

WARRANDYTE HIGH SCHOOL

VCE POLICY

2026



VCE, VM and VPC POLICY HANDBOOK

2026

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A number of these policies come directly from the VCE Administrative Handbook 2026 and have been adjusted to suit the context of Warrandyte High School.

Important note from VCAA

In this 2026 edition of the VCE Policy, information relating to the VCE includes the VCE VM, unless otherwise stated or when referring to scored school-based and external assessments and related processes and results.

COURSE INFORMATION

VCE students at Warrandyte High School will receive information from their teachers regarding each VCE unit of study they undertake. This information will generally be available on Compass and will include:

- an overview of the unit of study
- the aims and objectives of the unit of study
- a description of each learning outcome relating to the unit of study
- a list of the SACs
- key dates for Learning Outcomes.

Further details can be found in the VCE Study Designs which are available on the [VCAA website](#).

Additionally, students can find additional information in the VCE Student Handbook which is available on Compass resources.

A list of Units 3 and 4 SAC dates for all studies will be made available on Compass each academic year.

This Policy document outlines the range of VCE, VCE VM and VPC pathways available for students at Warrandyte High School.

VCAA

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority continued under Part 2.5 of the *Education and Training Reform Act 2006* (Vic) (the Act) (see [Victorian legislation](#)). The VCAA's vision is to be a global education leader and its mission is to provide high-quality curriculum, assessment and reporting to enable learning for life. Refer to the [VCAA Strategic Plan 2021–25](#).

The VCAA Board is responsible for the governance of the VCAA and acts within the scope of the functions, powers and obligations conferred upon it by the Education and Training Reform Act and other relevant legislation. The VCAA Board consists of 8 to 15 members, one of whom is the Secretary of the Department of Education or their representative. The Governor in Council appoints the remaining members on the nomination of the Minister for Education. Schedule 2 of the Act sets out general provisions for government education authorities, including the VCAA.

2026 KEY DATES

Date	Description	Handbook section references
Tuesday 27 January	Start of Term 1 Start of school year for government schools (student-free day)	
Tuesday 27 January	Special Provision Online opens for schools to submit applications for: <ul style="list-style-type: none"> • Special Examination Arrangements for students with known conditions • Previously approved Special Examination Arrangements. 	Special Provision
Friday 6 February	Last day for: <ul style="list-style-type: none"> • Students to lodge applications for Statement of Marks for 2025 VCE external assessments and the GAT • Students to lodge requests to inspect response materials for 2025 VCE external assessments and the GAT. 	Results reporting to schools
Wednesday 18 February	Last day for schools to: <ul style="list-style-type: none"> • Lodge applications for alternative works/instruments for VCE Music Repertoire Performance 	External assessment
Friday 20 February	Last day for: <ul style="list-style-type: none"> • Schools to submit requests to the VCAA for alterations to 2025 results. Post-release changes require VCAA approval, and requests received after this date may incur a late fee. • Principals to lodge requests for Confirmation of Grades for 2025 VCE external assessments and the GAT • Principals to lodge applications for VCE Examination Score Review for 2025 VCE external assessments. 	VCE providers
Monday 23 February	Last day for schools to submit requests to rollover previously approved Special Examination Arrangements.	Special Provision
Monday 23 February	Initial enrolment Schools should enter VCE enrolments by this date. Initial enrolment data is critical for VCE Units 3–4 because it is used:	VCE programs VASS

	<ul style="list-style-type: none"> • To develop the 2026 VCE examination timetable • For planning associated with the administration of the GAT and VCE external assessments • To identify schools for the VCE School-based Assessment Audit. <p>Schools are recommended to enter all of the following available data by this date:</p> <ul style="list-style-type: none"> • VCE Units 1 and 2 • VPC Units • VET Certificates and Units of Competency • Registration of International Baccalaureate (IB) students (Year 11 and 12). <p>Schools may modify enrolment data after this date.</p>	
Monday 2 March	Last day for schools to submit VCE Extended Investigation research questions.	External assessment
Thursday 5 March	<p>Last day for schools to:</p> <ul style="list-style-type: none"> • Submit their 2026 Agreement to administer and conduct VCE external assessments • Establish centre arrangements for the administration of the GAT and Extended Investigation Critical Thinking Test, including: <ul style="list-style-type: none"> ◦ Combining with another school ◦ Requesting individual students to sit at locations other than their home school. • Nominate supervisors for the 2026 GAT, Extended Investigation Critical Thinking Test and VCE written examinations. 	VCE providers
Friday 6 March	Last day for schools to submit Special Examination Arrangements applications, including requests for Alternative Format examinations, for all known, ongoing conditions.	Special Provision
Friday 20 March	<p>Schools are recommended to enter student email addresses. The VCAA will begin the validation process to verify student email addresses in Term 3.</p> <p>The VCAA requires schools to enter a personal email address for each student enrolled at senior secondary level.</p>	VASS

Friday 27 March	<p>Last day for schools to lodge applications for:</p> <ul style="list-style-type: none"> • Funding for the use of an external venue (GAT and the Extended Investigation Critical Thinking Test) • Funding for additional supervision (GAT and the Extended Investigation Critical Thinking Test) • Requests for students to sit the GAT or Extended Investigation Critical Thinking Test interstate or overseas. • All 2025 VCE external assessment response materials and raw assessment data held at the VCAA will be destroyed. 	External assessment Results Reporting to schools
Thursday 2 April	End of Term 1	
Monday 20 April	Start of Term 2	
Friday 1 May Critical VASS date	<p>Last day for VCE and scored VCE VET Unit 3-4 sequence enrolments</p> <p>This data must contain all 2026 VCE and VET enrolment data that is known and available to schools. After this date, VASS will not allow schools to:</p> <ul style="list-style-type: none"> • Enter or withdraw enrolments for VCE including VM Unit 3–4 sequences • Enter enrolments for units of competency for VCE VET scored Unit 3–4 sequences • Register IB students • Enter returning Interrupted Studies students • Enter student’s First or Second Language status for Units 3–4 Modern Languages on VASS. <p>Last day for universities to enter Higher Education studies (HES) enrolments.</p> <p>Enrolments at this date will be used by the Department of Education to fund VET and Department approved satellite programs.</p>	VASS
	<p>Last day to enter partnership details on VASS for VCE Unit 3 School-based Assessment.</p>	VCE providers
Week commencing Monday 11 May	<p>During this week, the following information will be available on VASS:</p> <ul style="list-style-type: none"> • GAT centre arrangements and Student Assessment Timetables (GAT only) • GAT Special Examination Arrangements Advice Slips and Summary Report. 	External assessment
Friday 15 May	<p>First-round invoices for 2026 fee-paying international students sent to schools.</p>	Student enrolment

Monday 15 June	Last day for schools to flag students eligible for VPC at mid-year by running Midyear Reporting function on VASS.	Results reporting to schools
	Last day for schools to request a Student Achievement Profile Summary on behalf of students exiting school mid-year without a qualification.	Results reporting to schools
Tuesday 16 June	General Achievement Test (GAT) held	The GAT
Friday 19 June	Last day for schools to confirm centre arrangements for the administration of VCE written examinations including: <ul style="list-style-type: none"> • Combining with another school • Requests for individual students to sit at locations other than their home school • Creative and Digital Media examination centres • Lodging requests to use computer-based CAS software. 	External assessment
	Payment of first-round invoices for 2026 fee-paying international students due to the VCAA	Student enrolment
Tuesday 23 June	Last day for schools to submit Summary Claim Forms for reimbursement of supervision of students with approved Special Examination Arrangements for the GAT	Special Provision
Friday 26 June	Last day for schools to lodge requests for GAT exemptions with the VCAA.	The GAT
Friday 26 June	End of Term 2	
Monday 13 July	Start of Term 3	
Week beginning Monday 20 July	During this week, the following information will be available on VASS: <ul style="list-style-type: none"> • Arrangements for the administration of the Extended Investigation Critical Thinking Test and Student Assessment Timetables (Critical Thinking Test only) • Extended Investigation Critical Thinking Test Special Examination Arrangements Advice Slips and Summary Report. 	External assessment Special Provision

Wednesday 22 July Critical VASS date	Last day for Indicative Grades Indicative grades for Extended Investigation Critical Thinking Test are due.	External assessment
Friday 24 July Critical VASS date	Last day for Higher Education studies (HES) withdrawals After this date VASS will not allow universities to withdraw HES units.	VCE programs
	Second-round invoices for 2026 fee-paying international students sent to schools.	Student enrolment
	Last day for VET Assessment Plans After this date, VASS will not allow schools to modify assessment plans or registered training organisation (RTO) details including confirmed moderation groups for scored VCE VET programs.	VET
Friday 24 July	Last day for schools to lodge applications for: <ul style="list-style-type: none"> • Funding for the use of an external venue (VCE written examinations) • Funding for additional supervision (VCE written examinations) • Requests for students to sit VCE examinations interstate or overseas • Adjustments to a Student Assessment Timetable due to a timetable clash. 	External assessment
Monday 27 July Critical VASS date	Last day for Unit 3 School-assessed Task scores Scores for VCE Unit 3 School-assessed Tasks are due. After this date, VASS will not allow the entry of results.	VASS Units 3 and 4 scored assessment
	Last day for VCE Unit 4 and scored VCE VET Unit 3-4 sequence withdrawal After this date, VASS will not allow schools to withdraw students from VCE Unit 4 enrolments or units of competency for VCE VET scored Unit 3–4 sequences.	Student enrolment VASS
Monday 27 July	Release of Performance and Languages Oral Examination and Extended Investigation Oral Presentation Examination Advice slips.	External assessment
Wednesday 29 July	Extended Investigation Critical Thinking Test held.	External assessment
Friday 14 August	Last day to enter partnership details on VASS for VCE Unit 4 School-based Assessment.	VCE providers

Monday 31 August Critical VASS date	Last day for VCE Unit 3 School-based Assessment results Scores for VCE Unit 3 School-based Assessments are due. After this date, VASS will not allow the entry of results.	VASS Units 3 and 4 scored assessment
Week beginning Monday 7 September	During this week, the following reports will be available on VASS: <ul style="list-style-type: none"> • VCE examination centres and Student Assessment Timetables • VCE examination Special Examination Arrangements Advice Slips and Summary Report. 	External assessment
Monday 7 September Critical VASS date	Last day for Indicative Grades Indicative grades for all VCE performance examinations are due. After this date, VASS will not allow schools to enter indicative grades for performance examinations.	External assessment
Friday 11 September Critical VASS date	Last day for Externally-assessed Task scores School scores for Extended Investigation written reports are due. These are used in a quality assurance process. After this date, VASS will not allow schools to enter scores.	External assessment
	Extended Investigation written reports due at the VCAA.	External assessment
	Last day for lodging a request to exempt or dissolve a small-group partnership for for VCE Units 3-4 School-based Assessments.	VCE providers
Friday 18 September Critical VASS date	Last day for Externally-assessed Task scores School scores for the Music Composition and Music Inquiry Externally-assessed Tasks due at the VCAA. After this date, VASS will not allow schools to enter scores for the Music Composition and Music Inquiry Externally-assessed Task.	External assessment
	Music Composition and Music Inquiry Externally-assessed Task student materials due at the VCAA.	External assessment

	Payment of second-round invoices for 2026 fee-paying international students due to the VCAA.	Student enrolment
	Last day to submit applications for interstate or overseas credit towards VCE and VPC	Student enrolment
	End of Term 3	
Monday 5 October	Start of Term 4	
	2027 Special Examination Arrangements documentation available on VASS downloads.	Special Provision
Monday 5 October to Sunday 1 November	Performance examinations, Languages oral examinations and Extended Investigation oral presentations conducted.	External assessment
Thursday 8 October Critical VASS date	Last day for Indicative Grades Indicative grades for all written VCE examinations and the Extended Investigation Externally-assessed Task (combining Written Report and Oral Presentation) are due. After this date, VASS will not allow schools to enter indicative grades.	External assessment
Friday 9 October	Third-round invoices for 2026 fee-paying international students sent to schools.	Student enrolment
	Last day for lodging applications for enrolment in 2027 in Chinese Language, Culture and Society, Chinese Second Language, Chinese Second Language Advanced, Indonesian Second Language, Japanese Second Language, Korean Second Language and Vietnamese Second Language. Last day for lodging applications for enrolment in 2027 in English as an Additional Language (EAL) (all applications must be returned to the home school and endorsed by the principal).	Student enrolment
	Last day to lodge requests for alternate format names.	VASS
Wednesday 14 October	Commencement of End of Year Satisfactory completion updates.	Assessment
Thursday 15 October	Auslan examination held.	External assessment

