killester college
a Catholic School for Girls

2026
Killester College
VCE Administrative Policies and Procedures
Handbook

KILLESTER COLLEGE
STRENGTH & KINDLINESS

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Senior School Team

Assistant Principal - Students (10 - 12): Mr Steve McPhail
Assistant Principal - Learning and Teaching: Ms Lucinda Nolan
Year 12 Level Leader: Ms Cairine Henderson
Year 11 Level Leader: Mr Xavier Lawlor
Year 10 Level Leader: Ms Kris Evans
Senior Strategy Leader: Mr Luke Martin
Senior Programs Leader: Ms Samantha Powell
VCE VM/VET Leader: Ms Katie Molony
Programs Assistant: Mrs Lisa Reynders
Careers Practitioners: Mrs Rachel Meyer and Mrs Loretta McKail

1. Overview

Killester College creates a dynamic learning environment which provides a strong, progressive education, founded in the Catholic and Brigidine traditions, that prepares students to successfully navigate and contribute to the ongoing and emerging needs of our world. We ensure students are supported to remain at school and to complete the learning outcomes to the best of their ability.

In this handbook, 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. Outlines of procedures relevant to the administration of the VCE and VCE VM can be found in the VCAA VCE Administrative Handbook 2026, and outlines of procedures relevant to the administration of the VPC can be found in the VCAA VPC Administrative Handbook 2026.

VCE and VCE/VM staff are required to subscribe to the VCE Bulletin online at: https://v6.educationapps.vic.gov.au/em/forms/subscribe.php?db=696089&s=449610&a=97403&k=WPOC07y138qhv1M7xBWNBMs_5ijW4n_0C1mejQNjzbg

It is a professional requirement that VCE and VCE VM staff are familiar with the current Study Design and Assessment Handbook for their subject. Current study designs can be found on the VCAA website at: Study Designs and VCE/VM Study Designs.

VCE Teachers should refer to the VCE Teachers' Checklist to guide them when designing and delivering units of study and assessment. Further guidance is also found in the Design and Delivery of School-based Assessment Checklist and the Administration of School-based Assessment Checklist.

SUCCESSFUL COMPLETION OF VCE

To successfully complete the Victorian Certificate of Education (VCE) students must complete a minimum of 16 units which must include at least three units from the English group, including a Unit 3/4 English group sequence and at least three other Unit 3/4 sequences. A student may not enrol in Unit 4 only.

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

SUCCESSFUL COMPLETION OF VCE VM

To be eligible to receive the Victorian Certificate of Education: Vocational Major (VCE VM), students must satisfactorily complete a minimum of 16 units, including:

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

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

2. Introduction

VCAA WEBSITE – Students and parents are advised to access the Victorian Curriculum Assessment Authority (VCAA) website – www.vcaa.vic.edu.au

This website is a comprehensive source of information on aspects of the Victorian Certificate of Education (VCE) and the VCE/VM (Vocational Major).

2.1 The administrative policies contained in this handbook apply to all students undertaking the Victorian Certificate of Education (VCE) or the VCE VM (Vocational Major) at Killester College.

2.2 Responsibility rests with students and parents to familiarise themselves with the policies contained in this handbook. Enrolment in VCE and VCE VM is conditional upon acceptance of the regulations outlined within.

2.3 The policies in this handbook have been produced in accordance with, and are based on, the "VCE Administrative Handbook 2026," issued by the Victorian Curriculum and Assessment Authority (VCAA) and accessible on the VCAA website: Pages - VCE Administrative Handbook 2026.

3. Thursday Afternoon Study Periods - Periods 5 & 6

3.1 Year 12 students are allocated two periods each week within their timetable that are available for scheduled assessments and/or assemblies. In 2026, these periods fall on Thursday afternoons (Day 4 and Day 9) periods 5 and 6.

3.2 Throughout the year, many assessment tasks, assemblies and other events will be scheduled during these times and students are expected to attend. On days where nothing is scheduled during Thursday afternoon study periods, students are not required to be at school but should use the time productively at home, or at school, for private study or to catch up on work.

3.3 Thursday afternoons (Period 5 and 6) are not to be used for work and other external commitments as students are expected to be free to attend events/assemblies that are scheduled. Students are permitted to sign out from the College if they have no school commitments on a particular Thursday afternoon.

4. Study Periods

4.1 Year 11 students who have study periods allocated within their timetable will have a room allocated to them on their timetable that they must attend.

4.2 Year 12 students with study periods must sign in and out of each Study Period, using the iPads in the Year 12 area, so that their attendance is registered.

5. Subject Changes

5.1 Students will have the opportunity to request subject changes up to the end of the first week of classes for Semester 1 and Semester 2. Beyond this time subject changes may not be possible due to the amount of work missed by the student and the possibility of missing the first assessment task.

5.2 Year 12 students are not eligible to change subjects for Semester 2 as their Unit 3/4 studies are a sequence that must be completed together.

5.3 Subject change requests will only be processed when the student follows the process as outlined below:

- Student collects the Subject Change form from their Year Level Leader/Senior Programs Leader
- Student has had an appointment with the careers team to ensure pathways are not affected by the subject change
- Student fills in the form in full and obtains the required signatures.
- The request will be reviewed and processed, and if approved the student's timetable updated, or the student will receive feedback as to why the change was not possible.

Please Note: Not all subject change requests are possible due to timetable clashes and maximum class numbers. Some requests may also require students to change other subject classes. This will only be done when it is required for the request to be processed.

5.4 Repeating units - There are no restrictions on students repeating units. However, they may obtain credit only once for each unit. Students who repeat a unit must repeat the full unit, including all assessments for the outcomes specified for the unit, in the study design for the year of repetition. Students wanting to receive a study score when repeating VCE units must satisfactorily complete the Unit 3–4 sequence in the year of repetition.

