a subsequent meeting. The concerns regarding the student will be discussed with the student to allow them an opportunity to present any circumstances that may be impacting their progress.

The committee may make a range of decisions including:

- No change to the current course of study for the student
- Continuance in the current subject or course of study on probation with a review of progress date
- Additional student support to be engaged, including the possibility of external professional help
- Withdrawal from a subject either with or without an enrolment in an alternative subject
- Moving to an unscored VCE
- Completing VCE over three years
- Discussion in finding an alternative educational pathway.



8. Changing or Withdrawing from a VCE Unit

The subjects chosen by students for their VCE program of study were selected in conjunction with the subject teachers, pathways advisors, parents and senior staff. Subjects were selected with career pathways clearly in mind.

Once the year begins some students request a change in selected subjects. Students wishing to consider such a change should seek advice from staff and need to fill out the appropriate form available from the VCE Coordinator if a change of subjects is to occur. This form (Appendix 1) requires the approval of parents for the change to go ahead.

Students may only change subjects for Units 3 to 4 sequences during the Early Start program that takes place after the Unit 1 and 2 Semester 2 Exams. Students may not change subjects for Unit 1 except in the first three weeks of Term One. Students may not change subjects for Unit 2 except in the first two weeks of Semester Two.

Year 11 students wanting to change a subject after these cut off dates, must see the VCE Coordinator. A change will only be considered in exceptional circumstances.

Sometimes personal circumstances arise where it may be appropriate for a student to reduce the number of subjects being undertaken in the VCE. The Principal/Deputy Principal is the only staff member who can grant permission to reduce the number of subjects. This will be done after an interview has happened with the student, parents and the Year Level Coordinator and this will only be done on the basis that a student had specific extenuating pastoral or learning needs (e.g. physical health, mental health, personal life etc.) during the first or second year of the VCE.

It is essential that this option is substantiated with documentation from an accredited practitioner as specified in the VCAA guidelines. This option usually involves taking a reduced number of Unit 1 and/or 2 studies in the first year, a combination of Units 1 and/or 2 and Units 3 and/or 4 subjects in the second year, then the remaining Unit 3 and/or 4 subjects in their third year. It will not be done on the basis that the student has already completed one or more Unit 3 and 4 sequences in Year 10 or 11.

The VCAA also makes provision for students to withdraw from a subject(s). Some circumstances mean that it can be in the best interests of a student to defer completing the VCE until the following year. VCAA makes provision for this.

9. Examinations

Year 11 examinations are conducted at the end of each semester as a means of concluding a Unit and also providing students with an experience of studying for and undertaking a Year 12-style examination. These examinations are not SACs, but may be used to assess a student's satisfactory completion of an Outcome. Students are expected to complete all of their subject exams in Year 11. Students will need to demonstrate a medical certificate or Statutory Declaration as they would for any missed assessment, absences or coursework. Based on the circumstances, the Examination will either be excused, given a zero for a lack of completion, or rescheduled to a date chosen by the school.

Year 12 examinations are written by external assessors and do contribute to a students' Study Score for a subject.



10. Student Wellbeing

During the year, there may be times when students need to seek advice or help in dealing with various concerns. Students are encouraged to meet with them to discuss their concerns. The Wellbeing workers are not involved in the day to day running of the school and have no disciplinary function in the school. In the VCE years they can, with the student's permission, inform the VCE Coordinator of any student who may need Special Provision for internal and external assessment. They can also help students fill out the VTAC special consideration applications. A priority for all HCC staff is the pastoral care of students in the VCE years.

11. Senior Secondary Parent Partnership (SSPP) Evenings

Information evenings are organised at various times during the year to provide opportunities to explain to parents and students' various aspects of the VCE as well as post Year 12 choices. These evenings will help shape how best the family can approach the VCE together, as well as ensure families have a clear understanding of the VCE journey over Year 11 and 12.

12. Study Hall

Successful VCE students make good use of study hall at school. Students need to make good use of these periods for catching up on work they may have missed, ensuring the content from lessons is understood, and/or studying for upcoming assessments. Study hall must be undertaken in the allocated room, unless written permission is given by the Year Level Coordinator with an approval for another alternative area for study (for example work can be completed in the Art precinct, still with staff supervision).



13. Vocational Education and Training (VET) Studies

VET in the VCE program allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training programs from either accredited state curriculum or national training packages, which may contribute to their VCE. Most of the time this kind of training is available through Technical and Further Education (TAFE) or other Registered Training Organisations (RTOs).

A VET or VCE-VET subject that is undertaken at school enables a student to complete part of their schoolwork or VCE certificate and achieve a recognised industry certification. A Year 12 VCE-VET subject also contributes towards their ATAR.

Students need to be aware that VET subjects are accredited TAFE subjects at a Certificate II or III level and are not a 'soft' option. The benefit of VET subjects is that they are a tertiary level qualification and will assist students in deciding on a future career path.

