



ST ANDREWS
CHRISTIAN COLLEGE



ST ANDREWS SECONDARY
**VCE POLICY
HANDBOOK**
Years 11-12

INSPIRED BY FAITH | DISTINGUISHED BY CHARACTER | LEADERS BY INFLUENCE

KEY CONTACT INFORMATION

College Reception

03 8847 8300

enquiries@standrews.vic.edu.au

John Presant

HEAD OF SECONDARY SCHOOL

jpresant@standrews.vic.edu.au

Natalie Farmer

HEAD OF LEARNING AND TEACHING (SECONDARY)

nfarmer@standrews.vic.edu.au

Jessica Morgan

VCE COORDINATOR

jrowe@standrews.vic.edu.au

Karen Kirk

YEAR 11 & 12 COORDINATOR

kkirk@standrews.vic.edu.au

Irena Yevlahova

CAREERS COORDINATOR

iyevlahova@standrews.vic.edu.au

Shu-Ling Loong

SECONDARY ADMINISTRATOR

sloong@standrews.vic.edu.au



ST ANDREWS
CHRISTIAN COLLEGE

Welcome to the VCE at St Andrews Christian College

Dear Parents and/or Guardians and Students,

At St Andrews Christian College we exist to “educate our students so that they are well skilled, understand life on the basis of biblical truth, and are motivated to walk with God and serve Him in their lives, so that they will be a positive Christian influence in the world.” A part of fulfilling this vision is to guide, nurture and instruct students through the completion of the Victorian Certificate of Education (VCE).

The completion of VCE should be undertaken as a partnership between students, parents and staff working together to achieve the best possible outcome for our students, both spiritually and academically.

This handbook provides helpful advice for St Andrews Christian College VCE students, parents and teachers. It will provide you with invaluable information as you complete your academic journey. This handbook provides policies related to the VCE; ensure you read them carefully. Keep this document on hand and in a safe place as you may need to refer to it throughout the year.

Please don't hesitate to contact us with questions or concerns related to the policies and procedures in this handbook or the completion of VCE studies.

John Presant

HEAD OF SECONDARY SCHOOL

Jessica Morgan

VCE COORDINATOR

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SECTION A

VCAA Procedures

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01

Introduction

This handbook provides helpful advice for St Andrews Christian College VCE students, parents and teachers. It will provide you with invaluable information as you proceed through the VCE, so take your time and study the various policies carefully. Keep this document handy, as you may need to refer to it throughout the year.

The Victorian Certificate of Education (VCE) has presented schools with increased responsibility for determining the satisfactory progress of students throughout their final years of schooling and for forming part of the assessment for the units studied by each student through SACs and SATs.

An important aim of the school is to assist the student to develop sound working habits so that all VCE and VET studies undertaken are satisfactorily completed to the highest possible standard for each student.

The Victorian Curriculum Assessment Authority (VCAA) requires details regarding the satisfactory completion of Outcomes and School Assessed Coursework for each unit. As a requirement of the courses set down by the VCAA, policies have been established to ensure that the correct procedures are carried out in all schools.

All policies contained within this handbook are based on those available in the VCE Administrative Handbook which is published by the VCAA. Students and parents are welcome to speak to the Head of Secondary School or the VCE Coordinator if further information or clarification of details are required.

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Glossary of Terms

Assessment

In Units 3 and 4 the student's level of achievement is determined by a combination of School-Assessed Coursework (SACs), School-Assessed Tasks (SATs) and Examinations.

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 0 – 100 that a student receives, based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Authentication

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

Equivalent Qualification

For applicants who have recognised qualifications at Year 12 level or above, obtained either interstate or overseas, the Victorian Curriculum Assessment Authority issues Statements of Equivalent Qualification to the VCE. The VCAA also assesses interstate and overseas qualifications for their equivalency to Year 11.

Examinations

Unit 3 and 4 external assessments are set and marked by the Victorian Curriculum and Assessment Authority. All studies have at least one examination. Written examinations, Performance and Oral examinations are held in October and November.

General Achievement Test (GAT)

The test that is done by all students doing a Unit 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority 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 Unit 3 and 4 sequence. Each study includes at least one examination, most have School-Assessed Coursework, and some have School-Assessed Tasks.

Outcomes

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

Satisfactory Completion

The school's decision that a student has demonstrated achievement of 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'.