6. Reduced Load

6.1 A normal full load of subjects for each year level in the senior school is outlined below:

- **Year 10** - 4 year-long core subjects (including Unit VCE Religion and Society); 1 semester-long Humanities subject; 1 semester-long Science subject and 6 semester-long electives.
- **Year 1**1 – 6 Unit 1/2 subjects and 1 unit of VCE Religion.
- **Year 12** – 5 Unit 3/4 subjects and 1 school-based Year 12 RE class.

6.2 A reduced load refers to having fewer than the above number of units in a Semester. Reduced loads can be applied for under exceptional circumstances using the 'Application for Reduced VCE Load' form available from your Year Level Leader.

6.3 Reduced load requests will be considered if the individual student has a specific medical condition or learning disorder, difficult personal circumstances, or undertakes an external subject in Year 12 (VET, VCE Language, Enhancement Study or similar).

6.4 Reduced load requests are considered and discussed in consultation with Year Level Leaders and the POWERSS team and a decision will be made on the outcome of the application.

7. Accelerated Subjects/Extended Studies

7.1 An accelerated subject is when a student undertakes a Unit 1/2 (Year 11) subject in Year 10 or a Unit 3/4 (Year 12) subject in Year 11.

7.2 Students who achieve an A grade average across all of their subjects in Semester 1 will be eligible to apply to undertake ONE accelerated subject in Year 10 or Year 11 in the following year.

7.3 Undertaking an accelerated subject is not the right decision for every student (even if they have met the academic requirement) and individual circumstances must be considered before taking up this offer. Some students benefit from an additional year of skill building within the Learning Area and achieve better grades as a result.

7.4 Students who are eligible to undertake an accelerated subject should discuss this with their subject teachers, careers team, Year Level Leader, Learning Area Leader or Senior Strategy and Programs Leader if they are unsure of whether this is the right decision for them.

Please Note: Students who undertake an accelerated subject in Year 11 are expected to undertake a full load of 5 x Unit 3/4 subjects in Year 12.

8. External Studies

8.1 If a student is undertaking an external study such as an external VET subject, a VCE Language through a Language School or the Victorian School of Languages, a VCE subject through Virtual Schools Victoria or an Enhancement Study through a university or other provider, this may be eligible to contribute to the student's VCE results. Contact should be made with the Senior Programs Leader to investigate whether this is the case.

8.2 Students undertaking an external study that contributes to their VCE may be eligible for a reduced load at school.

8.3 Students wanting to enrol in Second Language units 1-4 offered externally need to see the Senior Programs Leader for a special application form.

9. Attendance Policy

9.1 College Policy, in line with VCAA Policy, requires a high attendance rate of students in all Units of Study to ensure satisfactory completion of the Unit. School excursions for other subjects studied, attendance at school endorsed activities and cases of illness supported by a doctor's certificate/statutory declaration are eligible for special consideration/ exemption.

NOTE: Statutory Declarations cannot be signed by any Killester College employee.

9.2 Students with unexplained absences that result in attendance dropping below 90% throughout the year may not be eligible to receive an S (Satisfactory) for that Unit of study.

9.3 Students will be required to demonstrate achievement of the specified outcomes for a Unit through completion of classwork and assessment tasks, which must be completed in school time for authentication purposes. Absences which impact the student's ability to demonstrate these outcomes will require documentation to warrant a SAC Reschedule or Special Provision. In each instance of legitimate grounds, a decision will be made as to how the student is to demonstrate achievement of the specified outcomes.

9.4 In the case of a student having 5 or more unexplained absences from a subject, an Attendance Letter of Concern will be sent home by the subject teacher.

Special provisions for attendance - as advised in the 2026 VCAA administrative handbook

When a student is absent for prolonged periods or has been unable to complete all school-based assessment tasks because of illness or other special circumstances, Killester College may grant special provisions for classroom learning and school-based assessments. In this case, the student will not be penalised for lack of attendance.

Special provisions may allow a student to work from home for a period of time.

Such provisions, when granted on a case-by-case basis, will be communicated with staff. This is a decision that is only to be made in consultation with YLL, Senior Programs Leader and the AP Students (10-12).

10. Family Holidays during the School Term

10.1 Parents/Guardians are reminded that family holidays are non-approved/unexplained school absences and therefore should not be booked during school term dates or exam periods.

10.2 Students who are absent from an assessment task or exam due to a non-approved/ unexplained school absence may receive a zero grade for that task. The student will still be required to complete the task upon their return to school to be eligible for an S (satisfactory) for the Unit but the zero grade will stand.

11. Awarding a Satisfactory or Not Satisfactory Result

11.1 SATISFACTORY COMPLETION OF AN OUTCOME
To satisfactorily complete a VCE unit (including VCE VM units), students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about the satisfactory completion of outcomes is based on the holistic judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to those outcomes.

The decision to award satisfactory completion, an S, for the unit must be distinct from the assessment of levels of achievement. Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve the outcomes of the unit. Judgements regarding satisfactory completion must not be made based on a single school-based assessment. A student's level of achievement does not determine the satisfactory (S) completion or not satisfactory (N) completion of a unit.

Students are required to produce work that demonstrates achievement of the outcomes and is clearly their own. Satisfactory completion of an outcome should NOT be solely determined by SAC/SAT or school-based exam results. Students can demonstrate achievement of the outcome based on (but not limited to):

- Coursework
- Class Participation
- Informal tasks
- Formative assessment
- Discussion

11.2 NON-SATISFACTORY COMPLETION OF AN OUTCOME

If a student has received an N for an outcome, they must be given the opportunity to redeem the outcome.

If the work submitted by a student is incomplete or does not meet the requirements for satisfactory completion of an outcome, the teacher must provide further and alternative opportunities for the student to demonstrate satisfactory completion. These opportunities may include class work, homework, or additional tasks or discussions.