	Languages (CCAFL) written examinations held.	
Monday 26 October to Wednesday 18 November	VCE written examinations held.	External assessment
Wednesday 28 October Critical VASS date	<p>Last day for VCE School-based Assessment results and School-assessed Task scores</p> <p>Scores for all remaining VCE School-based Assessments and School-assessed Tasks are due. After this date, VASS will not allow schools to enter any School-based Assessment scores. Requests for score changes will only be considered by the VCAA after endorsement by the principal.</p>	Units 3 and 4 scored assessment
Friday 30 October	Earliest date School-assessed Tasks in the Arts and Technologies may be returned to students.	VCE providers
	Payment of third-round invoices for 2026 fee-paying international students due to the VCAA.	Student enrolment
Monday 9 November Critical VASS date	<p>Last day to amend student personal details and consents.</p> <ul style="list-style-type: none"> • Last day for student legal name details to be confirmed and entered on VASS for certification • Last day to amend student addresses, emails and consents. <p>After this date, no changes to student consents, addresses, emails or other student personal details for 2026 can be accepted.</p>	VASS
Monday 16 November Critical VASS date	<p>Last day for VCE VPC and VET units of competency enrolment or withdrawal</p> <p>Last day to complete the entry of all VCE, VPC and VET enrolments in 2026. After this date, VASS will not allow schools to enrol or withdraw students in:</p> <ul style="list-style-type: none"> • VCE including VM Units 1 and 2 • VPC Units • VET units of competency. <p>Last day for VCE including VCE VM, VPC and VET units of competency results and VCE VET tasks scores</p> <p>After this date, VASS will not allow schools to enter:</p> <ul style="list-style-type: none"> • VCE unit results 	VASS

	<ul style="list-style-type: none"> • VPC unit results • VET units of competency results • VCE VET coursework task scores. <p>Last day for final check of VCE VET Assessing groups selection on VASS.</p>	
Monday 16 November	Last day for schools to request a Student Achievement Profile Summary on behalf of students exiting school without a qualification	Results reporting to schools
Wednesday 25 November	Last day for schools to submit Summary Claim Forms for reimbursement of supervision of students with approved Special Examination Arrangements.	Special Provision
Thursday 10 December	<p>Student final results</p> <p>Results available to students. Final results available to schools. Summary results data from VCE external assessments available for teachers through the VCE External Assessment Results Service (see VASS).</p>	Reporting results to schools
	<p>School results package</p> <p>Results package delivered to schools, including:</p> <ul style="list-style-type: none"> • Statements of Results for students studying VCE including VCE VM Units 1 and 2 or VPC • Certificates for students who have successfully completed their VCE including VCE VM or VPC • VCE VET and VET/FE Statements of Results listing units of competency completed for students studying VCE including VCE VM Units 1 and 2 only and VPC. <p>Statements of Results for students enrolled in at least one VCE including VCE VM Unit 3–4 sequence will be sent to each student’s home address.</p>	Reporting results to schools
Friday 18 December		

VCE PROGRAMS

MODIFICATION AND APPLICATION FORMS

Students who wish to make modifications to the standard VCE Program must detail, in writing, why and how they wish to modify their VCE program. This must be emailed or returned to the Sub-School Leader and Principal, after a discussion with the Careers Counsellor has taken place.

Students who wish to apply for unscored, special considerations or other supports as part of their VCE program will need to complete the necessary documentation (attached in the appendices of this document).

SCHOOL-ASSESSED (Unscored) VCE PROGRAM

For students not intending to pursue a career pathway that requires an ATAR, this viable alternative could be worth considering. In this instance the student is required to demonstrate the achievement of the outcomes as outlined in the VCE Study Designs.

School-assessed students will not need to complete all external assessments, such as the GAT (Section B) and VCAA examinations. These students will however need to complete Section A of the GAT.

Students should meet the following criteria in order to apply for a school-assessed pathway:

1. A student not needing a study score with a pathway that does not require an ATAR.

The following criteria may also be relevant to students selecting this pathway:

1. A student who can successfully complete all tasks in a subject, but who is likely to receive a study score that will negatively impact on their wellbeing.
2. A student who has a clinical condition that cannot be accommodated by a special provision.
3. A student who has a diagnosed disability that cannot be accommodated by a special provision.

Other criteria may be valid and will require the approval of the Principal and Sub-School Leader.

SCHOOL-ASSESSED (Unscored) VCE PROGRAM (CONTINUED)

For students who are school-assessed, each piece of assessment will be marked as 'satisfactory' or 'not satisfactory' only. No marks will be awarded and no grades will be entered into the VCAA system. Consequently, there is no need to sit Section B of the GAT in June or any of the VCE examinations in November. It is important to understand that a study score will not be generated for each subject, and consequently no ATAR will be calculated. However, a Victorian Certificate of Education (VCE) will be awarded at the end of the year, provided the student has met the requirements of the certificate. These are the satisfactory completion of 16 units as a minimum requirement, 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.

Students must also maintain a 90 per cent attendance rate in their classes.

It is important to note that school-based assessment will be used to determine the satisfactory completion of a unit. However, for school-assessed students there are a number of ways in which they could demonstrate an understanding of the outcomes, such as a folio of works, written test, open book assessments, performances, interviews and oral presentations. The number of assessments and the format of those assessments may look different to a traditional VCE pathway but must be at the equivalent standard to a VCE student. The 'S' needs to be valid and credible so there is equivalence between an unscored student achieving an 'S' and a scored student. In order to be valid and credible, students will be completing equivalent assessments and learning of the same curriculum from the subject's relevant Study Design. The Study Design cannot be modified, amended or adjusted in the delivery of the curriculum or assessment, eg to reduce the study.

An application to undertake a school-assessed VCE should not be made without discussing the implications first with the Sub-School Leader and/or the Careers Counsellor. The absence of graded assessments may limit a student's option for further training, work or study. Following this discussion, a formal, written application must be sent to the Principal and Sub-School Leader.

Discussion and approval of a school-assessed pathway must be done by the Principal, Careers Counsellor, and Sub-School Leader before any discussion with the student and family, to ascertain that the pathway is appropriate for the student.

VICTORIAN CERTIFICATE OF EDUCATION

Unit structure

- each VCE unit is numbered 1, 2, 3 or 4
- each unit is one semester in length
- units 1 and 2, generally taken in Year 11, may be done separately or as a sequence.
- units 3 and 4, all studies must be taken as a sequence.

Assessment of VCE

Assessment is either through exams, SACs (School-Assessed Coursework) or SATs (School-Assessed Tasks).

Satisfactory completion of the VCE

For satisfactory completion of the VCE, a student must satisfactorily complete a total of no fewer than 16 units.

Satisfactorily completed units must include:

- three units from the English group **, including at least one Unit 3 and 4 sequence
and
- three other sequences of Units 3 and 4 studies, including VCE VET Unit 3 and 4 sequences.

**English units may be selected from English Units 1 to 4, English (EAL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1 and 2 level selected from the English group may count towards the English requirement. English at Units 1 and 2 level include English Language Units 1 and 2, English Units 1 and 2 and Literature Units 1 and 2. English Units 3 and 4 and English (EAL) Units 3 and 4 are equivalent sequences and a student may not count both towards the award of the VCE. An English sequence will count as a sequence other than English when (a) it is additional to a student satisfying three units from the English group, or (b) the student has satisfied more than one sequence from the English group.

Notes:

1. VTAC advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is also required.
2. No more than two study scores from Unit 3 and 4 sequences of the English Group of studies can be included in the primary four.

Vocational Education and Training (VET) courses

Vocational Education and Training (VET) courses may be taken as part of the VCE Program. These are usually taken as one subject within the Year 10, Year 11 or Year 12 programs and can contribute to a student's ATAR if they complete the scored assessment. These courses may be classified as dual recognition, meaning they are equivalent to VCE units.

VICTORIAN CERTIFICATE OF EDUCATION (CONTINUED)

Higher Education studies in the VCE:

The Higher Education studies in the VCE Program is offered by higher education institutions and is designed for independent and high-achieving VCE students. Two types of study, Extension and Advanced Standing, are offered through this program. This is a special program offered by universities for some VCE students who are very strong academically. Students who successfully complete a Higher Education study have the title of the study, the year of enrolment and the higher education institution name reported on their VCE Statement of Results. A Higher Education study may contribute towards satisfactory completion for the award of the VCE as an unscored Units 3 and 4 sequence.

VTAC has advised that a Higher Education Study can contribute to a student's ATAR as a fifth or sixth study via an increment.

An Extension study is a first-year Higher Education study that is:

- equivalent in content and assessment in every respect to one or more of current first-year higher education studies and constitutes at least 20 per cent of a full-time first-year university course
- of a level for a high-achieving student and therefore is a clear advance on an identified linked VCE Unit 3 and 4 study and commensurate 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 at the higher education institution in that discipline.

VCE VOCATIONAL MAJOR

Unit structure

- each VCE unit is numbered 1, 2, 3 or 4
- each unit is one semester in length
- units 1 and 2, generally taken in Year 11, may be done separately or as a sequence.
- units 3 and 4, all studies must be taken as a sequence.

Vocational and applied learning in the VCE VM

Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

Assessment of VCE VM

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

VCE VM students will also sit Section A of the General Achievement Test (GAT).

Satisfactory completion of the VCE

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

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

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

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. The VCE VM studies do not contribute to the ATAR

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also receive structured workplace learning recognition. Most students will undertake 16–20 units over the two years.

VICTORIAN PATHWAYS CERTIFICATE

What is VPC?

The VPC is an accredited foundation secondary qualification under the *Education and Training Reform Act 2006* (Vic) and aligned to Level 1 in the Australian Qualifications Framework (AQF). The VPC is designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary program.

The VPC curriculum provides learning based on applied learning principles and serves as a practical pathway into further education, employment and training.

The VPC is most commonly delivered in Year 11 and 12, depending on a student's individual learning plan and delivery setting.

Unit structure

A VPC learning program may include:

- VPC units
- VCE and VCE VM units at Unit 1, 2, 3 or 4 level, including structured workplace learning (SWL) for VET
- VET units of competency.

VPC units may be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially. There are no prerequisites for entry into any of the units.

The VPC has 4 studies:

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills.

Each VPC study has 4 units.

Satisfactory completion of VPC

The minimum requirement for the VPC is satisfactory completion of 12 units, which must include:

- at least 2 units of VPC Literacy (or units from the VCE English group, including VCE VM Literacy)
- at least 2 units of VPC Numeracy (or units from the VCE Mathematics group, including VCE VM Numeracy)
- at least 2 VPC Personal Development Skills units
- at least 2 VPC Work Related Skills units.

The remaining 4 units may include other VPC units and other curriculum, such as VCE units, VCE VM units and units of competency from nationally recognised VET qualifications.

A student is awarded the VPC when they have satisfactorily completed 12 units, including a combination of units that meets the VPC minimum requirement. A VPC unit is satisfactorily completed once all modules within that unit have been completed. Module completion is based on the teacher's decision that the student has demonstrated achievement of the learning goal(s) of that module.

Assessment of VPC

Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks. Teachers will use VCAA *Support materials* to guide them in creating assessments in VPC. Students will be given multiple opportunities to show skills and knowledge in any given module. If the student does not satisfy the requirements for a module, they will be given an opportunity to complete redemption work according to the WHS redemption process. These might include: using classwork, practice pieces, an additional assignment, oral presentation or interview with the teacher. Communication to both parents and students will be done by the classroom teacher, once the additional work has been set. A final decision about awarding an S or N will not be made until after the redemption process is completed.