School-Assessed Coursework (SAC)

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

School-Assessed Task (SAT)

A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the Victorian Curriculum and Assessment Authority 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

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

Special Provisions

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 examination including the GAT, students can apply to the Victorian Curriculum and Assessment Authority for a statement showing the marks they obtained for each question/criteria and the maximum mark available.

Statement of Results

The document(s) issued by the Victorian Curriculum and Assessment Authority showing the results a student achieved in the VCE, and whether he or she has graduated.

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 examination and GAT scores for the students in that school doing that study.

Statutory Declaration

A written statement which you sign and declare to be true before an authorised witness.

Studies

The subjects available in the VCE.

Study Design

A study design for each VCE study is published by the Victorian Curriculum and Assessment Authority. 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 the same study. It is based on students' results in school assessments and examinations.

Units

The single semester components of a study. There are usually four units in a study.

Unscored pathway

A VCE program which does not include scored assessments in Units 3 and 4. This pathway does not lead to study scores and therefore does not lead to an ATAR.

VCE Certificate

The Certificate awarded to students who meet the requirements for graduation of the VCE.

Victorian Curriculum and Assessment Authority (VCAA)

The Victorian Government Authority responsible to the Minister of Education for conducting the VCE, among other things.

Vocational Major

A 2-year vocational and applied learning program that will enable transitions into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways).

Victorian Pathways Certificate

Victorian Pathways Certificate - a foundation secondary qualification designed for students who would benefit from an individualised program at a more accessible level than the VCE or VCE VM.

2.1 COMMONLY USED ABBREVIATIONS

ATAR	Australian Tertiary Admittance Rank
GAT	General Achievement Test
N	Not Satisfactory
NA	Not Assessed
S	Satisfactory
SAC	School Assessed Coursework
SAT	School Assessed Task
UG	Ungraded
VASS	VCE Assessment Software System
VCAA	Victorian Curriculum Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VM	Vocational Major
VPC	Victorian Pathways Certificate
VTAC	Victorian Tertiary Admissions Centre

02

03

Completing the VCE

The VCE is made up of a series of studies, each of which is divided into semester-long “units”. Generally, in a standard program at St Andrews Christian College, Year 11 students will complete Units 1 and/or 2 of their chosen studies, whereas Year 12 students will complete Units 3 and 4 (which must be studied as a sequence).

Each study is conducted according to the VCAA Study Designs, details of which are given to students at the start of each Unit of work. The program chosen by each student will reflect the career and/or tertiary aspirations of that student and St Andrews Christian College will endeavour to cater for the needs of individual students.

- Year 11 students will generally take 12 Units of study, of which English Units 1 and 2 are compulsory. Year 12 students are expected to take 10 Units, of which English (or EAL) or Literature Units 3&4 are compulsory. For each student, the following must be satisfactorily completed:
- At least 16 Units, including at least 3 units of English, English Literature or English as a Second Language (ESL), two of which must be both Units 3 and 4.
 - Three sequences of Units 3 & 4 studies other than English or ESL (this may include VCE VET Unit 3 and 4 sequences).

Year 12	UNIT 4	UNIT 4	UNIT 4	UNIT 4	UNIT 4	
	UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3	
Year 11	UNIT 2	UNIT 2	UNIT 2	UNIT 2	UNIT 2	UNIT 2
	UNIT 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1
Year 10						

Table 1

A TYPICAL PROGRAM
at St Andrews Christian College

Year 12		UNIT 4	UNIT 4	UNIT 4	UNIT 4	UNIT 4
		UNIT 3	UNIT 3	UNIT 3	UNIT 3	UNIT 3
Year 11	UNIT 4	UNIT 2	UNIT 2	UNIT 2	UNIT 2	UNIT 2
	UNIT 3	UNIT 1	UNIT 1	UNIT 1	UNIT 1	UNIT 1
Year 10	UNIT 2					
	UNIT 1					

Table 2

AN ACCELERATED PROGRAM
at St Andrews Christian College

**Please note that permission to accelerate is dependent upon the student’s academic performance and work ethic in related subjects as well as in English and Mathematics.*

3.1 VET IN THE VCE

Vocational Education and Training (VET) programmes provide pathways to rewarding careers, allowing students a combination of general and vocational training and an experience of business and industry.

How do VET in Schools programs relate to the VCE?