Killester College will delay the decision about satisfactory completion to allow a student to complete or submit further work. This work does not need to be completed under test conditions.

A student may only submit further work for reconsideration to redeem an N to an S outcome. Students may not resubmit a school-based assessment task to improve an initial school-based assessment score.

If a Satisfactory result has been redeemed, the teacher must send home a “VCE Resolved Concern" letter.

An N result can only be confirmed for a student, and entered on VASS, when the following process has been followed:

- A “Cause for Concern” letter has been sent home to parents/guardians to express concerns about student progress in an assessment (within a week of the result).
- A “Failure to achieve an S result for a SAC” letter has been sent home to parents/guardians to communicate the SAC result and redemption requirements (within a week of the student not satisfactorily completing the re-sit).
- The student has been given the opportunity to redeem the outcome - the teacher must provide further and alternative opportunities for the student to demonstrate satisfactory completion. These opportunities may include class work, homework, or additional tasks or discussions. This work does not need to be completed under test conditions.
- In the event the redemption tasks still do not satisfy the requirements of the outcome, the teacher must make contact with the students parent/guardian by phone or email and an “N Pending” letter must be sent (within a week of the due date of the redemption tasks).
- A meeting has been held with the student, parent/guardian, the YLL, Senior Programs Leader and the AP Students (10-12).

An “N” (Not Satisfactory) result will not be confirmed if this process is not followed.

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

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

- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

11.3 SUBMISSION OF UNIT RESULTS

Killester Due Dates for Unit Results will be communicated to all staff at the commencement of each unit. These dates will be earlier than the published VCAA administrative dates, and it is the professional obligation of all VCE teachers to ensure that they meet the Killester deadlines, so that processes can be followed and student programs can be managed.

KILLESTER COLLEGE 2026 VCE RESULT DUE DATES

- Unit 3 SAC scores are due by: 26 June
- Unit 1 and 3 S/N results: 17th July
- Unit 3 SAT scores are due by: 20th July
- Unit 3 & 4 indicative grades for performance VCE exams are due by: 2nd September
- Unit 3 & 4 indicative grades for written VCE exams are due by: 9th October
- Unit 4 SAT and SAC scores are due by: 18th October
- Unit 4 S/N: 25th October
- Unit 2 S/N: 6th November

Subject teachers who have sent an N Pending Letter must communicate the need for a student/parent meeting with YLLs if redemption tasks have not been completed, at least one week prior to the due date of unit results.

11.4 DETERMINING WHICH RESULTS TO AWARD

UNIT RESULTS:

- S result - should be awarded to all students who have satisfactorily demonstrated the requirements of the outcomes/unit.
- N result - can only be awarded by the Senior Programs Leader, in consultation with the AP Students (10-12), when the process outlined in 11.2 have been completed.
- J result - should be entered when a student has unofficially withdrawn from a unit (they still appear on the VASS statement, but do not attend classes and have not completed any assessment), and this has been confirmed by the Senior Programs Leader and the AP Students (10-12). The J result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to the VTAC and are treated as equivalent to those with an N result
- 0 - should only be entered if work was submitted and did not meet the specified criteria for that task.

STUDENTS COMPLETING A NON-SCORED VCE

- No numerical scores should be entered for students who are completing a Non-Scored VCE.
- All graded assessment must be entered as NA (not assessed) on VASS. In this case, a study score will not be calculated

- NOTE: if a student agrees to complete a non-scored VCE late in the year and 2 graded assessment scores have already been entered, a study score will be provided

12. School Assessed Coursework (SACs) and School Assessed Tasks (SATs) Policy

12.1 At the beginning of each unit, VCE and VCE VM students will be given:

- An outline of the unit.
- A SAC calendar with a list of the School Assessed Coursework/Tasks (SACs/SATs) with the dates for their completion and submission.
- Any changes to SAC dates need to be communicated with the Senior Programs Leader and updated information needs to be provided to all students impacted.

12.2 SCHOOL ASSESSED COURSEWORK (SACs) REQUIREMENTS

Students are required to complete and hand in each assessment task to the subject teacher on or before the due date. If the work meets the requirements of the study design, the student will receive an 'S' for Satisfactory demonstration of the designated outcomes. If the work submitted does not meet the requirements of the study design, cannot be authenticated, or the student has not adhered to the attendance requirements outlined above, the student may receive an 'N' for Not Satisfactory.

If a student does not Satisfactorily complete an outcome, subject teachers will complete a "Failure to achieve an S Result Letter". This letter will be sent home to parents/guardians and will be uploaded to SIMON.

Please note that an 'N' result for School Assessed Coursework/Tasks (SACs/SATs) would result in an 'N' for the Unit of Study regardless of the student's examination grade or their grade in other tasks, and may put their successful completion of the VCE in jeopardy.

Following the redemption/reschedule opportunity, if a student still fails to achieve Satisfactory completion of an outcome, the subject teacher makes contact with parents/guardians via phone or email and will complete an "N Pending Letter". This letter will be sent home to parents/guardians and will be uploaded to SIMON.

Coursework Assessment is an assessment of each student's level of achievement based on the School Assessed Coursework tasks (SACs) set by the subject teacher. These tasks must be completed within a limited timeframe and must be completed mainly in class/school time, though some work can be set for completion out of class. The assessment undertaken by the students is based only on work which is completed at school under specified conditions.

If students do not submit their work by the specified date, the College may accept the work to indicate satisfactory achievement of an outcome, but may award a zero grade.

In each case, teachers will indicate, as part of the instructions for the coursework assessment, the method by which the work is to be submitted. Teachers are to collect all student work at the end of each session. Students must ensure they submit their work to the teacher before leaving the room.

Student work is to be regularly monitored for authentication purposes.