Each VPC unit requires 100 nominal hours, of which at least 50 hours need to be scheduled classroom instruction. Students at Warrandyte High School are expected to maintain more than 90% attendance. Students completing the VPC may be on a modified timetable according to need and will have their own attendance requirement stated in their Modified Timetable Agreement.

The VPC is designed to be delivered flexibly to suit the needs and circumstances of individual students. This can include face-to-face learning and activities such as work experience or supported industry engagement, volunteering and community involvement.

There is no maximum time limit for completion of units. Students can enrol in the VPC at a time of year that best suits their learning needs, abilities and interests.

VOCATIONAL EDUCATION & TRAINING (VET)

What is VET?

VCE VET programs are VET qualifications approved by VCAA following consultation with schools, industry and training providers.

They lead to nationally recognised qualifications and provide an opportunity for students to receive credit towards their VCE, VCE VM and VPC

See VCAA for approved VCE VET programs in the VCE VET offering.

School based apprenticeships and traineeships (SBATs)

A SBAT is an apprenticeship or traineeship which enables students to become qualified in the industry they want to work in, while gaining valuable work experience.

See VCAA for further information on traditional and part time apprenticeships and traineeships.

Structured Workplace Learning (SWL)

Structured Workplace Learning (SWL) involves on-the-job-training and the development of genuine workplace skills in an industry placement context.

Students completing SWL as part of their VET studies develop practical skills and competencies aligned with their VCE VET program or SBAT.

Units of credit for VCE, VCE VM & VPC

VCE VET General units of credit are automatically calculated for students who have an overflow of nominal hours from Units of Competency (UoCs) undertaken in their VET certificates. Students can accrue credit towards the VCE, VCE VM and VPC at certificate II level or above.

The overflow accrues across certificates allowing students to be eligible for up to two VCE VET General units of credit at Unit 1 and 2 level (90 hours for each unit to a maximum of 180 hours).

Students who are enrolled in an approved VET course and are absent from other timetabled classes will be expected to follow up with their classroom teachers to stay on top of/catch up on missed work/assessment.

ATTENDANCE

It is school policy that students attend all scheduled classes. A written explanation from a guardian and/or a doctor's certificate is required to explain any absence as part of the school attendance policy.

Students who have study (spare) periods at the start or the end of the day are still required to be on site. This also extends to study (spare) periods during the day.

Students who arrive or depart the school for other reasons, must log their arrival or departure in the VCE Sign In/Out log/Compass Portal, at the general office.

As stated above, students are not permitted to leave the school premises and then return for later classes.

Students are required to attend every lesson, complete as much work as possible and be actively engaged in their classes, as it is difficult to duplicate the learning environment at other times, and in other settings.

Interaction and discussions are an important aspect of learning and will assist all students in reaching their full potential.

In order to satisfy the attendance requirements of VCE, the school policy is that students must attend at least 90 per cent of classes, as all VCE units require 50 hours of class time. Attendance checks will be carried out periodically throughout the semester.

Where students have completed work, but there is a substantive breach of class attendance, the student may be awarded an N, (not satisfactory) for that unit.

Reasonable adjustments to the above arrangements may be granted at the Sub-School Leaders/Principals discretion on compassionate grounds.

Students who attend an approved VET course that clashes with other timetabled classes will be expected to stay on top of their studies and catch up on missed class work/assessment.

VCE VM students are only required on-site for the days they have scheduled classes. VCE VM students will attend their VET or workplace on alternate days. These students will also need to meet the attendance requirements held by their VET institute and workplace.

PROCEDURES RELATING TO ABSENCE FROM SCHOOL-ASSESSED COURSEWORK/TASKS

Units 1 and 2 studies

Students who are ill and unable to attend school to complete School-Assessed Coursework or Assessment Tasks must obtain a medical certificate and present this to the Sub-School Leader.

Students should then make arrangements with their teacher to complete the task at a suitable time. This will occur when the student has that class next or, as a last resort, on a Monday afternoon starting at 3.30pm.

Failure to follow these procedures will result in the student being given a **zero** for that task.

Units 3 and 4 studies

Students who are ill and unable to attend school to complete School-Assessed Coursework or Tasks must obtain a medical certificate and present this to the Sub-School Leader upon returning to school and arrange an alternative time to sit any and all assessment.

Teachers and the Sub-School Leader will discuss an alternative time to sit the assessment task which is convenient to the classroom teacher and will not disrupt the students' scheduled classes. If the missed task is to be completed outside of class time, a hard copy of the assessment task will be given to the Sub-School Leader once this decision has been made.

Teachers will notify students, in person, along with the Sub-School Leader, when the assessment will take place. This will also be recorded through the use of Compass. This will usually occur during class time, but may also happen in a study (spare) period.

Failure to follow these procedures will result in the student being given a **zero** for that task.

LEARNING AND HOME LEARNING

Rationale

Students are responsible for their own learning. Home learning is a key component of the VCE as it prepares students for assessment of the Learning Outcomes. Students should therefore develop effective revision, preparation and study skills.

Learning guidelines

Warrandyte High School aims to promote independence in learning. Each student should therefore:

- strive to achieve excellence in their studies by working to the best of their ability
- learn to work independently and collaboratively in groups
- always respect the learning of all members of the classroom
- be prepared and punctual for all classes and bring necessary equipment
- take pride in the presentation of their work
- develop effective revision and study habits
- record all homework in their school planner for daily reference.

Home learning guidelines

Home learning is set in all curriculum areas to encourage independent study habits, to reinforce class work and to extend the time available for learning. The development of organisational and time-management skills, self-discipline and research skills are key benefits of a regular study pattern. Home Learning is an integral part of the academic program and care should be taken to ensure that a balance is maintained between the demands of homework and other leisure activities or commitments.

Appropriate tasks should:

- consolidate and extend learning
- give students control over their learning
- help students set priorities
- prepare for future lessons
- establish good work habits
- prepare students for tests and exams.

LEARNING AND HOME LEARNING POLICY (CONTINUED)

Home learning will be set as appropriate by the teacher and in line with the demands of each subject.

The minimum recommended time allocated is:

Year level	Time (per week)
10	10 hours
11	15 hours
12	20 – 25 hours

All students should develop the habit of doing some of their set work and study over the weekend.

Students will be expected to complete all set work in order to satisfy the subject requirements.

Where a student has legitimate reasons for not completing the set tasks, an extension of time may be granted by the Sub-School Leader, as long as this discussion begins before the due date.

Where a student has failed to complete set work, this work will need to be completed at lunchtime, after school or during spare periods at the direction of the subject teacher.

ASSESSMENT OF VCE STUDIES

SATISFACTORY COMPLETION OF A UNIT

In order to achieve an S (satisfactory) for a VCE unit, a student must:

- complete all aspects of all work requirements or learning outcomes to the required standard (≥ 50 per cent)
- submit all assessment tasks on time
- ensure that the work is clearly their own
- attend the required number of lessons (90 per cent) and
- adhere to school and Victorian Curriculum and Assessment Authority (VCAA) rules.

Notes:

1. Involvement in school-based excursions, camps and sporting events will not impact on your attendance requirement.
2. Students can resubmit work to meet satisfactory completion requirements of a unit but may not resubmit tasks for the reconsideration of School-Assessed Coursework scores awarded by the school. (If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher will 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. This may delay the decision about satisfactory completion to allow a student to complete or submit further work.)
3. Satisfactory completion of a unit is independent of receiving a satisfactory completion of an assessment task. If a student achieves an overall grade of <50 per cent for any outcome, they will be given an N for that outcome. If any of the outcomes are not achieved, the student also receives an N for the unit.

Consequences of receiving an N (Not Satisfactory) or J (withdrawn) for a Unit:

- Student completion of units will be monitored by the Senior Sub-School Leader
- A student and their family will be notified in writing if they are at risk of not achieving their VCE, VM or VPC certificate after receiving an N and a progress meeting will take place.
- Students who receive an N or J for VCE or VM Unit 3 will not be able to progress to Unit 4 in that subject.

Learning outcomes

- they describe activities which involve students tackling the areas of study in ways which will enable them to achieve the objectives of the unit
- they are a fundamental part of a course, not separate from coursework. However, they do not describe all of the work students may be asked to do as part of a course.

Units 1 and 2 Assessment Tasks

In each Unit 1 and Unit 2 course, approximately four Assessment Tasks will be applied. One of the Assessment Tasks will be a one-and-a-half-hour exam at the end of the semester. The other Assessment Tasks will vary from one unit to the next, but generally each will be built out of a particular area of study. Reports will show whether students have satisfactorily completed the learning outcomes and provide an indication of student performance on each Assessment Task through the award of a satisfactory or non-satisfactory completion (S, N, NA). Through the use of continuous reporting, both parents and students have access to performance indicators through Compass Learning Tasks.

ASSESSMENT OF VCE STUDIES (CONTINUED)

Unit 3 and 4 School-Assessed Tasks (SATs)

SATs are school assessed tasks, which are undertaken by some students taking Unit 3-4 in the Visual Arts and Technology areas. They are designed to assess different aspects of student performance in Units 3 and 4.

Unit 3 and 4 School-Assessed Coursework (SACs)

SACs are School-Assessed Coursework, which assess student's overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment Tasks are part of the regular Teaching and Learning Program and are completed mainly in class time.

Results of coursework count towards a student's study score in each VCE study and ultimately towards the student's ATAR. It must be noted that School-Assessed Coursework scores may change, following statistical moderation by the VCAA.

After assessment tasks are submitted and marked, teachers will provide feedback to students.

Appropriate feedback includes:

- advising on particular problem areas
- advising on where and how improvements can be made for further learning
- reporting S or N decisions and providing written comments on students' performance against each outcome.

Students should also be provided with their initial school-based assessment score for individual SACs. When initial SAC scores are provided, teachers must advise students that their scores may change following statistical moderation.

ASSESSMENT GUIDELINES FOR STUDENTS

(VCAA RULES FOR SCHOOL-ASSESSED TASKS AND COURSEWORK)

- Students must ensure that all unacknowledged work submitted for assessment is genuinely their own work.
- Students must acknowledge all resources used: this will include text, websites and source material.
- Students must not receive undue assistance from any other person or Artificial Intelligence in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (eg. by reading, viewing or note taking) but which have been transformed by the student and used in a new context
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

ASSESSMENT GUIDELINES FOR STUDENTS

(VCAA RULES FOR SCHOOL-ASSESSED TASKS AND COURSEWORK)

CONTINUED

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgment
actual corrections or improvements made or dictated by another person.
- Students may be asked to periodically produce appropriate documentation of the development of the coursework. This will enable the teacher to monitor the development of the work and to keep a record of the process and to attest that the work is the student's own.
- Students must not submit the same piece of work for assessment more than once.
- Students who knowingly assist other students in a Breach of Rules may be penalised.
- With the final copy of the SAT, students must submit evidence (i.e. a draft) of the development of the SAT. Written comments must have been provided by the teacher on this draft. Any evidence is to be initialed and dated by the teacher and student.
- Students must sign an Authentication Record during the development of the task. This declaration states that all unacknowledged work is the student's own.
- Students must also sign a General Declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.
- Computer use
When students use a computer to produce work for assessment, it is the student's responsibility to ensure that:
 - there is an alternative system available for use in case of computer or printer malfunction or unavailability
 - hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
 - each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.
- Mobile phones, iPods and other electronic devices must not be taken into any Assessment Task.

Use of generative artificial intelligence

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

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

AUTHENTICATION

Students and teachers are required to attest that all unacknowledged work is genuinely the work of the student. Should work submitted for an assessment or coursework be deemed not to be that of the student, that work will not be assessed as part of the unit.

Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. Warrandyte High School students are expected to demonstrate honesty, integrity and ethical behaviour in completing all of their assessment tasks.