All VET delivery and assessment is a part of the National Training Framework (NTF). Programmes are delivered by partnership with another Registered Training Organisation (RTO), usually another Secondary School or a TAFE College, who issue a certificate upon completion of the course. VET modules may contribute towards VCE Units and have full VCE status as well as providing an industry endorsed, nationally recognised credential. Students may wish to gain this credential to enhance their prospects for gaining full-time employment immediately after leaving school (or they may wish to upgrade this study to a higher-level qualification first, if possible) or they may use it to secure part-time skilled employment whilst completing post-secondary study. Students would, ordinarily, begin a VET course when in Year 11 and then continue to study this (often at a Certificate III) level in Year 12.

Whilst there are enormous benefits associated with undertaking VET courses within a student's VCE programme, families should be aware that:

- External studies will bear extra tuition costs,
- Students may miss some VCE classes on the day that VET courses are run at other institutions and will be expected to complete work missed and comply with all deadlines for VCE work,
- Students have to make their own way to and from the institution where they are studying and to and from any work placement venues that may be associated with the running of the appropriate VET course,
- Students will not necessarily have the completion of their work closely supervised and monitored and cannot expect the Christian values and ethos of the College to be upheld in any of the institutions offering the various VET courses.

3.2 SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

School-based Apprenticeships and Traineeships typically offer some credit at Unit 1 to 4 level towards the VCE. Nationally recognised qualifications with training schemes approved by the Victorian Registration and Qualifications Authority (VRQA) that are not included in the suite of VCAA-approved programs can be undertaken as a School-based Apprenticeship or Traineeship.

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3.3 UNSCORED VCE PATHWAY

At St Andrews Christian College, some students may undertake an **unscored VCE pathway**. This means they complete VCE units without receiving an ATAR or study scores, while still working towards satisfactory completion of outcomes. Upon completion, the student will graduate Year 12 with a VCE. This pathway is well suited for students who do not need an ATAR to enter their desired course in tertiary education.

Approval Process

- An unscored pathway is considered only after discussions between the **student, parent/carer, and relevant staff** (including the VCE Coordinator, Head of Learning and Teaching (Secondary) and Head of Secondary, Learning Support or Wellbeing staff, Homegroup teacher, and subject teachers) to ensure this is the best outcome for the student.
- The **final decision** is made in writing by the VCE Coordinator.
- Parents/carers will provide their written consent through email that they approve their child undertaking an unscored VCE.
- The final decision is made in writing by the VCE Coordinator.

Assessment for Unscored Students

- The focus is on demonstrating achievement of **unit outcomes**, not on scores or rankings. Please note, the student does not need to complete traditional SACs under test conditions in order to meet the outcome. Assessments will be negotiated between the teacher and student to ensure the student has opportunity to meet the Outcomes for their unit.



3.4 ACCELERATED VCE SUBJECT PROGRAM

At Year 10, students at St Andrews Christian College may apply to enter the **Accelerated VCE Subject Program**. Successful applicants are able to complete one Unit 1&2 subject in Year 10, enabling them to complete a total of six VCE subjects by the end of Year 12. This provides students with the opportunity to maximise their ATAR contribution.

In Year 12, all students in the **Accelerated Program** are still expected to complete five Year 12 subjects in their final year of schooling.

Application Process

- Students must submit both the **Accelerated VCE Subject Application Form** and their **online subject preferences** by the due date and time.
- Applications will not be considered if both submissions are not completed OR if the application is handed in after the due date and time.

Selection Criteria

- Acceptance is based on **academic performance in Year 7- 9**, as well as **maturity and aptitude** to manage the demands of a Unit 1&2 subject in Year 10.
- Students are expected to be averaging **80% or above** in core subjects (Mathematics, English, Science, Humanities) in order to be eligible for the accelerated program.
- Accelerated students should be aware that VCE assessment tasks and homework requirements are more challenging than Year 10 subjects. All accelerated students are expected to hand their homework and assessments in on time and show excellent conduct in the classroom.

Subject Adjustments

- Students accelerating in **Unit 1&2 History: Empires** are not required to complete Year 10 History.
- Students accelerating in **Unit 1&2 Physical Education** are not required to complete the compulsory Year 10 Physical Education unit.
- Students are not recommended to complete the Year 10 equivalent of their VCE Accelerated subject.