For Coursework Assessment:

1. Students may bring in approved resources that must be submitted with the task (if permitted by the teacher). These should be shown and stamped/signed by the subject teacher prior to the SAC reschedule session.
2. All resources need to be acknowledged.
3. Exam conditions must prevail during any assessment task in that students must NOT be in possession of mobile phones, Smart Watches or any other form of electronic equipment that is capable of storing information during the assessment task, even if they are switched off.
4. Students submit only finished pieces of work.
5. As Coursework tasks are done mainly in class and within a limited timeframe, the nature of coursework means that teachers will not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion.
6. Teachers must not mark or provide comments on any draft of work that is to be submitted for coursework assessment.
7. Students may resubmit work to meet satisfactory completion requirements of a unit.
8. Students may not resubmit tasks for the reconsideration of Coursework scores awarded by the school.

12.3 ABSENCE FROM SAC

Absent students with a legitimate cause, substantiated by documentary evidence, will have their SAC rescheduled.

Students must provide documentary evidence (doctor's certificate or statutory declaration) for not being able to complete the SAC at the scheduled time. This evidence must be submitted to Ms McNamara, in the Senior Pathways Office (to be uploaded to SIMON) within a week of their return to school.

If the evidence is not provided, students may sit the SAC for a 'S', but will receive a 'zero' grade.

If a student is unwell on the morning of the SAC, they are to stay home for the day and provide documentary evidence. Students who have been absent for the morning will not be permitted to sit the SAC if they arrive in the afternoon.

If a student feels unwell while at school on the day of a SAC they must let a member of the Senior School Team and their subject teacher know. The SAC will be rescheduled and documentation will be required.

Students are encouraged to avoid making medical appointments during school time. However, if this is not possible, the subject teacher must be notified in advance and a medical certificate must be supplied for this absence and the SAC will be rescheduled.

If a student has three SACs scheduled on the same day, they must contact a member of the Senior School Team at least a week in advance, and one SAC will be rescheduled.

12.4 RESCHEDULED SACS

Rescheduled SACs will be completed either:

- after school on the first Wednesday upon returning to school starting at 3.00pm sharp
- during Period 5 & 6 on the first Thursday upon returning to school (provided they do not have another SAC scheduled at this time).

The specific subject teacher will book the student into the reschedule using the 2026 booking spreadsheet. The "Notice of Rescheduled SAC" Letter will be completed on SIMON by the subject teacher and sent to the student and their parent/Caregiver so that they are aware. It is the responsibility of subject teachers to check to ensure that students do not have a clash of rescheduled SACs. Rescheduled SACs are not to be completed during class time unless previously approved by the Year Level leader and the Senior Programs leader.

Failure to attend a catch up SAC session without further documentary evidence outlining the reason for the absence may result in a ZERO grade. Students will still need to attend the following week to complete the task in order to be eligible for an S (Satisfactory) in the relevant outcome but the zero grade will stand.

Rescheduling of multiple SACs:

- If the student has multiple SACs to reschedule due to prolonged absence, supervision of these rescheduled SACs needs to be negotiated with relevant staff.
- If rescheduling SACs becomes a regular occurrence for an individual student, a meeting with parents/carers may be needed to see what support can be provided.

Students/Parents/Guardians must note that:

- **A SAC mark contributes to your end of Unit 3/4 study score.**
- **The results awarded by teachers are NOT the student's final results.**
- **Initial school assessments scores for Units 3 and 4 may change following statistical moderation of school-based assessments carried out by the VCAA using the GAT and external examination results.**

12.5 SCHOOL ASSESSED TASKS (SATs)

This form of graded assessment is applied to the studies of Creative Arts, Visual Communication and Design and some Technology subjects.

Students are required to submit School-Assessed Tasks on or before the College's determined due date according to the instructions outlined by the teacher.

Work must not be left at the office or staff room.

These School-Assessed Tasks will be graded against criteria set by the VCAA.

Feedback to students and return of work
Students may receive feedback on their SATs once all students have completed the task and all the work has been corrected.

Resubmission of work
Students may resubmit work to meet satisfactory completion requirements of a unit. Students may not resubmit SATs for the reconsideration of scores awarded by the school.

It is a College decision as to whether student SATs are returned at the end of the school year. Exceptions will be made in the case of Art folios where interviews have been arranged. Access must be arranged with the relevant subject teacher.

Students/Parents/Guardians must note that:

- **The results awarded by teachers are NOT the student's final results because of the process of review carried out by the VCAA.**
- **SAT scores may change following individual students or whole subject reviews by the VCAA.**

12.6 LOST, STOLEN OR DAMAGED SATs

A teacher of a student who has lost a SAT, who has had a SAT stolen, or who has damaged a SAT, must complete a Statutory Declaration describing the circumstances.

NOTE: Statutory Declarations cannot be signed by any Killester College employee.

The Principal must report in writing cases of lost, stolen or damaged SATs to the Manager, School Assessment Unit, VCAA, detailing the student number, school number, study and SAT number. This does not apply to SATs lost or damaged due to computer misuse or malfunction: these are simply counted as Not Assessed (NA). Therefore, it is strongly recommended that students save and back up ALL assessable work.

The Principal, acting on advice from the subject teacher and on the basis of records kept in relation to draft material and work progress checks, will determine an initial assessment for the SAT. The initial assessment for such a SAT may require adjustment as a result of the review process conducted by the VCAA.

12.7 REQUESTING AN EXTENSION OF TIME BEFORE THE DUE DATE FOR A SCHOOL ASSESSED TASK

Extensions of time to complete Graded School Assessment Tasks (SATs) are only possible under ***extreme circumstances*** and within ***strict limits***. Any student suffering ***extreme*** difficulty in completing Graded School Assessment Tasks by the due date should see their Subject Teacher

and their Year Level Leader. Requests for extensions should be made ***at least one week*** prior to the due date of the assessment.
The decision of the Senior School Team will be conveyed to the student:

- If an extension of time is granted, a new date will be agreed upon by the Subject Teacher, with guidance from the Senior School Team if required.
- If an extension of time is denied, the original date will remain effective.