Students need to check the details of each subject carefully as some VET subjects provide for a Unit 3 and 4 Study score without completing Unit 1 and/or 2. However, some VET subjects require Unit 1 and/or 2 to be completed prior to completing Unit 3 and 4.

Most VET subjects at a Unit 3 and 4 level provide for a study score and can contribute to the ATAR as either in the top four subjects or at a 10% bonus of a fifth or sixth subject.

12.1 - VET Delivery and Fee Structure

An indicative VET Fee will be charged for the full year to a student's account in March. This indicative figure is calculated by offsetting the cost of the course provided from the RTO, against the estimated Government subsidy amount received. The subsidised amount can vary depending on the funding received from the Government. As we are not a State Government School our funding may be less than other local Government Schools. The amount of the subsidy is not known to the College until September. Once this is received, the College will then calculate a balancing adjustment, which will either be charged or credited back to your account, depending on how accurate the estimate was at the beginning of the year.

Please note that these charges will be debited to parent's accounts early in Term 1 as there are costs associated with running each of these programs. This charge is only an estimate. Once we receive our government funding later in the year, we'll then compare this to our estimate and then charge or credit families the difference. Please budget for this charge if your child is thinking about completing a VET subject. Refund of costs such as the purchasing of textbooks associated with the VET course will not be applied.

12.2 - What is the commitment?

VET subjects require the same commitment as any other subject to class work and homework. VET subjects are a commitment for at least one year and often two years to complete the Certificate qualification.

Some Certificates are also taught off campus by other tertiary institutions, so travel time and costs and out of hours training need to be considered. Speak with the VET coordinator or VET teachers for detailed information.

12.3 - What happens if I do not complete the two years?

If you are undertaking a VCE-VET subject, then you will still receive the VCE credit for the units you have completed. You will also receive a Statement of Attainment for the units you have completed during this time. However you will not receive any training certification that requires you to have completed the full two years.



12.4 - VCE VET School Assessed Coursework (SAC)

In order to be eligible for a study score, students must demonstrate competence in the Units of Competence or achieve the modules that make up the Unit 3 and 4 sequence. Students must also satisfy all the requirements of scored assessment.

Each scored VCE VET program requires the satisfactory completion of three School Assessed Coursework tasks that are integrated into the delivery of the VET training program.

12.5 - VET Satisfactory Unit of Competence Result

Students receive a 'C' for a unit of competence when they have demonstrated competence required by the Registered Training Organisation (RTO) and administered by the subject teacher. Students receive a 'C' for a module when they have demonstrated achievement of all the learning outcomes as assessed by the RTO and administered by the subject teacher.

When a satisfactory completion of a VET unit is recorded on the VCAA database, credit for the VCE is calculated automatically.

12.6 - VET Not Satisfactory Unit of Competence Results

Students will receive an N for a Unit of Competence if they have not yet demonstrated competence. Students will be allowed to submit further work for satisfactory completion of a Unit of Competency. Students may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

If a student fails to complete a Unit of Competency in a VET program by the deadline set by the teacher, the VET Coordinator and the VCE Coordinator must be informed. The VET and VCE Coordinators will be responsible for ensuring the student completes the Unit of Competency. The work will be completed during private study periods or lunchtime 'catch up' class or a mutually convenient time arranged by the VET teacher and student.



Appendix 1: VCE/VET Subject Change Form, Melton

DATE: _____

STUDENT NAME:

HOME ROOM: _____

CURRENT SUBJECT ENROLMENT: UNIT 1/2/3 _____

REQUESTED SUBJECT ENROLMENT: UNIT 1/2/3 _____

REASON FOR REQUESTED CHANGE: _____

This is a change in subjects within a block.

This is a change in subjects across blocks.

Step One: Meet with the Year Level Coordinator

Year Level Coordinator Approval: _____ Date: _____

Meeting with Pathways

Time: _____ Date: _____

Teams/In-person: _____ Who: Ms Wills / Ms Bawden

Step Two: Pathways Counselling

If VET, Pathways confirm placement with VET Coordinator first

Pathways Coordinator Approval: _____ Date: _____



Step Three: Subject Teacher

A request will only be granted by the subject teacher if there is sufficient room in the class you are seeking to enrol in and that granting the request will not lead to disruption in the class.

Current Subject Enrolment: _____

Teacher Signature: _____ Date: _____

New Subject Enrolment: _____

Teacher Signature: _____ Date: _____

Step Four: Parent Approval

Parent Signature: _____ Date: _____

Step Five: Return form to VCE Coordinator

Signature: _____ Date: _____

- ✓ Form scanned and emailed to:
 - Deputy Principal
 - Learning and Teaching Coordinator
 - Timetabler
 - Pathways Team
 - Learning and Teaching Administrator (VASS)
 - Year Level Coordinator
 - Campus Administration Officer – Secondary
 - VET Coordinator (if applicable)