Review and Approvals

- Student progress in the accelerated subject will be reviewed at the end of Semester 1 and again in the following year.
- Students will not be eligible to continue the accelerated subject if the grades in their accelerated subject drop below a B average, they are not able to meet the maturity demands of the subject or they receive an N in their accelerated subject.
- **The final decision** regarding participation is made in writing by the **Head of Secondary School**, in consultation with the **Head of Learning and Teaching (Secondary)**, the **VCE Coordinator**, and the **Year 9&10 Coordinator**.

3.5 ATTENDANCE POLICY

The correlation between school attendance and student achievement is well documented. The VCAA places the onus of the determination of “satisfactory attendance” with individual schools. Unsatisfactory attendance can result in failure of a unit. Students, therefore, are expected to attend all time-tabled morning homerooms, classes, excursions, School and Year Level assemblies and be punctual at all times. All subject teachers will mark a class roll during each lesson. Students should get prior approval from staff if they need to be absent for “legitimate reasons”.

- If a student is absent for more than two days due to illness that involves a visit to a doctor, a medical certificate should be provided. It is still wise to obtain a medical certificate for absences (due to illness) of less than two days when it is practicable. If the illness does not involve a doctor’s visit, a note from the parent explaining reasons for the absence must be provided. If you wish to further discuss the need for a medical certificate, please contact the VCE Coordinator. Accurate documentation relating to absences is vital and can only be of benefit to students when matters of Special Provision are being decided.
- If a student is absent for reasons other than illness, a letter signed by parent or guardian or another authority of relevance to the absence must be provided.
- All signed notes and medical certificates must be given to the VCE Coordinator.
- The minimum class attendance is 90% (unless explanations are provided).
- Students need to attend sufficient class time to complete course work done mainly in class, which is necessary for authentication.
- Where students have completed work, but there is a substantive breach of class attendance, the student may be awarded an N (not satisfactory).
- **If a student is absent due to ill health or other significant reasons during the assessment of an outcome, a doctor’s certificate or statutory declaration is to be produced on the student’s return to school.** This student will receive a “UG” and will need to request the opportunity to sit an alternative SAC Task. The teacher will negotiate a new time to sit the SAC. The finalised details will be sent in writing (by email) to the student and copied to the parents. It is vital that parents/guardians are aware of all absences from class. If a student is absent from school during a scheduled SAC, the Subject Teacher should be immediately notified of this absence. This prompt communication will prevent possible misunderstandings. This important documentation will be kept in the student’s file. (Parents/guardians need to be aware/approve of student absences).

As most school assessed coursework is to be completed predominantly in class time, full attendance is vital in fulfilling the outcomes and completing the requirements. **It is the responsibility of any student who is absent to find out what work was covered during his or her absence and what work may have been set in that time. The excuse, “I didn’t know because I was away” is unacceptable.**

- If a student is absent during a SAC assessment for reasons other than illness, an alternative SAC time must also be sought from the subject teacher. The teacher will discuss the reasons for the request with the VCE Coordinator. This request will not automatically be granted.
- Attendance data will be monitored by each subject teacher and this information will be passed on to the VCE coordinator. Parents of students at risk of failing as a result of non attendance will be notified in writing.

Assessment in the VCE

4.1 LEARNING OUTCOMES

For each VCE Unit of Study, there are Learning Outcomes prescribed which must be satisfactorily demonstrated by students to achieve an “S” for that Unit. Each outcome will involve students demonstrating **key knowledge** and **key skills** as outlined in the Study Design through a variety of tasks appropriate for that study. Teachers will give students details of these tasks at the beginning of each Unit.

4.2 SATISFACTORY COMPLETION OF LEARNING OUTCOMES

To obtain an “S” for a Unit, students must satisfactorily complete all of the Learning Outcomes for that Unit. The class teacher will determine satisfactory completion of each unit. This is done using information given in the Study Design and accompanying Assessment Guides. Teachers will be happy to show students these documents if they are interested.

To give each student the best possible chance of obtaining an “S”, staff will provide the following details to students in writing:

- all work they need to complete to achieve an S for the unit
- all work they need to complete for School-based Assessment
- how to submit work
- timelines and deadlines for completing work

In addition to these details provided by subject teachers, this handbook contains details of the following:

- attendance requirements
- procedures for obtaining an extension of time
- internal school appeal procedures.