All academic work, written or otherwise (including oral presentations), submitted by students to their teachers is expected to be the result of their own thought, research, or creative ideas and expressed in their own words.

When a student submits work claiming to be their own, but which in any way borrows ideas, organisation, wording or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

In cases where a student feels unsure about a question of plagiarism involving their work, they are strongly recommended to speak with their teacher on the matter before submitting their work. Teachers are more than happy to offer guidance to students regarding how much information can be legitimately taken from other sources and how it can be used properly.

When a student's assignment involves researching outside sources of information, the student must carefully acknowledge exactly what, where and how he/she/they has used them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. This means including web addresses or the names of books and magazines.

Each of the following activities is plagiarism and therefore unacceptable:

- copying someone else's work in part or in whole and presenting it as their own
- using material directly from books, journals, or digital sources (including AI) without reference to the source
- building on the ideas of others without reference to the source
- handing in work to which another person such as a parent, tutor or subject expert has substantially contributed
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or copyright permission
- paying someone to write or prepare material.

AUTHENTICATION (CONTINUED)

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

- For School-Assessed Tasks, teachers must 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 (refer to **Authentication Record Form SAT**).
- 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.
- Copies of each student's written work should be filed at given stages in their development.

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. 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 to verify that the work is genuinely that of the student.

Work that is plagiarised will not be considered as part of the assessment. Students will be able to resubmit work to gain an S, however, no change of grade will take place.

If there is more than one class of a particular study in the school, then appropriate internal moderation and/or cross-marking procedures will be applied to ensure consistency of assessments between teachers. This important process will delay the publishing of results online.

Authentication for remote learning

In the event of being required to undertake assessment remotely, including formative assessment, students are required to complete a VCE student declaration and statement of authorship form, which attests that all unacknowledged work is genuinely the work of the student. Students must sign, date and submit the form in conjunction with their assessment task. A breach of the VCE student declaration is a breach of rules and procedures in the operation of the VCE. An investigation may be convened by the Principal and Sub-School Leader. Students may receive a zero for the submission of part or whole of the task and/or be required to resubmit the relevant section or a resubmission of the whole assessment task.

SCHOOL-ASSESSED COURSEWORK (SACs)

Presentation and submission

It is the student's responsibility to ensure that pieces for assessment are submitted in a timely manner.

Students must submit all coursework to their subject teacher at the beginning of each lesson on the specified day, or at other times set down by the individual teacher. Failure to submit the work by the stated deadline will result in zero being recorded for that piece of assessment.

The SAC can still be submitted in order to gain an S for the outcome. If the SAC is not submitted then an NA will be recorded for that piece of assessment.

Students must ensure that their name appears on every page.

Lost or damaged work

Before submitting coursework the student must, where possible, copy the work and retain a copy at least until the teacher has assessed and returned the original material. This procedure does not apply to work lost or damaged due to computer malfunction.

SAC submission dates

A SAC Calendar will be produced at the beginning of each semester containing dates for all School-Assessed Coursework. This can be viewed on Compass.

Only where an extension of time has been granted for students who require special provision or have a medical certificate due to illness, will any work be accepted after the deadline for the submission of the task to the teacher. The rules relating to special provision and absences are very strict. Allowances will be made only in extraordinary cases.

Redemption Policy

Students obtaining a score of less than 50 per cent may be required to complete additional work for the assessment task, but the initial score will remain. Additional work may include re-submitting all or part of the assessment task, as deemed appropriate by the teacher. A meeting should take place between the student and teacher to discuss opportunities for improvement before additional work is to be completed.

If the student fails to satisfy the outcome through this process, then further discussion will occur between the teacher and the Sub-School Leader about other possible arrangements. These might include: using classwork, practice pieces, an additional assignment, oral presentation or sitting another SAC. Communication to both parents and students will be done by the classroom teacher, once the additional work has been set.

Redeemed work will not be reassessed for a new numerical score and can only be redeemed to an 'S' level. If this occurs the student will receive an 'S' for the outcome. If not, students will be given a second opportunity to obtain an S. Failure to meet requirements for redemption will result in 'N' for the outcome and therefore 'N' for the unit.

SCHOOL-ASSESSED TASKS (SATs)

Presentation and submission

SATs must be submitted to your teacher during the lesson on the specified day. Students must sign a **Declaration of Authenticity** when they submit their SAT. Failure to submit a SAT by the stated deadline will result in a zero being recorded for that particular SAT. The SAT can still be submitted in order to gain an S for the outcome. If the SAT is not submitted then an 'NA' will be recorded for the SAT.

Students must ensure that their student number appears clearly on every page of the SAT. The student's name must NOT appear on any page, including the title page.

Authentication

It is the student's responsibility to ensure that their teacher regularly signs the development of their work and that both sign the authentication record on a regular basis.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of, a student's draft or production or folio
- providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design brief.

Lost or damaged work

Work lost or damaged due to computer malfunction does not automatically constitute grounds for an extension.

EXTENSION OF TIME (VCE/VM/VPC)

Students should work consistently and steadily on specified tasks throughout the semester. Individual work in any given unit of study must be completed within the period designated by the teacher.

In exceptional circumstances, students may wish to apply for an extension of time. Work lost due to computer malfunction is **NOT** an acceptable reason for automatically granting an extension of time.

NB: 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
- hard copies of the work in progress and back-up versions are produced regularly.

The school has developed common procedures for all VCE, VM and VPC studies that set out the conditions under which such an extension of time may be granted. The procedures include:

Process

Students must request an extension (in writing) from their subject teacher. The written request must show the following:

- student's name and date of request
- relevant unit of study
- relevant coursework, assessment task or SAT
- set submission date
- specific details of the reasons leading to the request for an extension of time.

This extension should be requested well before the due date of the assessment task.

The student and subject teacher will then negotiate an appropriate length of time for the extension. If the student requires an extension of seven (7) or more days, then the student is required to submit the VCE SAC/SAT, VM or VPC extension form. The Sub-School Leader will sign the approval form and distribute a copy to the teacher and principal. The VPC extension form may also be filled out by the Wellbeing Leader or Inclusion Leader as appropriate.

Should the subject teacher or Sub-School Leader refuse to grant the student an extension of time or if agreement cannot be reached on the specific details of the agreement, a meeting will take place with the principal to consider the application for an extension of time.

BREACH OF RULES

Where there is any breach of the rules and procedures in the operation of the VCE, VM or VPC, a student and parent meeting will be convened by the Sub-School Leader. This meeting will consist of the Sub-School Leader and some or all of the following:

- Principal
- Assistant Principal
- Subject Teacher

The meeting is used for:

- authentication issues
- work not submitted
- not satisfying outcomes
- lack of attendance.

The subject teacher, Sub-School Leader and Principal, discuss and make decisions about students achieving an N for a Unit of Study.

After the meeting, the school will write to the student to confirm:

- the findings of the decision-maker in relation to any allegation against the student (setting out each allegation, and whether the allegation was found proven or not proven)
- the reasons for the decision on each allegation, and the supporting evidence
- the consequence that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

APPEALS

Section 2.5.21 of the *Education and Training Reform Act 2006 (Vic)* ('the Act') provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments (including the authentication rules referred to earlier). 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 of the VCAA no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the Chief Executive Officer of the VCAA must nominate an employee of the Secretary to interview the parties to the appeal and attempt to resolve the matter

UNIT 1 & 2 EXAMS

Alternative arrangements will not be made for students with regards to exams unless the student absence is deemed by the school to be the result of extenuating circumstances, such as illness as supported by a doctor's certificate. No alternative arrangements will be made for these exams beyond these circumstances.

Students who arrive late for their school exams will be required to complete the exam in the remaining time period, where it is the school's opinion that the lateness is not a result of acceptable extenuating circumstances.

1. Students do not have to be in attendance at school unless they have an exam during this period. Any student who is in school during school hours and not in an exam is expected to be in the VCE Centre. Attendance will be taken in each exam.
2. Students must know the time and place of their exams and arrive at the exam room at least 10 minutes before the start. No extra time will be allowed to students who arrive late.
3. Strict silence must be observed in exam rooms during an exam and must continue until the supervising teacher has collected all the papers. Students must remain seated until all exam papers are collected at the end of the allotted time. No student may communicate with another student in the exam room while the exam is being conducted.
4. Students must bring all materials necessary for a particular exam – pens, pencils, erasers, calculators or whatever is required.
5. During reading time a student may study the directions for the exam, the question booklet and dictionary, if a dictionary is permitted in the exam. A student must not begin to write or mark his or her paper in any way until the signal to write is given.
6. A student must cease writing when the signal to do so is given, but must not leave his or her place until directed by the supervisor. A warning signal will be given five minutes before the scheduled completion of writing time of the exam and a final signal at the expiration of the designated time. No writing at all may be done after that signal.
7. No student may leave the exam room during the period of the exam. (If a student completes an exam before the appointed finishing time, he/she/they should check the work for errors and ways of improving their work).
8. Textbooks, notes, mobile phones, iPads, iPods, calculators etc. must not be brought into the exam room except in cases where the teacher who has set the exam has approved their use, eg. dictionaries for English, calculators/bound references for Mathematics.
9. Any bags must be left in the students' locker throughout the duration of the exam. The only drink that can be brought into the exam room is water and this must be inside a transparent container with no labels on it.

UNIT 1 & 2 EXAMS (CONTINUED)

10. If a student wishes to contact the supervising teacher once the exam has begun, he/she/they should raise their hand until attended to by the supervisor. This rule applies to any student wishing to go to the toilet during the period of any exam.
11. When the signal to write is given, each student must write their name and subject teacher, clearly on the front cover sheet, during the time allowed for the exam.
12. Students should check that all sheets are handed in and that the sheets are in order and named.
13. Students are not permitted to leave the school grounds between exams but can leave at the completion of an exam if it is their last commitment for the day.
14. An exam day is a normal school day and full school uniform is to be worn. Any student not wearing their uniform will be asked to call home to get the proper uniform dropped off, or be given an after-school detention the following Monday afternoon (where possible). This also applies to students coming to school for the study sessions.
15. Students found cheating, in any manner or form, may have the total exam mark reduced to zero in the subject in which the cheating has occurred.

All students leaving the school to go home early during the exam period must follow the signing out procedure that occurs on a normal school day.

UNIT 3 & 4 EXAMS

All exams (excluding performance and oral exams) will be held at Warrandyte High School in the Theatre.

Practice Year 12 practice exams are compulsory for all students. These exams form part of the teaching and learning program and are essential practice for VCAA external exams.

All VCAA exams must take place on the day scheduled in the timetable. It is not possible to reschedule an exam to another day. If a student has a timetable clash for an exam on a particular day, then an application form must be submitted to the VCAA, which is done with assistance of the Sub-School Leader.

The following studies have exams with a performance or oral component. The assessment period for these exams will be advised by VCAA. Students will be notified by their school of the time and location of their performance/oral exam by their Sub-School Leader.

- Dance, Performance exam
- Drama, Solo Performance exam
- LOTE Oral exam
- Music Performance exam
- Theatre Studies Monologue Performance exam

(a) Students with three exams in one day

Students with three exams on the one day are entitled to a DES (Derived Examination Score) for the third exam in the day. These students will not be required to apply for a DES.

All schools that have students who have three exams timetabled on any day during an exam period will be notified by the VCAA. The VCAA will update these students' timetables in VASS to reflect this policy and provide schools with advice slips about the special arrangements referred to above.

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

It is important that students attend their third exam in 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 exam score. Many students will, if they apply themselves diligently, exceed or equal their predicted DES in their third exam in the day. At the end of the year the VCAA will compare the student's actual exam score and their calculated DES and award the student the higher of the two. Students

UNIT 3 & 4 EXAMS (CONTINUED)

should be encouraged to perform as well as they can in an exam to maximise their final score.

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

(b) Student identification requirements for LOTE Oral and Arts performance exams

All candidates undertaking a LOTE Oral and/or Arts Performance exam during the October/November exam period will be required to provide personal identification on entry to their exam(s). The personal identification must consist of a clear photo of the student and their full name. Most existing student identification cards or personal documents will be suitable for meeting this requirement; for example, a school ID card, public transport ID card, passport or drivers license, as appropriate.