12.8 A student who fails to submit an extended SAT by the due date and who has not been granted an extension of time by the subject teacher/Senior School Team may have the SAT accepted late (within the current term) and graded for the purposes of determining an 'S' for the Unit. This student will however be awarded a zero grade for the coursework mark.

12.9 A student who is absent on the due date of a SAT needs to make contact via phone with the College to notify them of their absence. Students should then email their subject teacher and a member of the Senior School Team in the morning to discuss alternate submission arrangements. This may involve the student/parent/guardian/friend delivering the assessment task to the College directly to the subject teacher or a member of the Senior School Team. SATs should not be delivered to College reception or any other staff member.

13. Authentication

The following rules (as outlined by VCAA) apply to all Coursework and School Assessments in VCE and VCE/VM. Students also need to be aware that it is **their responsibility** to ensure that the teacher has no difficulty in authenticating their work.

13.1 Students must ensure that all unacknowledged work submitted for coursework is their own.

13.2 Students must acknowledge all resources used, including:

- text and source material
- the name(s) and status of any person(s) who provided assistance and the type of assistance provided

13.3 Students must not receive undue assistance from any other person in the preparation and submission of work.

- **Acceptable levels of assistance include:**
    - The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context
    - Prompting and general advice from another person or source that leads to refinements and/or self-correction.
- **Unacceptable forms of assistance include:**
    - Use of, or copying of, another person's work or other resources without acknowledgment
    - Actual corrections or improvements made or dictated by another person

- Discussions with other students regarding content that was on a SAC (for those students undertaking the assessment task at an alternate time).

13.4 Students must not submit the same piece of work for assessment in more than one study or more than once within a study.

13.5 Students who knowingly assist other students will also be considered to be breaching the rules and may be penalised.

13.6 If work is completed outside of class, students will be required to sign the Authentication Record for School-Based Assessment form at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

13.7 For School-Assessed Tasks (SATs) students must also:

- Produce appropriate evidence of the development of the work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student's own.
- Submit evidence of the development of each School-assessed Task.
- Sign the Authentication Record for School-Based Assessment at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

14. Discipline Review Panel

14.1 The Discipline Review Panel (DRP) is appointed by the Assistant Principal - Learning & Teaching and has the task of implementing Senior School administrative policies and procedures.

14.2 The panel will:

- deal with alleged breaches, by students, of Senior School policies (e.g. authentication, unauthorised materials)
- advise the Principal of any significant breaches of Senior School policies
- advise the Principal as to whether penalties should be imposed on students who breach Senior School policies and where appropriate, what penalties should be imposed.

14.3 STUDENT APPEALS

The student shall have the right of appeal if a penalty is imposed after a breach of rules. A statement of intention to appeal must be made in writing to the VCAA less than 14 days after the student is notified of his/her penalty by the Assistant Principal - Learning & Teaching.

Details of the appeal process appear in the VCAA VCE 2026 Administrative Handbook, which is available from the VCAA Website.

15. General Achievement Test (GAT) and Examinations

The GAT is a paper test of general knowledge and skills taken by students while completing their senior secondary studies.

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

Section A comprises:

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

Section B comprises:

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

15.1 Students who are enrolled in one or more scored VCE or VCE VET Unit 3–4 sequences including students not planning to undertake scored assessment **MUST** sit both sections A and B of the GAT.

Students who are enrolled in one or more VCE VM Unit 3–4 sequence but who are **not enrolled in any VCE or scored VCE VET Unit 3–4 sequence only need to sit Section A.**

15.2 The GAT will take place on **Tuesday 16th June 2026**. Killester students are required to stay for the full duration of the GAT and may not leave early.

15.3 A statement of GAT results will be sent to the student and to the school as part of the VCAA results released in December.

15.4 PURPOSE OF THE GAT
The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that school-based assessments and examinations have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES).

The GAT results can be used for:
- the statistical moderation of school-based assessments
- checking the accuracy of student scores in examinations
- the calculation of a DES.
- used to show employers that you have met the literacy and numeracy standards.

15.5 DERIVED EXAMINATION SCORE (DES)
The calculation for the DES uses all available scores for the student in the affected study, the indicative grade for the examination provided by the school and the GAT component scores.

For each **approved** application for a specific examination, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:

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

Applications for Derived Examination Scores are reviewed by VCAA, and their decision to approve or reject the application is final.

15.6 Examinations are set by panels appointed by the VCAA.
The Principal of the school is authorised by the VCAA to take responsibility for the administration and conduct of examinations within rules, regulations and procedures set down by the VCAA in the 2026 VCE Administrative Handbook and the Examination Supervisors Manual.

Students will be required to observe the rules and regulations set down by the VCAA or the conduct of examinations. All breaches of rules will be reported to the VCAA Secretary and serious cases will be referred to the VCAA Discipline Committee.

Assessment will be based upon published criteria and where necessary, discrepancy marking by a second or third assessor who will assess the task without knowledge of the previous assessments. Examinations will be subject to independent marking by panels appointed by the VCAA.

15.7 ASSESSMENT PERIODS
For Units 3 & 4 there are a number of scheduled assessment periods for written examinations:

GAT: Tuesday 16th June 2026
Unit 3/4 Trial Exams: (Monday 28th September - Friday 2nd October 2026) ***(during school holidays – timetable published term 3)***
VCAA Written Exams: Monday 26th October - Wednesday 18th November 2026
VCAA Language oral, and Performance examinations: Monday 5th October - Sunday 1st November 2026.