In some cases, a student may receive a “J” result. This occurs if the student:

- is no longer attending class and has not officially withdrawn from the subject
- has not submitted work for assessment.

At Unit 3 and 4 level, 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 an “N” result.

Where students are at risk of receiving an N, the College will use their ‘S and N Policy’ in order to give the student opportunities to demonstrate their knowledge and skills in relation to the Learning Outcome(s) for the Unit. If the student is unable to meet the requirements of the Learning Outcome(s) through the S and N Policy, they will be awarded an N.

4.3 SATISFACTORY (S) AND NOT SATISFACTORY (N) RESULTS

For each VCE Unit, students must demonstrate achievement of the required outcomes as set out in the study design. Teachers determine whether outcomes are met based on overall performance in assessment tasks and School-Assessed Coursework (SACs):

When an N Result is Awarded

A student will receive an **N (Not Satisfactory)** if:

- Their work does not demonstrate achievement of the outcomes.
- They fail to meet school deadlines (including extensions or special provisions).
- Their work cannot be authenticated (e.g., due to lack of attendance).
- There is a substantial breach of VCAA or school rules.

Redeeming an N Result

Students may be given opportunities to demonstrate achievement of outcomes through further evidence or redemptive tasks. These tasks are designed to show that the student has met the required outcome, but they do not change the original SAC score.

The process is as follows:

- 1. Original Task/SAC** – If the outcome is not met, the teacher meets with the student, notifies relevant staff, and sends an “At Risk” email home.
- 2. Redemptive Task** – The student completes a set task to demonstrate the outcome. If successful, they receive an S. Please note, the student will still receive the same score as the original SAC even though the N has been changed to an S. If not, they may provide other classwork or homework as evidence.
- 3. Final Redemptive Task** – As a last opportunity, once notified they were not able to meet the outcome through the redemptive task, the student must contact their teacher within one week to present further evidence of meeting the outcome. If successful, they receive an S; if not, the result remains N.

4.4 COMPLETION OF ASSESSMENT TASKS

4.4.1 UNIT 1 & 2

Assessment tasks are specific activities that contribute to a final grade for a subject. Unit 1 & 2 assessment tasks are set by the school and may or may not be part of a learning outcome. These assessment tasks will be marked and will appear as letter grades (A+ through to E) on **the hub** and on the St Andrews Christian College semester reports.

4.4.2 UNIT 3 & 4

4.4.2A SCHOOL ASSESSED COURSEWORK (SACs)

These consist of a number of assessment tasks that individually contribute a small, but significant amount to the total school-based mark in that study. These assessment tasks allow the teacher to rate a student's performance in relation to other members of the class. At Units 3 & 4 level the VCAA provides teachers with specific Assessment Criteria and a marking structure. **Specific details of the task will be provided on or close to the day of assessment.**

All school assessed coursework (SACs) must be clearly the student's own work and must be completed on time and to the standards required in the relevant Study Design and as outlined by staff at the School. Students must ensure that any SAC work (planning or final copies) is handed directly to the subject teacher. No other person has authority to receive it (unless the VCE Coordinator specifies a change). Because these SACs are designed to be completed predominantly in class-time, students will need to come to class fully prepared with the appropriate materials, texts, notes etc. VCE teachers, in consultation with the VCE Coordinator, will organise the spread of assessments throughout the year in order to ensure a consistency of workload. Each teacher will plan SAC assessment dates at the beginning of each Unit.

These planned dates will be confirmed closer to the date of the task. Dates for SACs must be set such that there is sufficient time to mark the work, have it cross-marked where necessary and then have the results sent to VCAA by specified dates. After SACs are submitted for assessment, teachers will provide feedback to students including a letter grade (A+ - UG) where appropriate, advice on particular problem areas and advice on where and how improvements can be made for further learning. Students must take note of all feedback and follow advice as indicated. **It is important to note that the initial teacher assessment grade is subject to statistical moderation based on the level of achievement in the examinations in that study.**

Teachers will determine the manner in which SAC tasks should be administered in their classes. The amount of teacher-student and student-student interaction and assistance will largely depend on the type of assessment activity being done. If a task is to be done over more than one day, then the teacher must make it very clear what work (if any) may be done out of class time, bearing in mind that the actual SAC task remains with the teacher at all times throughout the duration of the task.