(c) June and November exams

Each exam and the GAT starts with a 15 minute reading period, which is included in the times shown in the timetable.

It is not possible to re-schedule an exam or GAT to another day.

Individual exam timetables are issued in May, however, it is imperative that students are well aware of their exam times. On these exam timetables is a date which indicates when students must have submitted a Derived Examination Score application to the VCAA. This is generally one week after their last exam.

VCAA EXAM RULES

Students are required to observe the following rules for examinations conducted by or on behalf of the VCAA as well as the day-to-day rules of the institution/school providing the venue for the examination.

These rules shall apply to students with disabilities or other impairments with such modifications as may be appropriate and reasonable.

Any alleged breach of these rules and any alleged cheating or dishonesty in relation to VCE examinations will be reported to the Manager, Corporate Governance, VCAA. Serious cases will be referred to the VCAA Discipline Committee. The Discipline Committee will, in accordance with its terms of reference, conduct a hearing at which it will consider the circumstances of the alleged breach and determine any appropriate penalty.

All supervisors of examinations are issued with directions for the administration of the examinations and are required to report all breaches of rules to the Manager, Corporate Governance, VCAA.

Supervisors have the right to check materials brought by students into the examination room and remove any non-compliant material for the duration of the examination. Items which are the subject of an incident report will be confiscated and held by the school or sent to the VCAA until investigations into the incident are complete. This includes dictionaries, calculators, pencil cases, medications, asthma inhalers or calculator cases and other approved items taken into the examination room. A suitably qualified member of the school teaching staff will check the appropriateness of reference materials and calculators as students enter the examination room for examinations where these items are permitted.

1. A student must not cheat or assist another student to cheat.
2. A student must not take any action that gives or attempts to give that student or another student an unfair advantage in an examination.
3. A student must not allow, induce or assist any other person to present for an examination in his/her/their place and a student must not present for an examination in another student's place.
4. A student must not present for an examination under the influence of alcohol, drugs or intoxicating substances. A student who has taken medicinal drugs for a medical condition in accordance with good medical practice is, to that extent, exempt from this rule.
5. A student must obey and observe all proper instructions or directions given by an examination supervisor.
6. A student attending an examination may bring only materials and equipment approved for that examination into the examination room.
7. A student must not possess in an examination room mobile phones and electronic devices such as recorded music and video players, organisers, dictionaries and computerised watches, which

VCAA EXAM RULES (CONTINUED)

are capable of storing, receiving or transmitting information or electronic signals.

8. A student detected with a mobile phone or electronic device such as a recorded music and video player, organiser, dictionary or computerised watch or as defined in the above guidelines, must, upon the direction of a supervisor, surrender that device for inspection and to be retained pending any investigation into an alleged breach of VCAA rules.
9. A student 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 allowed in the examination room and must be inside a transparent container with no labels on it.
10. A student must not communicate with another student while the examination is being conducted.
11. A student must not cause any nuisance, annoyance or interference to any other student while in an examination.
12. A student must not remove, tear out or damage any part of a bound reference, script book, question and answer book or answer book, except formula sheets or similar permitted examination materials.
13. A student must not remove any response material, used or unused, from the examination room.
14. A student must not begin to write or mark his or her paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
15. A student must raise his/her/their hand if he or she wishes to communicate with a supervisor.
16. A student will not be allowed to leave the room before 30 minutes has elapsed from the start of writing time or in the last five minutes of the examination.
17. A student must cease writing when instructed to do so by a supervisor.
18. A student must remain silent and seated in his or her place at the end of the examination until response materials have been collected, and an announcement is made to students to leave the examination room.
19. A student must not leave his or her place until directed by a supervisor.
20. A student must not communicate with an assessor, either before or after a written examination or during a performance examination, except when communication is necessary for the conduct of the examina

VCAA EXAM RULES (CONTINUED)

Watches, mobile phones and other electronic devices

Students are not permitted to wear a watch of any type during an examination. All watches must be removed and placed at the top of the student's table or desk, where they can be seen easily by supervisors.

Computerised watches, mobile phones, iPods, electronic organisers, electronic dictionaries, and other electronic devices capable of storing text or transmitting or receiving information or electronic signals may not be taken into an examination room.

Stopwatches or watches with special functions, such as an alarm or a stopwatch, are not permitted in the examination room.

Where there is any doubt about the functions of any watch displayed, supervisors are authorised to direct students 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.

MATERIALS AND EQUIPMENT FOR VCAA

VCAA EXAM RULES (CONTINUED)

Students will be required to observe the rules and regulations set down by VCAA for the conduct of Units 3 and 4 external exams. Students must identify themselves by writing their student number on scripts used for the exams.

For the details of subjects where students are permitted to bring specific materials, in addition to basic stationery, into the exam, refer to the link below. Please note that correction fluid and loose sheets of paper are not permitted to be used.

[VCE assessment - authorised materials and equipment - VCAA](#)

Calculators

Only VCAA-approved calculator models may be used. Calculators that have graphical or programmable capabilities may be used provided that the model is approved.

The conditions under which calculators may be used are:

- the calculator must be silent, and be of the hand-held type containing its own power source
- students will be entirely responsible for ensuring adequate power supply to, and proper working of, their calculators. Students must supply their own spare batteries. Any battery failure or other fault which limits the usefulness of a calculator during an exam will not be taken into consideration by the assessors
- no student may borrow a calculator from another student after entering the exam room
- no magnetic cards may be used
- the use of calculators in the GAT is not permitted
- supervisors have the right to check any student's calculator
- calculators must not be used during reading time.

Multiple-choice answer sheets

Some exams require students to complete a multiple-choice answer sheet. All multiple-choice answer sheets must be completed **using a pencil only**. Multiple-choice answer sheets are processed by an optical scanner, which automatically reads pencil marks recorded by the student on the sheet.

Students should ensure that they use the multiple-choice answer sheets provided, carefully reading the instructions printed on the sheet.

Sample multiple-choice answer sheets are published in the VCE Bulletin prior to each major exam period.

Dictionaries

Dictionaries must not contain any highlighting or annotation. Electronic dictionaries are not permitted in any exam. An English and/or bilingual printed dictionary may be used in the GAT, English and English as an Additional Language (EAL) exams. Dictionaries are not allowed to be used in any other exam.

In exams where they are permitted, a dictionary may be consulted during reading time. However, no notes may be made during reading time.

GENERAL ACHIEVEMENT TEST

The General Achievement Test (GAT) is a test of general knowledge and skills in written communication, mathematics, science and technology, humanities, the arts and social sciences.

The GAT is an important part of the VCE assessment procedures. Although it isn't part of the attainment of the VCE and doesn't count towards VCE results or the ATAR, the GAT plays an important role in checking that school assessments and exams have been accurately assessed.

If you are enrolled in Units 3 and 4 of any VCE study - whether in Year 11 or Year 12 - you must sit the GAT unless you are exempted by the VCAA. There must be good reason for an exemption.

Your GAT results will be reported with your Statement of Results.

Students will sit two sections of the GAT, in June, each year they are enrolled in a Unit 3 and 4 study.*

*VCE VM students are only required to complete Section A

A statement of GAT results is mailed to the student. It is not provided for either tertiary selection or employment purposes. Numerical scores are reported for each of three components, along with a descriptive comment about the student's performance on each component.

Section A is a literacy and numeracy assessment comprised of:

- a 2-part writing task – 30 minutes
- 50 numeracy multiple-choice questions – 45 minutes
- 50 reading multiple-choice questions – 45 minutes

Section B is comprised of:

- an extended writing task – 30 minutes
- 25 mathematics, science and technology multiple-choice questions – 45 minutes
- 25 arts and humanities multiple-choice questions – 45 minutes

The VCAA will use GAT scores as a basis for:

- reviewing school assessments in School-Assessed Tasks (SATs)
- requesting authentication checks by schools for particular students' School-Assessed Tasks (SATs)
- checking the accuracy of student scores in exams
- enhancing the statistical moderation of School-Assessed Coursework (SAC)
- the calculation of a Derived Examination Score.

MATHEMATICS REFERENCE MATERIAL

Students are allowed to take one bound reference, textbook or lecture pad (henceforth referred to as reference materials) into designated Mathematics exams. The table below summarises the exams into which reference materials may be taken. Please read these instructions carefully.

Study	Exam 1	Exam 2
General Mathematics	Reference materials as described	Reference materials as described
Mathematical Methods	None	Reference materials as described
Specialist Mathematics	None	Reference materials as described

MATHEMATICS REFERENCE MATERIAL (CONTINUED)

Specifications for reference materials

- Specifications for the bound reference:
 - the bound reference must be in book format of A4 size or smaller when closed.
 - the number of pages is not specified.
 - pages must be permanently bound and securely attached to the spine.
 - there must be a single horizontal or vertical spine.
 - the bound reference may be:
 - a textbook
 - a securely bound lecture pad
 - a permanently bound student-constructed set of notes without fold-outs
 - an exercise book.
 - the form of binding is not specified but it must be secure, and pages must not be readily detachable or designed to be removed. Binding can include cloth, glue, staple, spiral or plastic comb binding.
- Students are allowed to:
 - annotate the material
 - design their own written index
 - fold pages
 - cut page corners
 - colour code pages
 - insert dividers into their own sets of notes
 - firmly attach (e.g. by glue, adhesive tape or staples) additional material to pages in the bound reference.
- The following are prohibited:
 - pages or parts of pages which can be detached from the bound reference during the exam
 - fold-outs, maps or brochure style components
 - removable tabs, post-it notes or other items designed to be detached
 - forms of collation/ binding that are designed to be non-permanent, these include:
 - ring-binder folders
 - plastic A4 slips (permanent or removable) into which pages may be inserted or removed
 - manila and similar folders with clip, clamp, slide and metal prong style binding of loose-leaf material.

If one or more pages can be or are detached from the rest of the bound reference, for whatever reason, or if the bound reference does not comply with the specifications above, the entire bound reference will be removed by the supervisor for the duration of the exam and the incident will be reported as a breach of rules.

A suitably qualified member of the school teaching staff will check the appropriateness of reference materials and calculators, as students enter the exam room for Mathematics exams where these items are permitted. Therefore, students will need to ensure that they arrive in plenty of time to each Mathematics exam so that these materials can be adequately checked.

AUSTRALIAN TERTIARY ADMISSION RANK ATAR

To receive an ATAR, students must achieve study scores for four Units 3 and 4 sequences and satisfactorily complete both Unit 3 and 4 of English.

Note that if a student achieves more than one NA for an assessment task in any study, then no score can be calculated, and that study will not contribute to a student's ATAR.

VTAC (Victorian Tertiary Admissions Centre) uses the study scores for each student to compare performance. Each student is then ranked in 0.05 increments up to a maximum of 99.95. In **NO WAY** can a student calculate their ATAR purely from the study scores out of 50 supplied by VCAA. Each subject is then scaled to ensure comparability between studies.

The ATAR comprises the scores for English and the best three subjects (together known as the 'Primary Four'), then 10 per cent of any fifth and sixth study will be added.

Successful completion of Higher Education Studies (HES) will give the ATAR score an increment of four points, five points or 5.5 points according to the level of achievement.

SPECIAL PROVISIONS

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 who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, VM or VPC, or from being assessed against the outcomes for a study.

Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected by illness, impairment or personal circumstances, to demonstrate their capabilities.

Special Provision does not therefore allow for, or encourage, the development of alternative courses of study with standards of achievement that are different from those specified in VCE, VM or VPC study designs. Schools may use a range of alternative arrangements for curriculum delivery, learning programs and assessment for students to enable them to achieve the standards required by the VCE, VM or VPC study designs.

Students should complete an application form, which can be obtained from the Sub-School Leader. In applying for Special Provision, applicants must ensure that current professional and appropriate documentation is supplied to ensure that applications are processed in favour of the applicant.