For Units 1 & 2 there are two examination periods:

Unit 1 Exams: Thursday 28th May – Thursday 14th June 2026
Unit 2 Exams: Friday 6th November – Friday 13th November 2026

15.8 SPECIAL EXAM ARRANGEMENTS

Special Exam Arrangements may be made to meet the needs of students who have physical or other disabilities or illnesses that would prevent them from achieving their optimum performance in an examination or in the General Achievement Test.

Enquiries and applications should be made to the Senior Programs Leader at the beginning of the year.

15.9 ABSENCE FROM EXAMINATIONS

All absences from examinations and the GAT are noted on the attendance rolls at the time of sitting.

NA will be reported on the Statement of Results for Unit 3/4 subjects.

Where a student has been prevented from undertaking a VCAA Unit 3/4 examination due to circumstances that warrant Special Provision, an application may be made for a Derived Examination Score, and evidence is required. A Derived Examination Score is not guaranteed, so students are encouraged to still attempt all examinations. The Senior Programs Leader must be notified at the earliest possible time.

15.10 SCHOOL-BASED EXAMINATION TIMETABLE CLASH

If a student has an examination timetable clash on a particular day of their Unit 1 & 2 or Unit 3 & 4 (Trial) exams, the Senior Programs Leader must be notified with a request to reschedule.

Note: For Unit 3 & 4 examinations a clash of external VCAA exams will mean rescheduling one of the exams to another time on the same day.

15.11 STUDENT NUMBERS AND PINS

The VCAA Student Number is a key identifier that allows the VCAA to securely maintain student result data and to identify the student for an examination.

The VCAA is committed to protecting student information and handles all personal information in accordance with the Privacy and Data Protection Act 2014 (Vic). The confidentiality of a student record should be restricted to the student themselves, to the Administrative staff at their home school and assessing school, to VCAA staff who have a specific role in the maintenance of that data and to VTAC for the purpose of the calculation of the ATAR.

Students are advised that they should keep their PIN in a secure place to avoid unauthorised access to their results on the Results Service at the end of the year.

Students must identify themselves by writing their student number on scripts used for VCAA examinations. Student numbers are provided by the VCAA and distributed by the Senior Programs Leader. This number is issued upon first enrolment in VCE/VCE VM and doesn't change whilst the

student is completing their VCE/VCE VM Certificate. Students are required to carry their student ID cards for all examinations.

16. Special Provisions

STUDENTS OF NON-ENGLISH SPEAKING BACKGROUND

16.1 A student studying Units 3 and 4 is eligible to be assessed on English Assessment Tasks using EAL if the student's native language is a language other than English, and if the student:

- has not resided in Australia or another predominantly English-speaking country for a total period of more than 7 years before 1 January in the year the student will be undertaking Units 3 and 4 EAL
- has not enrolled in schools where English has been the student's major language of instruction for a total period of 7 years or more over the period of their education
- is an Aboriginal or Torres Strait Islander person whose first or home language is not English
- is deaf or hard of hearing and meets the eligibility requirements

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

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

16.2 A student who believes that he/she is eligible to receive special provision as a result of his/her comparative unfamiliarity with the English language must apply to the Senior Programs Leader. The Senior Programs Leader will then refer the matter to the Principal who will approve or reject the application with reference to the strict VCAA guidelines.

16.3 Where a student has applied for and has been granted EAL status, the student may enrol in English (EAL) or English.

16.4 Where a student has applied for and has been granted EAL status, an extension of time may be permitted for SATs and School Assessed Coursework. Students need to apply for an extension by seeing the Senior Programs Leader. Specific arrangements will depend on the nature of the assessment task and will be decided by the Senior Programs Leader in consultation with the relevant subject teacher. Such arrangements are not automatic. Special Examination Arrangements such as an extension of time is not available for EAL students' examinations.

16.5 Acknowledgment of EAL status does not permit alteration of the grade awarded. The grade must be awarded according to the way in which the work presented meets the criteria for the award of grades as specified by VCAA.

ENROLMENT IN SECOND LANGUAGE LOTES

16.6 Units 3 and 4 Chinese (Second Language), Indonesian (Second Language), Japanese (Second Language), Korean (Second Language) and Vietnamese (Second Language) can be studied by students who do not have a Chinese, Indonesian, Japanese, Korean or Vietnamese background and have learned all the Chinese, Indonesian, Japanese, Korean or Vietnamese they know in an Australian school or similar environment.

Students wanting to enrol in Second Language Units 3 and 4 LOTE's need to see the Senior Programs Leader for a special application form. The VCAA determines eligibility and grants approval. The final date for students to submit applications to the VCAA is Friday 9th October 2026 for applications to study LOTE units 3 and 4 in 2026. Application deadline date for study of units 3 and 4 Second Languages in 2026, will be communicated as advised by VCAA.

GENERAL

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

The onus is on the student to apply to the Senior Programs Leader for Special Provisions. Students who are eligible for Special Provisions are not exempt from meeting the requirements for Satisfactory Completion of the VCE or from being assessed against the outcomes for a study.

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

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

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

16.8 FORMS OF SPECIAL PROVISION

(i) Student program
(ii) School-based assessment
(iii) Special Examinations Arrangements
(iv) Derived Examination Scores

ELIGIBILITY FOR SPECIAL PROVISION IN STUDENT PROGRAM

Students may be eligible for Special Provision if they are adversely affected in a significant way by:

- an acute or chronic illness (physical or psychological)
- factors relating to personal circumstance
- an impairment or disability, including learning disorders.

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

Ineligibility for Special Provision in student program include:

- teacher absence and other teacher difficulties
- unfamiliarity with the English language

ELIGIBILITY FOR SCHOOL BASED ASSESSMENT

Students must provide documentation that shows that an:

- illness (acute/chronic), and/or
- impairment (long term), and/or
- personal circumstances have adversely affected the student's ability to achieve.