4.4.2B LOST, DAMAGED OR STOLEN WORK

If a teacher or student has lost a SAC task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and submitted to the VCE Coordinator. The VCE Coordinator will store the statement on file. The VCE coordinator and Head of Secondary will determine an initial score for the assessment task based on information provided by the class teacher, and on the basis of records kept. The Principal will sign off on this if satisfied.

4.5 AUTHENTICATION PROCEDURES

Authentication issues are mainly related to any work done outside the classroom. Students must ensure that all unacknowledged work submitted by them is their own. They must acknowledge all resources used – including text and source material and the name(s) and status of the person(s) who provided the assistance as well as the type of assistance received.

Students must not accept undue assistance from any person. Undue assistance would include using or copying another person's work or resources without acknowledgement, providing actual adjustments or improvements for a student's work or dictating or directing a student to insert a particular text. The issues of copying and plagiarism and the consequences thereof are clearly spelled out by the VCAA and may result in the award of an "N" assessment.

4.5.1 AUTHENTICATION OF SACs AND SATs

As some SACs may be completed outside the classroom, students will need to be able to authenticate the work as their own. In order to attest that the work is genuinely that of the student, teachers and students will observe the following procedures:

Before accepting work for assessment, teachers must be confident that they can confirm the authenticity of the work. However, there will be instances where the authenticity of student's work needs to be checked. In particular, teachers must satisfy themselves about the authenticity of any student work that:

- Is not typical of other work produced by the student,
- Is inconsistent with the teacher's knowledge of the student's ability,
- Contains unacknowledged material,
- Has not been sighted and monitored by the teacher during its development.
- Teachers should not accept such work for assessment until sufficient evidence is available to show
- That the work is the student's own.

The onus is on the student to provide evidence that the work submitted is the student's own and was completed in accordance with VCAA's requirements.

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

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

AUTHENTICATION OF SACs AND SATs – *Continued*

Should the school believe, on the basis of evidence, that there has been a substantial breach of authentication, the VCAA allows the Principal (or Principal's delegate) to determine what action should be taken.

In accordance with VCAA guidelines, the St Andrews procedures for a substantial breach of authentication are as follows:

- Student is reprimanded and parents are notified
- In Unit 1/2 subjects, the student is given the opportunity to resubmit work or re sit the task if this can occur within designated dates prescribed by the VCAA
- In Unit 3/4 subjects, scored assessment tasks will automatically be given an score of 0
- If the task is purely for an outcome and not a part of scored assessment, the student will be permitted to resubmit or re sit in order to gain an "S" for the outcome.

Section 2.5.21 of the Education and Training Reform Act 2006 (Vic) provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA no later than 14 days after the student receives notice of the decision from the school. On receipt of a notice of appeal from a student, the CEO of the VCAA must nominate an employee of the Secretary of the Victorian Department of Education and Training to interview the parties to the appeal and attempt to resolve the matter.

In the event that a student has not been able to satisfactorily complete the outcomes of an initial task, they will be given opportunity for redemption. This means that they will be given a further task to complete to demonstrate the unsatisfactory aspects of outcomes. Students will still receive a score of 0 for a scored assessment task.

Further details for the process of redemption can be found in Section B.



4.6 VCE RESULTS REVIEW PROCESS

All VCE subjects assess tasks and School-Assessed Coursework (SACs) against the established VCE standards. Teachers apply moderation measures to ensure consistency across each subject in accordance with VCE policies and procedures to ensure consistency across each class. If a student wishes to dispute a result received for an assessment, the following process should be followed:

1. Initial Discussion

- The student should first speak with their subject teacher to clarify the result and identify areas for improvement.

2. Formal Review Request

- If the student is still not satisfied with the outcome, they can email the Faculty Head of the subject, copying in the VCE Coordinator and Head of Learning and Teaching (Secondary), to request a review of the assessment.
- If the subject teacher is also the Faculty Head, the student should instead contact the VCE Coordinator and Head of Learning and Teaching (Secondary) directly to request the review.

3. Process

- A students' work may be reassessed upon request. The College will take measures as required to have the work reassessed. The measures are determined at the College's discretion. Depending on the appropriateness of the subject and assessing this may include engaging another qualified teacher of the subject at the College or engaging a qualified external teacher of the subject to assess the students' work.