Determines

School	Special Provision for School-based assessment (anytime)
VCAA	Special Examination Arrangements (apply in February) Derived Examination Score (one week after final exam)
VTAC	SEAS (Special Entry Access Scheme) Application (October)

SPECIAL PROVISION ELIGIBILITY

A student is eligible for Special Provision if at any time while studying for the VCE/VM or VPC he/she/they are:

- significantly affected by illness (physical or psychological), by any factors relating to personal environment or by other serious cause
- disadvantaged by a disability or impairment including learning disabilities.

Evidence to support a claim for Special Provision for a learning disability should take the form of:

- an educational history compiled from the results of diagnostic tests, and
- advice from other professionals who have had contact with the student in an educational setting.

The diagnostic tests will include the areas of intelligence, language, literacy and numeracy. The VCAA suggests that the TORCH, PAT, WISCIII and WAIS (adults) are acceptable tests to use as evidence, but this list is not prescriptive or exhaustive. Further advice may be obtained from the Special Provision Project Manager (refer to section 'Evidence required for Special Provision applications' for further information).

Students who believe that they may be eligible for VCAA Special Examination Arrangements or School-based Provisions should speak to the Sub-School Leader or Inclusion Leader.

SPECIAL PROVISION - COURSEWORK

There are a number of ways in which schools can make alternative arrangements to enable students to be assessed against the outcomes of the study design, including:

- allowing the student extra time to complete the task
- setting a substitute task of the same type
- replacing one task with a task of a different kind
- allowing the student to undertake the task at a later date
- using another planned task to assess more outcomes or aspects of outcomes than originally intended
- using technology, aides or other special arrangements to undertake assessment tasks
- deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

SPECIAL EXAMINATION ARRANGEMENTS

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

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- learning disability
- severe language disorder.

Special Examination Arrangements may take the form of:

- extra reading time in addition to the official reading time and/or
- extra time designated for the exam and/or
- normal time but with appropriate rest periods.

Students with specific illnesses or disabilities may be assisted by:

- Permission to use special technological aids such as a typewriter or computer.
- Use of a scribe, clarifier or reader. Any person who has been closely associated with the student as a teacher, scribe or integration aide during the student's VCE studies is not permitted to act as a scribe, clarifier or reader in an exam.
- using technology, aides or other special arrangements to undertake assessment tasks
- deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

DERIVED EXAMINATION SCORE (DES)

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before or during the exam period has affected their performance on an exam or has prevented them from attending an exam. This must be substantiated with evidence from an independent professional (for example, doctor, social worker, police officer or solicitor). The professional must have specific knowledge of the student's circumstances, must not be related to the student and must have been professionally associated with the student's situation. Other evidence from the Chief Supervisor, appropriate school-based personnel and the Principal must also be provided.

Conditions over a longer period that have affected a student's capacity to study and therefore to achieve in the study do not constitute grounds for being granted a DES. However, a flare up or acute/active phase of a chronic condition that occurs in the period before or during the exams may be grounds for approving a DES application.

Students who believe that they have a substantiated claim should apply to the school immediately, as time is of the essence.

DERIVED EXAMINATION SCORE (DES)

What the student must do

The application form is the responsibility of the student. The student must ensure that:

- he/she/they submits an application for each of the exams for which they are seeking a DES
- all sections of the application are complete
- the duration of the illness or personal circumstances is clearly stated
- the doctor or other consulting professional has received a copy of what they are required to do
- the doctor or other consulting professional has signed the agreement that they will provide additional information to the VCAA if required
- the application is forwarded to the VCAA.

In exceptional circumstances where the student does not wish to divulge their specific circumstances to the school, he/she/they may apply directly to the VCAA.

What the independent consulting professional must do

The evidence given by the independent professional is of paramount importance. It must be current and applicable to each exam for which an application is being made. Medical and other independent professional reports must contain:

- the date of onset and duration of the condition, including dates of all consultations for the condition;
- a factual account of the symptoms the student is suffering at the time of the consultation;
- the effect that these symptoms have had on the student's ability to perform on that exam;
- the effect that these symptoms will have on the student's ability to prepare for or complete a subsequent exam.

OTHER

Compassionate late withdrawal

Students may, under certain circumstances, be given approval for late withdrawal from Units 3 and 4.

Interrupted Studies

Interrupted Studies status enables students to complete Units 3 and 4 and have a Study Score calculated over two calendar years.

Students enrolled in Units 3 and 4, who go on a recognised overseas exchange program or who experience serious illness or other adverse personal circumstance during the course of the year, may apply for Interrupted Studies status and withdraw from Unit 4 of a sequence. Students may apply for Interrupted Studies status for their whole program of studies or only part of their program, for example, interrupting two studies of an enrolment of five studies.

Students who opt for Interrupted Studies repeat the full year or use it as an opportunity to improve assessment results.

Special provision for coursework	Anytime
Special Examination Arrangements for June and November	Friday 24 March 2026 submitted to VCAA
DES	One week after the last scheduled exam in any period

Repeating VCE studies

There are no restrictions on students repeating units, but students may obtain credit once only for each unit. Students who repeat a unit are required to repeat the full unit, including outcomes specified for the unit as accredited in the year of repetition.

SPECIAL PROVISION APPLICATIONS

THE EVIDENCE REQUIRED

Learning disability

The VCAA has adopted the following operational definition of learning disability for the purposes of granting Special Examination Arrangements:

A student must have an average or above IQ and have developmental and academic skills which are significantly below expectation for their present grade level. The disabilities are presumed to be intrinsic to the individual and long term, but they are not considered to be the direct result of intellectual disability, physical disability, sensory impairments, or emotional difficulties, nor do they appear to derive directly from inadequate environmental experiences, or lack of appropriate educational experiences.

Evidence required to support a learning disability application

The VCAA has assessed and approved the tests listed below to be appropriate for VCE students in determining eligibility for Special Examination Arrangements.

1. IQ tests

An IQ assessment administered by a registered psychologist during the student's secondary school years is required. The VCAA will accept the following IQ tests:

- Wechsler Intelligence Scale for Children (WISC) IV
- Wechsler Adult Intelligence Scale (WAIS) III or IV
- Stanford Binet IV or V.

The scores provided should include subtest scaled scores, verbal and performance scale scores, full scale IQ scores and appropriate index scores. The Special Examination Arrangements Application Form contains a standard format for the reporting of IQ assessment details. A copy of the psychologist's report is required.

2. Literacy assessments

Reading

The VCAA has adopted the following criteria to determine the suitability of tests to measure reading ability. The test should be:

- a silent reading comprehension test (this reflects the silent reading conditions of an exam)
- a timed test
- published with Australian norms.

The VCAA must be able to access the test and the normative data for the test. The purpose for using such reading tests is to establish whether a student's reading level is significantly below that expected of an average Year 12 student. The following tests meet the above criteria and provide normative data that are suitable for determining whether a student's reading ability is at such a level.

The current prescribed reading test is Progressive Achievement Test in Reading (PAT-R) published by ACER. The VCAA will accept results from:

- *Comprehension Booklet 10 (fourth edition 2008)*.

Evidence of a student's reading comprehension skills must be based on a test administered within two years prior to the student's final VCE exams.

EVIDENCE REQUIRED (CONTINUED)

A student with a reading disability may be approved extra working time (up to a maximum 10 minutes per hour). A student with a severe reading disability may be approved the use of a reader.

Written expression

Assessment of a student's level of written expression involves an assessment of several variables, including the following:

- thought and content
- structure and organisation
- expression/language
- handwriting
- productivity
- spelling
- punctuation.

The following evidence is required in support of applications for Special Examination Arrangements for a disorder of written expression:

a. **Two handwritten essays** (if the application is for extra working time and/or scribe and/or computer) administered at the school under test/exam conditions.

- The topic for **essay one** will be supplied by the VCAA. Strictly five minutes reading time and 30 minutes writing time are to be provided. No Special Examination Arrangements are to be used for essay one.
- **Essay two** should be a copy of a handwritten essay from an assessment that the student has recently completed (within the previous six months) at school for School-Assessed Coursework or a school exam. The essay must have been marked with teacher comments and the grading indicated. The essay topic, the time taken for this essay, the date of the assessment, and details of any approved Special Examination Arrangements used by the student should be recorded on the essay. The essay must not be a short-answer response or have been written in another language. If the student is completing a Units 3 and 4 study that does not involve extended responses or essays, the VCAA will accept an English exam or similar assessment from term 4 of the previous year.

EVIDENCE REQUIRED (CONTINUED)

- b. **One typed essay** (if the application is for the use of a computer) or one scribed essay (if the application is for the use of a scribe) administered at the school under test/exam conditions.
- The topic for the typed essay will be supplied by the VCAA. Strictly five minutes reading time and 30 minutes writing (typing) time are to be provided. Apart from the computer, no additional Special Examination Arrangements (for example, extra time) should be used for the typed essay.
 - The topic for the scribed essay will be supplied by the VCAA. Strictly five minutes reading time and 35 minutes writing (scribing) time are to be provided. Student and scribe should be supervised according to VCE exam rules.
 - The relevant section of the Special Examination Arrangements application form has further details of the specific requirements for essay completion and must be noted by the school.
 - Please note that essays should be completed at school and be supervised by school staff. The supervising teacher must remain with the student for the duration of the writing to observe the student's performance and ensure that the time restrictions are observed. All essays are to be completed under exam conditions (no assistance or prompting from the supervising teacher). The supervising teacher should complete all relevant information on the essay cover sheet.

The VCAA will consider requests for additional time in excess of the default 10 minutes per hour, where it can be clearly demonstrated, through professional and/or school-based evidence, there is a compelling need for the additional time.

Requests for Special Examination Arrangements for students experiencing major handwriting difficulties (which arise from long-term developmental, fine motor co-ordination problems and NOT from a severe health impairment or significant physical disability or injury) must be supported by essay evidence and also include additional evidence (if available) outlining the history and nature of the student's difficulties.

Language disorder

The following evidence is required to support an application for Special Examination Arrangements for a student with a language disorder:

- a VCAA-mandated cognitive assessment, with at least the non-verbal/performance scale IQ within the average range or above
- a Clinical Evaluation of Language Fundamentals (CELF) Edition 4 or 5 assessment administered in either the year the student starts the VCE or in term 4 of the previous year.

If a student satisfies these eligibility requirements for a language disorder, the VCAA may approve the use of a clarifier. Requests for a clarifier must have the specific information requested on the *Special Examination Arrangements Application Form*.

EVIDENCE REQUIRED (CONTINUED)

Health impairment or physical disability

An application for Special Examination Arrangements based on either health impairment or a physical disability must be substantiated with evidence from an appropriate health professional who has treated the student for the condition.

Professional evidence must be completed in the year of the application, be signed and dated by the treating professional, and contain the following details:

- a diagnosis
- the date of diagnosis
- a brief history
- comments on the how the illness or condition would impact on the student's day-to-day functioning in the classroom and learning
- comments on the likely effect of the illness or condition on the student's capacity to complete VCE external assessments.

The VCAA reserves the right to request additional/updated evidence where it is deemed necessary by VCAA officers.

A history of the special arrangements approved by the school over the period of the condition will also be required.

Please refer to the following table for details of the possible exam arrangements available for a range of health issues. Applications for extra writing time and/or scribe and/or computer will also require the handwritten/typed essays as evidence.