Strategies for this type of Special Provision include:

- extension of time
- rest breaks in a shared separate room
- postpone task/reschedule
- use of a 'like' task
- technological aides

ELIGIBILITY FOR SPECIAL EXAMINATION ARRANGEMENTS

Available to students who have been adversely affected by:

- accident/sudden illness
- personal circumstances
- long-term impairment (which has demonstrated to affect the student's studies) including:
    - Severe health impairment
    - Significant physical disability
    - Hearing impairment
    - Vision impairment
    - Learning disability
    - Severe language disorder

NB: EAL status is not in itself grounds for Special Examination Arrangements.

Applications could be made for:

- Extra working time
- Rest breaks
- Separate rooms for individual students or a small group setting
- Use of assistive technology
- Use of scribes or clarifiers
- Other arrangements specific to the student's individual needs

DERIVED EXAMINATION SCORES (DES)
Students may apply for a derived examination score if they have been adversely affected by illness or personal circumstance at the time of an exam, or immediately prior, and therefore their result is unlikely to reflect an accurate indication of their learning or achievement in the study (DES are only available for Unit 3 & 4 studies).

ELIGIBILITY FOR DES
The illness or personal circumstance occurred during or up to 2 weeks prior to the student's examination period and prevented the student performing to optimum level or sitting the examination at all.

Please Note: Applications must be supported with medical documentation, a school statement and evidence from an independent source.

A student who arrives late and/or misreads an examination timetable or paper is not eligible to apply.

Students seeking a DES must complete a form available from the Senior Programs Leader and submit it personally to VCAA within 7 days of the completion of their personal exam timetable.

The VCAA will determine the success of the application. Students may appeal to the VCAA.

If the application is successful the VCAA will derive an exam score for each exam affected using the student's coursework and SAT scores, the GAT score, school indicative grades and other examination scores (if applicable).

Group DES is available in an extraordinary situation where an examination has been disrupted or prevented from being conducted (i.e. storm/evacuation) or an event has had a profound effect on the student group or some form of irregular conduct has occurred (i.e. wrong examination time given). The Principal can apply on behalf of the whole group for a DES.

Please Note: In all cases (except group DES) the onus is on the student to make a formal application for assistance and supply all the necessary supporting documentation.

16.9 Students who are granted special provision are also advised to seek advice from the Careers teacher regarding their tertiary studies application.

16.10 Special Provision arrangements require students to complete forms, which are available from the Senior Programs Leader.

17. Non-Scored VCE

A student may wish to apply to undertake a Non-Scored VCE. This means the student still completes their VCE certificate but forgoes the calculation of study scores for each of their

subjects and therefore an ATAR. The decision to undertake a Non-Scored VCE should not be taken lightly as this does have implications on the student's ability to transition into University and further education. The College has a detailed process to deal with such situations and a student who wishes to investigate this option should first discuss this decision with their Year Level Leader, not their individual subject teachers.

17.1 The VCE provides an option for students to complete units without being assessed for levels of achievement in some or all school-based and external assessments. This decision can be made at any point during the study of Units 3 and 4.

This option should only be applied in response to individual student needs, and not as an alternative VCE program for a cohort of students. Examples of circumstances where it is appropriate to offer this option include the following:

- illness and/or absence
- mental health and wellbeing issues
- clear and well-supported post-school aspirations that do not require an ATAR
- other specific and personal circumstances (not based on academic results).

Where students have valid reasons for not undertaking scored assessment, a school may advise them to undertake one or more VCE units without being assessed for levels of achievement or sitting external assessment.

17.2 Students who complete VCE units without a study score are still required to:

- be assessed for satisfactory completion
- participate in school-based assessment for levels of achievement, even if a score is not provided to the VCAA. However, the conditions under which the school-based assessment is to be completed may be varied
- NOTE - students do not necessarily need to sit a SAC to achieve a Satisfactory result for the Unit - please see section 11
- Meet the attendance requirements for the subject

17.3 Students, parents or carers, and school staff should work in partnership through a supportive and informed decision-making process. Students need to understand the implications of completing VCE units without calculation of a study score, which may include not being eligible for an Australian Tertiary Admission Rank (ATAR) and not having access to some post-school pathways.

17.4 All VCE students are expected and assumed to be undertaking a scored VCE until the full College process, appropriate discussions and paperwork have been completed, finalised and confirmed with all relevant parties.

17.5 Students who have been approved to undertake a non-scored VCE will have their progress monitored.

17.6 Students undertaking a non-scored VCE are still expected to sit the 2026 General Achievement Test (GAT). **They are not expected to sit the end of year examinations.**

17.7 Subject teachers should enter NA on VASS Results Sheets for each outcome completed by a student completing a Non-Scored VCE. **No numerical results are to be entered.**

18. Reporting

18.1 All students enrolled in the VCE/VET/VCE VM will receive a Statement of Results from VCAA at the end of the year. The Statement of Results will show satisfactory (S) or not satisfactory (N) results for all units undertaken in the VCE/VET/VCE VM. Students enrolled in Units 3 & 4 of a study will also receive an assessment grade (A+ to E, UG or NA) for each Assessment Task associated with the study and for Coursework.

18.2 SAT and Coursework results will be passed on to the Victorian Tertiary Admissions Centre (VTAC) for use in calculating the Australian Tertiary Admission Rank (ATAR). SAT and Coursework results will only be considered where the student has been awarded S for both Units 3 and 4. Where a student has been awarded N for either, or both Units 3 and 4 of a study, SAT and Coursework results for that study will not be considered in the calculation of an ATAR. Where two or more of the grades awarded for a study are UG or NA then no results for that study will be considered in the calculation of the ATAR.

18.3 College reports will be issued as follows:

- Units 1 – 4 continuous reporting throughout the year and Units 1 – 3 End of semester reports in June and December.