4. Further Appeals

- If the student is not satisfied with the outcome of the formal review, they may choose to appeal the decision through the College's Formal Complaints Policy by emailing the Head of School

4.6.1 PROCEDURES FOR BREACHES OF EXAMINATION OR SCHOOL-BASED ASSESSMENT AUTHENTICATION RULES

Where an allegation is made that a student has breached VCAA examination rules or school-based assessment authentication rules, St Andrews Christian College will manage the matter in accordance with the following procedures:

Notification and Communication

- The student (and, where the student is under 18, their parent/guardian) will be notified in writing that an allegation has been made as soon as practicable, and no later than 5 school days after the College becomes aware of the alleged breach.
- This written notification will outline the nature of the allegation, the assessment task involved, and the process the College will follow in investigating the matter.
- The student will be given the opportunity to respond to the allegation, either in writing or in an interview, before any decision is made.
- Throughout the investigation, the College will keep the student and their parent/guardian informed in writing of the progress of the investigation and any changes to the expected timeframe.

Investigation Timeframe

- The investigation will be conducted by the VCE Coordinator, in consultation with the relevant subject teacher and Head of Secondary, and will normally be completed within 10 school days of the student being notified of the allegation.
- Where circumstances require a longer investigation period (for example, where multiple parties need to be interviewed), the College will notify the student and their parent/guardian in writing of the revised timeframe and the reason for the delay.

Decision and Outcome

- Once the investigation is complete, the College will notify the student and their parent/guardian in writing of the outcome, including the reasons for the decision and any penalty applied, within 5 school days of the decision being made.

-continued page 21

- The written notification will also outline the student's right to appeal the decision internally, and, if not satisfied with the outcome, their right to make a complaint to the VCAA in writing, addressed to the CEO of the VCAA, within 14 days of receiving the College's written decision.

Appeals

- Any internal appeal must be lodged in writing within 5 school days of the student receiving the College's

decision, and will be reviewed by the Deputy Principal of Teaching and Learning, who was not involved in the original investigation.

- The outcome of any internal appeal will be communicated in writing to the student and their parent/guardian within 10 school days of the appeal being lodged.

4.7 EXTENSION OF TIME FOR ASSESSMENT TASKS

This procedure applies throughout the semester in which the unit is offered.

1. Where a student, due to exceptional circumstances, is not able to complete an assessment or SAC task on the prescribed date, the student may apply for an extension. This situation may arise for two reasons:
 - Where the student has been absent in the lead up period to the SAC task;
 - Where the student is unable to sit the SAC task on the prescribed date.
2. Students should request an application form for extension **at least two days before the due date**. On occasions this may not be possible. An application form can be found in Section B of this document.
3. **An extension of time will not be automatic.**
4. There is a formal process for students to follow in applying for an extension of time beyond the date set by the school for the submission of particular pieces of work during a unit. Students must provide evidence to support their request and the application must be countersigned by a parent.
5. Application forms are available from the VCE Coordinator and subject teachers. The subject teacher will consult with the VCE Coordinator and the Head of Learning and Teaching (Secondary) before informing the student of the final decision.
6. In the event of an extension being approved the revised completion date should fall within 14 days of the original date. Where possible the task should be completed in the next available class.
7. If this is not possible suitable arrangements will be made for supervised completion of the task as soon as possible.
8. When considering applying for an extension, teachers and students should also refer to the section on Special Provision.

4.8 STUDENT ABSENCES - SACs *(Also See 'Attendance Policy')*

If a student is absent for a given SAC task, there are two main options available:

1. If the nature of the task is such that the student can do it in class upon their return, then every effort should be made to give the student an equivalent (not identical) task to the one set for the rest of the class.
2. If it is not feasible for the student to do the task in class time, the teacher will negotiate with the VCE Coordinator to find a suitable alternative time for the student to complete the task.
3. This task must be conducted under supervised conditions.

Absences due to illness or hardship must be validated by appropriate documentation (e.g. note from home and medical certificate or statutory declaration). Absence due to excursions, etc. during a scheduled SAC task must have the approval of the VCE Coordinator. Failure to provide appropriate documentation can result in a zero score for the task missed.