POSSIBLE EXAMINATION ARRANGEMENTS

Condition	Possible difficulties under test conditions	Possible arrangements
Autism spectrum disorder	Concentration difficulties	Rest breaks, separate room, permission to leave exam room under supervision
Back injury/chronic pain	Pain and/or discomfort due to injury, problems with prolonged sitting	Rest breaks, permission to take medication, permission to stand and stretch
Crohn's disease	Pain and/or discomfort	Rest breaks, permission to leave room under supervision
Chronic fatigue syndrome (for example, post-viral fatigue syndrome), myalgic encephalomyelitis, glandular fever	Tiredness/inability to concentrate due to illness	Rest breaks, permission to take medication
Diabetes	Need to check blood sugar levels	Permission to take food and/or drink into the exam, permission to take medication, permission to leave exam room under supervision, rest breaks
Epilepsy	May suffer from epileptic seizure during exams	Permission to take medication, separate room
Hand/wrist/arm/shoulder injury	Difficulty writing due to pain or discomfort in the hand and/or arm, excessive fatigue in the hand	Rest breaks, extra working time, a computer or a scribe
Acquired brain injuries	Mental processing difficulty or slowness	Rest breaks, permission to take medication
Pregnancy or early infant care	In hospital for birth, breastfeeding	Rest breaks, feeding breaks, separate room, hospital supervision

Paraplegia, muscular dystrophy, cerebral palsy, etc	Muscle weakness, restrictive use of limbs, communication difficulties	Permission to stand and/or stretch, permission to take medication, separate room, extra working time, computer, assistive technology, use of scribe/aide, alternative exam paper
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Hearing impairment

The VCAA requires the following evidence to support an application for Special Examination Arrangements for a hearing-impaired student:

- a recent unaided audiogram and report from a qualified practitioner (for example, an ear, nose and throat specialist or audiologist) indicating a bilateral sensorineural hearing loss and/or conductive hearing loss that is moderate, severe or profound
- a support statement with comments and recommendations from a specialist teacher, along with confirmation of the student's enrolment in either the Visiting Teacher Service or a hearing-impaired facility or school.

Students with a hearing impairment may be eligible for a clarifier to assist in their exam/s. A request for a clarifier for a student with a hearing impairment is unlikely to be approved if the student does not regularly use a clarifier or is not enrolled with the Visiting Teacher Service or a hearing-impaired facility or school.

It is the school's responsibility to plan appropriate seating arrangements in an exam so that a hearing-impaired student can clearly see the Chief Supervisor to follow any communications/messages during an exam. If specific technological devices, such as the Microlink assistive technology, are required then these should be requested on the application form.

Vision impairment

The VCAA requires the following evidence to support an application for Special Examination Arrangements for a vision-impaired student:

- evidence of a moderate or severe vision impairment from either an ophthalmologist or the Educational Vision Assessment Clinic (EVAC)
- a supporting statement with comments and recommendations from a specialist teacher, along with confirmation of the student's enrolment with the Visiting Teacher Service.

Where the above is not available, the VCAA may contact the school to request other educational and testing information.

If an alternative format exam paper is required (for example, enlarged print, Braille, recorded exam), a specific request with details of font type, font sizes, format and any other recommendations from specialists should be clearly outlined for each exam in the application.

GLOSSARY

Accreditation period The period during which a study is accredited as a VCE study.

Assessing school The school responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing schools (e.g. Virtual School Victoria).

Assessment Plan A set of tasks relating to the assessment of units of competence/modules undertaken in the Units 3 and 4 sequence of a scored VCE VET program.

Assessment task A task set by the teacher to assess students' achievements of unit outcomes (see also Outcomes).

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.

Block Credit Recognition Training in a nationally recognised VET/FE qualification outside the suite of approved VCE VET and School Based Apprenticeship and Traineeship programs that provides credit in the VCE.

Chief Assessor An expert appointed by the VCAA in each study to supervise the marking of the external exam(s) in that study.

Coursework audit As part of the VCAA ongoing monitoring and quality assurance program, samples of student coursework assessment tasks are collected from schools each semester. The work collected is used to monitor schools' administration of coursework assessment.

Derived Examination Score (DES) Provision available for students who have missed an exam or whose exam performance has been impaired due to illness or other serious cause.

Exams External assessments set and marked by the VCAA. All VCE Units 3-4 studies have at least one exam. Most written exams are held in November. Performance exams and oral components of LOTE exams are held in October.

General Achievement Test (GAT): The test that is done by all students doing a Units 3- 4 sequence. It is used by the VCAA to check that schools are marking School-Assessed Tasks to the same standard and as part of statistical moderation of coursework. It doesn't count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results.

Graded assessment All VCE studies have three graded assessments for each Units 3-4 sequence. Each study includes at least one exam, most have Coursework, and some have School-Assessed Tasks.

Higher Education Studies in the VCE First-year university studies approved by the VCAA for contribution towards satisfactory completion of the VCE for students who are academically very able.

Home school Refers to the major school of the student. Only the home school may enter a student's personal details through VASS. A student may only have one home school at a time. The home school is usually, but not always, the assessing school.

GLOSSARY (CONTINUED)

Module A distinct component of the vocational training curriculum, comprising specified learning outcomes, assessment criteria and other information to support the delivery of training and conduct of assessment.

Nominal hours The scheduled hours required for the delivery and assessment of vocational training as determined by the Office of Training and Tertiary Education.

On Track A Department of Education & Training yearly survey which asks exiting students whether they are in employment, higher education, training or looking for work and providing access to support for those ex-students.

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

Post Results and ATAR Service (PRAS) A free telephone enquiry service provided by the VCAA after the release of the VCE results.

Registered Training Organisation (RTO) An organisation, which is registered and approved to deliver Vocational Education and Training (VET) programs within a defined Scope of Registration.

Satisfactory completion School decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.

School-Assessed Coursework A school-based assessment which is reported as a grade for either a Units 3 and 4 sequence or Units 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Units 3 and 4 outcomes.

School-Assessed Task A school-based assessment for a Units 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

Semester One half of the academic year. Most units are completed in one semester.

Sequence VCE Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Special Provision Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Statement of Marks For each exam, 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 is charged for each statement.

Statement of Marks – Study Score A statement is also available containing the scores for each of the graded assessments and describing the calculation of the Study Score. See also Statement of Results. A fee 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 or she has graduated. See also VCE Certificate.

GLOSSARY (CONTINUED)

Statistical moderation The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined exam and GAT scores for the students in that school doing that study.

Student number The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.

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 study designs.

Study Score A score from zero to 50, which shows how a student performed in a study, relative to all other students doing that same study. It is based on the student's results in school assessments and exams.

Unit of competence Unit of competence means the specification of knowledge and skills and the application of that knowledge and skills to the standard of performance expected in the workplace. The RTO assesses competence.

Units The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

VASS Administrator School-based users of VASS who have system control for their school.

VASS The Internet-based VCE Administrative Software System (VASS) used by schools to administer VCE enrolments and results and to transfer data onto the VCAA central database.

VCAA Victorian Curriculum and Assessment Authority.

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

VCE provider A school or other institution authorised to offer VCE units.

Victorian Student Number (VSN) The unique number assigned to an individual aged between 4 and 24 years of age who is enrolled in an educational program.

Vocational Education and Training (VET) Nationally recognised vocational certificates now integrated within the VCE.

VTAC Victorian Tertiary Admissions Centre acts on behalf of universities and TAFEs co-ordinating the joint selection. It calculates and distributes the Australian Tertiary Admission Rank (ATAR).

APPENDIX

Teacher's checklist

VCE study development and delivery

Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs.

- | | | |
|---|---|--|
| 1 | <p>In developing a course of study, I have:</p> <ul style="list-style-type: none"> • used the current study design • selected a text from the current text list, where applicable • prepared a range of tasks that enable students to develop the listed knowledge and skills • provided information to students on how to demonstrate achievement of the specified outcomes for that unit. | |
|---|---|--|

- | | | |
|---|--|--|
| 2 | <p>Where a student has been identified as needing Special Provision for classroom learning and school-based assessment, I have liaised with the Sub-School Leader.</p> | |
|---|--|--|

Satisfactory completion

The decision about satisfactory completion of outcomes is based on the teacher's judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes.

- | | | |
|---|---|--|
| 1 | <p>I have clearly explained and described in writing the work a student must do to achieve an S for a unit and the conditions under which the work is to be done.</p> | |
|---|---|--|

- | | | |
|---|--|--|
| 2 | <p>I separate S and N judgements from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessment) related to the outcomes.</p> | |
|---|--|--|

- | | | |
|---|--|--|
| 3 | <p>I have provided students with multiple opportunities (including additional opportunities, where appropriate) across the learning program to develop and demonstrate the key knowledge and skills required to meet the outcomes of the unit.</p> | |
|---|--|--|

- | | | |
|---|---|--|
| 4 | <p>My judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) has been consistent for all students. This approach is consistent for all student work, whether it is being assessed for levels of achievement or not.</p> | |
|---|---|--|

- | | | |
|---|--|--|
| 5 | <p>Where the work submitted by the student does not demonstrate the outcome, I have considered other work, including class work, homework, additional tasks or discussions with the student, that demonstrate their understanding of the outcome, when making an informed decision on whether an outcome is met.</p> | |
|---|--|--|

- | | | |
|---|---|--|
| 6 | <p>In the case of lost or stolen work, I retain a written statement explaining the circumstances.</p> | |
|---|---|--|

- | | | |
|---|---|--|
| 7 | <p>I know the school-based process to delay satisfactory completion and apply it where appropriate.</p> | |
|---|---|--|

School-based assessment		
School policies and procedures, including the conditions and rules under which school-based assessment will take place, must be communicated to students, parents and guardians at the beginning of the academic year or when a student enrolls in any VCE unit at the school.		
1	To the best of my knowledge, the school-based assessment I deliver does not include any existing commercially produced, publicly available school-based assessment material, nor have I included previous years' school-based assessment. Where I have used existing resources to create school-based assessment, it has been suitably modified to ensure I can authenticate student work.	
2	I use the Authentication record for school-based assessment form (or similar) to monitor and record student progress on school-based assessment work conducted outside of class time.	
3	I have not marked or provided comment or undue assistance in the drafting process for any school-assessed coursework unless it is a requirement of the VCE study design and/or for authentication purposes.	
4	When assessing student work, I use performance descriptors or an assessment rubric or a marking guide.	
5	If there is more than one class in my study, I follow the internal school practices regarding cross-marking and/or internal moderation.	
6	After assessment is submitted and marked, I follow school-based procedures in relation to the provision of feedback to students.	
7	When requested by students, I provide them with their initial school-based assessment scores, informing them that scores may change due to statistical moderation.	



VCE Change of Subject Form 2026

Student Full Name: _____

Year Level in 2026: _____

Student Section

Current subjects you have been allocated (list your subjects):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

From this list above, which subject(s) do you wish to change?

Current Subject	New Subject

Please be aware that some subject changes may result in moving to another class within your existing subjects.

Have you discussed your intended change with your teacher/Senior School Coordinator? **YES / NO**

Reason – Please provide a reason why you want to change subjects

Careers Section

What is your intended pathway next year and after you leave school?

Careers Signature: _____

Date: _____

*****Please turn over the page for parent/carer section which requires a signature.*****

Parent/Carer Section

Have you discussed this with your Parent/Carer? **YES / NO**

Parent/Carer Name: _____

Signature: _____ Date: _____

Please note: If a careers signature is not required, consultation with the Careers member is still recommended. By signing this form, you acknowledge the student has had an opportunity to speak with Careers and that changing subjects may impact course prerequisites and future opportunities. Prior to changing subjects, students should refer to any appropriate university entry requirements.

You should keep in mind the following:

- Changes are sometimes not possible due to student numbers in classes or a subject clash.
- We aim to keep class sizes in subjects even so you have fair access to your classroom teacher. We will not make changes where class numbers are dramatically different.
- Changes to be with friends or to change your teacher are not considered.
- Changing one subject may change your grouping in other subjects.

Coordinator Signature: _____

Ms Laura McCarthy - Sub-School Leader



REQUEST TO REDUCE VCE SUBJECT LOAD

Date: _____

Name: _____ Year Level: _____

This form can only be issued by the Sub-School Leader and the completed form must be returned to the Student Services office as soon as possible. Students cannot exit from a unit 3 – 4 sequence after Term 1.