Please Note: College reports are NOT issued at the end of Unit 4. Unit 3/4 students have the opportunity to participate in student-led conferences with teachers in Term 3.

18.4 STUDY SCORE (RELATIVE POSITION)

The Study Score (Relative Position) which is reported by VCAA for each student in each study is based on SAT or Coursework scores and has a maximum of 50. The relative position indicates how the student performed in relation to others who took the study.

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

The symbol UN indicates that the Study Score is unavailable because more than one graded assessment is NA or because the student did not satisfactorily complete both Unit 3 and 4 of a study. Where a Study Score is less than 20, the score will be reported to the student as <20. The actual score will be sent to VTAC and, on request, is available to the student.

19. Vocational Education & Training (VET) in the VCE

19.1 VCE VET programs provide credit towards the VCE, typically at Units 1 to 4 however some programs provide credit at Unit 1 and 2 or Units 3 and 4 only. VCE VET programs also provide credit towards VCE VM.

19.2 ENROLMENTS AND RECORDS

In order to comply with VCE Satisfactory Completion requirements and VET in VCE program requirements, students must enrol in the relevant VCE VET units and VET modules.

19.3 AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) AND VET IN SCHOOLS VCE VET

Programs can contribute to a student's ATAR
As VCE VET requirements are subject to change, VET students must see the VET Leader for updates on VET and ATAR arrangements.

20. Withdrawal from Study

20.1 WITHDRAWAL FROM A UNIT OF STUDY

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

The J result can only be used if the student:

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

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

Only the Senior Programs Leader can approve the entry of a J result.

20.2 COMPASSIONATE LATE WITHDRAWAL

Under exceptional circumstances, a student may be approved for compassionate late withdrawal from VCE Units 3 and 4.

The principal or delegate, using the Application for late VCE and VPC enrolment amendments form, must apply to Student Records and Results, on the student's behalf, for permission to withdraw from one or more VCE Units 3 and 4 studies. Documentation of the exceptional circumstances must be included.

Compassionate late withdrawal is not available to students who simply may not be coping with the demands of VCE studies. This provision is designed to assist students who have genuinely

attempted to continue their VCE studies while suffering major adverse circumstances but find that they cannot complete their studies.

If the exceptional circumstances claimed are for medical reasons, evidence from a qualified person – for example, a general practitioner or psychologist – is required as part of the application.

Compassionate late withdrawal from a Units 3 and 4 study will not be approved if a student has a final reported grade for an examination or school-based assessment. If the student has scores for an examination or school-based assessment associated with Unit 3 only and wants to continue with that study the following year, the school may apply for Interrupted Studies status on the student's behalf.

20.3 STUDENT WITH INTERRUPTED STUDIES

Interrupted Studies status enables students to complete VCE Units 3 and 4 and have a study score calculated over 2 academic years. The principal or delegate, on behalf of the student, applies to the VCAA using the Interrupted Studies status application form (on VASS).

The interrupted studies provision is primarily designed to manage a student's program to ensure access to the full range of assessments. Schools will need to demonstrate a student's eligibility in the application documentation, the action taken so far in managing the student's circumstances, and the arrangements being made by the school to make sure that the student can complete their studies when they return to study in the following academic year.

Eligibility for interrupted studies

- Students enrolled in Units 3 and 4 who undertake a recognised overseas exchange program or experience serious illness or other major adverse circumstances during the academic 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 study or for only part of their program (for example, interrupting 2 studies of an enrolment of 5 studies).
- Students who cannot satisfactorily complete Unit 3 in a study before their departure should consider compassionate late withdrawal from the study, encompassing both Units 3 and 4.
- Students who take up full-time employment or a full-time apprenticeship but maintain their commitment to the VCE by continuing enrolment in at least 2 sequences of Units 3 and 4 may be considered eligible.
- Australian Defence Force personnel may apply for Interrupted Studies status. Schools should contact Student Records and Results for advice.

Interrupted Studies status is not granted to students who want to enrol in an alternative course or participate in activities of personal interest. Schools may consider making specific arrangements for a student who chooses to participate in interstate or overseas sporting events and will be absent from school for a brief period. These arrangements should focus on allowing students to satisfactorily complete outcomes.

There is no specific date by which the VCAA must receive applications; however, Interrupted Studies status will not be granted to students who satisfy the outcomes for Unit 4 but could not complete VCE external assessments. In these cases, the student may be eligible to apply for a DES.

If a student cannot return to school to complete Unit 4 at the agreed time, the school may apply on their behalf for an extension of interrupted studies for a further 12 months. Applications for extension must be in writing from the school principal and include current medical or other professional documentation to support the application.

21. Changes to this Handbook

22.1 The Principal, in consultation with the Assistant Principal – Learning & Teaching, Assistant Principal - Students (10-12) and Senior Programs Leader, has the authority to change/modify these policies, or institute new policies, if and when circumstances dictate that such action is necessary. Parents and students will be notified, in writing, of any changes that are made.

ABBREVIATIONS USED IN THIS HANDBOOK

ATAR - Australian Tertiary Admission Rank

DES - Derived Examination Score

EAL - English as an Additional Language

GAT - General Achievement Test

LOTE - Languages Other Than English

N - Non-Satisfactory Completion

NA - Not Assessed = task not completed or not undertaken (applicable in the case of students completing a Non-Scored VCE)

RTO - Registered Training Organisation

SAC - School-Assessed Coursework

S - Satisfactory Completion

SAT - School-Assessed Task

SEA - Special Examination Arrangements

UG - Ungraded = score was too low to be assigned a grade

VASS - VCE Administrative Software System

VCAA - Victorian Curriculum and Assessment Authority

VCAL - Victorian Certificate of Applied Learning

VCE - Victorian Certificate of Education

VCE VM - Victorian Certificate of Education, Vocational Major

VET - Vocational Education and Training

VTAC - Victorian Tertiary Admissions Centre