Please note that there are guidelines and circumstances under which a reduced load can be requested. Changes will only be accommodated when all of the following criteria are met:

- *The change is consistent with their Career Action Plan and/or student interests*
- *Parents are informed and agree to any change in payments or requirements*

AND at least one or more of the following criteria:

- *Enrolment in a subject at an alternate education setting where confirmation of enrolment has been provided to the school in writing (e.g. Virtual School Victoria, Victorian School of Language)*
- *Participation in elite level extra-curricular pursuits confirmed by the State/national body*
- *Significant wellbeing or medical grounds with documentation from a relevant specialist medical professional that includes a treatment plan with suggestions for school based strategies (GP notes are not accepted)*

Reduced load applications may require a meeting between the student, parent, Sub-School Leader and Assistant Principal if further discussion is required.

The subject/s that I DO NOT want to study is/are:

Grounds for reduced subjects (please tick):

- Enrolment confirmation in a subject at an alternate setting (e.g. Virtual School Victoria, Victorian Language School, University based subject)
- Significant wellbeing or medical grounds, supported by documentation from a relevant specialist medical professional (please attach)
- Participation in elite level extra-curricular pursuits supported with documentation from the recognised State or national body (i.e. Basketball Victoria/Australia or similar body).
- Other _____



Victorian Certificate of Education Vocational Major
PROGRAM AGREEMENT CONTRACT 2026

Dear Student,

You have enrolled in the VCE: Vocational Major program for 2026, you are preparing for the workforce or further study. We are pleased to have your involvement in this exciting Applied Learning program. As a VM student, you should be able to work independently and as part of a team, as well as follow instructions, enthusiastically and conscientiously. WHS VM students take responsibility for their work and the way they conduct themselves. They also recognise that as students of WHS, you must always behave in a manner which brings credit to yourself, your family and your school.

In accepting a place into the VCE VM program for 2026, you the student acknowledges the following responsibilities:

COOPERATION AND PERFORMANCE EXPECTATIONS	I WILL DO THIS (Initial)
Students are expected to cooperate fully, follow teacher instructions and behave in a polite manner with the program coordinator, VM teaching staff, towards employers and VET / TAFE staff.	
Students are required to complete and submit to the best of their ability evidence of all activities, tasks and projects to required standards and submit them on time.	
STRUCTURED WORKPLACE LEARNING (SWL)	
Students are primarily responsible for obtaining a Structured Work Placement. They are supported by the staff in the creation of a resume and the development of a range of techniques and skills for identifying potential employers. SWL should be organised by Week 4 of Term 1, otherwise students will be required to attend school on their non-TAFE day to obtain additional support and training to gain a work placement.	
Students are required to complete the Structured Work Placement Learning Agreement with their employer or supervisor and register the agreement with the Careers advisor prior to the commencement of their placement.	
Students will participate in WRS Portfolio and mini careers expos, displays and presentations of their work to invited guests.	
UNIFORM	
Students are required to follow school policy regarding the appropriate wearing of the school uniform. Occasionally students may be asked to bring "work clothes" to complete manual tasks, in these instances' students will still be expected to wear school uniform to and from school.	
Students are expected to be appropriately attired and well-groomed at their Work Placements and VET / TAFE courses. Jewellery, hair and	

footwear styles need to be selected in accordance with Occupational Health and Safety standards. Students should confirm the appropriate work dress standard with each employer or trainer.	
ATTENDANCE	
Students are required to attend regularly VET / TAFE placements, VM studies and Work Placement / Employment (minimum 90% attendance at all places required, unless VET provider requires a higher attendance).	
Students are expected to attend key WHS events such as school Activity Days and VM organised excursions.	
Students must achieve satisfactory completion for a unit and demonstrate achievement of the set of outcomes specified for the unit in the study design. This is determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments).	
ABSENCES	
Parents are required to notify the administration office of any absences before 9:00 am. Students are required to notify the Careers office, in addition if they are to be absent at their VET Course as well as contacting their Work placement supervisor if their absence affects these commitments. Students must also contact their VET trainer/training organisation as soon as possible when absent and make sure to organise arrangements to catch up with missed work.	
Subject assessments are conducted continually throughout the VM curriculum. Medical Certificates are required for absences on mandatory contact days such as micro credential training, guest speakers, excursions and presentations and are also required for any other absences, as per VCAA requirements.	
ENROLMENT	
WHS holds the right to withdraw a student from the VCE:VM program in the event that the student fails to meet the aforementioned responsibilities. WHS holds the right to terminate placements and enrolments in the event of serious misdemeanour in the course of a term.	

I understand the commitments of the course as outlined in the VCE: VM Contract and agree to abide by all requirements and actively engage in the learning programs.

Student signature

Date

Parent Signature

Date

Senior Sub School Leader Signature

Date



UNSCORED VCE CONTRACT

2025

Request to study Year 12 VCE for a satisfactory completion without an ATAR score.

1. I wish to undertake my Year 12 VCE this year in order to achieve a “satisfactory result” only.
2. I understand that moving my VCE to unscored, does not mean I have a reduced workload, in comparison to students doing a scored VCE.
3. I acknowledge that I must gain a satisfactory completion (S), in all of the subjects that I take part in this year.
4. I understand that this means I will not have SAC scores submitted to the Victorian Curriculum and Assessment Authority (VCAA) or be required to sit the October/November examinations.
5. I understand that once this process has commenced it cannot be undone.
6. I am aware that I will not receive an ATAR score as a result of my studies this year and therefore be ineligible to apply for particular tertiary study courses.
7. I have explored my further study and career interests for next year with the Careers Leader and have found that these do not require an ATAR.

X

Student Name:

X

Student Signature

Date: _____

X

Parent/Guardian Name

X

Parent/Guardian Signature

Date: _____

X

Career Leader Name

Date: _____

X

Year 12 Level Leader Name

X

Year 12 Level Leader Signature

Date: _____

X

Principal Name

X

Principal Signature

Date: _____



COMPLETION OF SCHOOL FOR UNSCORED STUDENTS 2025

As part of being an unscored VCE student for 2025 you signed off on the following:

I acknowledge that I must gain a satisfactory completion (S), in all of the subjects that I take part in this year.

An unscored student is not required to sit the October/November VCE examinations, however they must ensure that all unit 3/4 work is completed and that the teacher will satisfactorily pass them for the subject (receive an S). The following table is designed as a checklist to ensure all work is completed:

Subject	Outstanding Work	Teacher signature confirming all work has been completed

If all work is complete and every subject teacher has signed off confirming completion of the subject then you can finish school early. If you choose to do this then we will need your parent/guardian to sign this document and it needs to be returned to the year level leader

before the final day of classes. We would also expect that you are not at school during this time except for the last day of school celebrations.

If all work is not complete, then you need to finalise this work in the first 2 weeks back during Term 4.

Please consider that during term 4 for scored students this is a time to finalise all external assessment and work on the skills/practice exams for their upcoming VCE exams. There will also be practice exam sessions, which you will not be required to attend.

If you are finishing before the final day, we will need the table completed and a parent/guardian signature acknowledging that you will be leaving school early.

X	X	Date: _____
Student Name:	Student Signature	

X	X	Date: _____
Parent/Guardian Name	Parent/Guardian Signature	

X	X	Date: _____
Year 12 Level Leader Name	Year 12 Level Leader Name	



STUDENT ABSENCE FROM SAC

RESCHEDULED DATE: _____

During Strive (check calendar) Afterschool

*Students need approved absences to miss rescheduled SACs.

Teachers Instructions:

1. This form is to be used when a student has missed a SAC and you have not been able to reschedule a time with the student during class.
2. Place this completed form, along with the SAC, in a plastic pocket and place in the SAC tray in the coordinators office on the same day of the student's absence.
3. Complete a SAC Redemption/Catch Up chronicle (under #6 Attendance Notifications) on Compass which will alert the student and their parents. Let the student know the time and date of the rescheduled SAC.
4. The completed SAC will be returned to your pigeon hole once completed.

Student's Name:		
Special Provisions:	<input type="checkbox"/> Rest Breaks <input type="checkbox"/> Extra time <input type="checkbox"/> other	
Date of Absence:		Teacher's Name:
Unit/Subject:		
Name of Missed SAC		
Total Time Required (reading and writing time is 1hr max):		
Additional Notes: Notes allowed, calculator types, computers required, etc.		

Requirements for Students Driving Cars to School

Any student of legal driving age who intends to drive to school, either on a regular basis or occasionally, must comply with the School Policy and is required to complete the parent Permission and Student Agreement Form.

1. Students are required to adhere to all road rules and drive in a safe and responsible manner.
2. All students intending to drive to School must complete and lodge the School's Parent Permission form at the General Office.
3. Students cannot drive their car to School until the form has been lodged and processed.
4. Students must park only in the area behind the School gymnasium designated for student car parking and not in other areas of the School grounds.
5. Students cannot drive other students to/from School without the written permission of their parent/guardian.
6. Students are only to use their car for travelling to and from School. Students are not permitted under any circumstances to drive from the School grounds during the School day. Students cannot drive other students to/from School programs and functions.
7. The School takes no responsibility for damage to cars whilst on the School grounds.
8. If any of the above requirements are not followed, the student will have an appropriate sanction applied which may include but is not restricted to – a warning, after School detention, suspension, withdrawal of the student's right to park at the School. Any unsafe driving behaviour or breaches of the road rules will be reported to the police.

Andrew Blair
Senior Level Leader

Mr Luke Ventieri
Principal

Students Driving Cars to School Parent Permission and Student Agreement Form

This form must be completed by any student who intends to drive to School either occasionally or regularly.

Student Name:	
Car make:	
Colour	Registration Number

Note: if the student intends to drive any car other than the one registered on this form, it must also be registered with the School.

Parent Permission

I give permission for _____ to drive to School and I am aware of the School requirements regarding students driving to School.

I further agree _____ to take the passenger (s) as listed below.

Signature of Parent/Guardian: _____

Date: _____

Names of students travelling with the student driver:

Student:

I agree to adhere to the School requirements regarding students driving a car to School.

Signature of Student: _____ Date: _____

Note: A photocopy of the student's driver licence must be attached to this form.



Notification of Serious Concern VCE Senior School

Student's Name:

Year Level:

Teacher:

Date:

Subject:

Nature of Concern: Achievement and Attendance

_____ **Name** _____ performance in ___ **subject** _____ demonstrates that _____ **Name** _____ has not yet achieved a satisfactory understanding of the key knowledge and skills required to achieve a pass for the outcome.

Consequently _____ **Name** _____ is at risk of receiving a non-satisfactory result for the outcome, as;

- *List here what the student has not completed.*
- *List here what the student's attendance is*

Please feel free to contact me or the coordinator on (03) 9844 2749 if you have any concerns.

Kind Regards,

SAC Cover Sheet Template



Student Name: _____

Teacher: _____

UNIT 3 ENGLISH SCHOOL ASSESSED COURSEWORK 2025

OUTCOME 1: READING & RESPONDING TO TEXTS SAC

Term 2, Week 6
Writing time: 90 minutes

<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
1	1	40
		Total 40

Select and circle **ONE** of the following prompts and write a text response on 'Born a Crime' by Trevor Noah. Your written response should be between **800-1,000 words**.

1. Trevor Noah's memoir 'Born a Crime' is as much a tragedy as it is a comedy. To what extent do you agree?

OR

2. "I never felt poor because our lives were so rich with experience." How does the memoir 'Born a Crime' show the power of education and life experience to overcome limitations?

- Students are permitted: pens, highlighters, and an English/bilingual dictionary.
- Students are NOT permitted: blank sheets of paper, notes and/or white out liquid/tape.
- No notes or calculator are allowed.

Materials supplied

- Writing booklet and rubric

Instructions

- Please ensure that you write your name in the space provided on this booklet.

Students are NOT permitted to bring mobile phones and/or any other electronic communication device.

RESOURCES

VCE Handbook (including VCE VM)

<https://www.vcaa.vic.edu.au/administration/vce-administrative-handbook/vce-administrative-handbook>

VPC Handbook

<https://www.vcaa.vic.edu.au/administration/vpc-administrative-handbook/vpc-administrative-handbook>

VCE VET Information

<https://www.vcaa.vic.edu.au/curriculum/vet/vet>

WARRANTYTE HIGH SCHOOL

241 – 247 Heidelberg-Warrandyte
Rd, Warrandyte VIC 3113

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