05

General Achievement Test (GAT)

It is a VCAA requirement that all students enrolled in one or more Unit 3 & 4 sequences must sit the GAT. This is a general knowledge test used by VCAA to verify school-based marks. The GAT mark itself does not count towards the end of year mark, but it is a vital part of the moderation process that may adjust SAT or SAC scores and should be treated as such. VCAA will compare GAT scores with SAC/SAT scores and any discrepancies found may result in the adjustment of coursework scores and in some cases a review of the student's work. Each student should aim to perform to the best of their ability in the GAT. This is because a good GAT performance will be advantageous to a student's final assessment if required as part of the moderation process.

06

Special Provision

Special Provision may be granted for students who, for particular reasons, are not able to fully meet the criteria for satisfactory completion of coursework assessments or examinations; or who experience difficulty through circumstances in demonstrating a satisfactory level for Learning Outcomes.

Students may be eligible for Special Provision if, at any time, 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.

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events.

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.

Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE.

6.1 FORMS OF SPECIAL PROVISION

There are three forms of Special Provision for the VCE:

- Classroom learning
- School-based assessment
- VCE external assessments

In each case there are specific eligibility requirements that apply.

6.1.1 CLASSROOM LEARNING

In cases where a student is significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment, or disadvantaged by a disability or impairment including a learning disability, Special Provision can be granted in relation to the structure of the course being studied. This could involve a modification of the delivery of the program, or permission for assistance from technology or an aide.

In these cases, a VCE Support Group will be established to assist the student in undertaking the VCE. The Support Group may consist of the student, a parent of the student, teacher(s) or others deemed responsible for the student, and any aides of the student. Advice may also be sought from Specialist Consultants.

6.1.2 SCHOOL-BASED ASSESSMENT

This is probably the most common form of Special Provision applied for within schools. In cases where a student's ability to demonstrate achievement is adversely affected by acute and chronic illness, long term impairment or personal circumstances, Special Provision may be granted for school-based assessment. Several strategies can be implemented in this situation, such as allowing extra time to complete a task, allowing the task to be done at a later date, setting a substitute task, or even deriving a score for a task if it is not possible to complete a given task.

06

6.1 FORMS OF SPECIAL PROVISION — *Continued*

6.1.3 VCE EXTERNAL EXAMINATIONS

There are two forms of Special Provision for VCE External Examinations: Special Examination Arrangements and Derived Examination Score.

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access a VCE external assessment is impaired due to one or more of the following:

- mental health condition
- health impairment
- physical disability
- specific learning disorder
- language disorder
- hearing impairment
- vision impairment

Applications for Special Examination Arrangements for each student must be made through the VCE Coordinator and endorsed by the principal. Applications must be supported by recent professional and/or other specialist reports and school-based evidence.

A successful application may result in permission for extra working time (writing time and/or reading time), rest breaks, permission to use special technological aides, special

exam papers (eg large print or Braille), or an alternative exam venue. Details of Special Provision and relevant forms can be obtained from the VCE Coordinator and **must be completed and returned no later than one week before the VCAA prescribed due date. This applies to all examinations including the GAT.**

A derived examination score may be used if a student can demonstrate that an illness, personal trauma or other circumstance occurring immediately before or during an examination has affected their attendance or performance in the examination. In defining “immediately before”, the situation must have arisen within the two-week period immediately prior to the exam. An application for a derived examination score must be submitted via the official VCAA Special Provision Online platform for Derived Examination Scores and can only be submitted through the VCE Coordinator. It must be substantiated with evidence from a relevant external professional such as a health care worker, social worker, police officer or member of the clergy.

In the case that a student is unable to attend a VCE External Assessment and their Derived Score application is not approved by the VCAA, an ‘NA’ (not assessed) will be given for the assessment.

A Derived Score application cannot be made for the GAT.

6.2 PROCEDURES FOR APPLICATIONS

It is the responsibility of the student to formally notify the VCE Coordinator of the details of the circumstances relating to the student’s application for Special Provision.

- Students applying for Special Provision must do so through the VCE Coordinator. The VCE Coordinator will provide the necessary forms and details of evidence which is necessary for the application. Different forms of evidence are required according to the type of Special Provision being sought.
- It is the responsibility of the student to provide the VCE Coordinator with all of the relevant documents, medical reports, certificates etc. Confidentiality will be observed at all times.
- The unit teacher is invited to make comment on the application.
- A VCAA Panel will assess each application.

Special Provision will not be granted for teacher absence and other teacher-related difficulties, or for circumstances deemed to be within the student’s control (e.g. concert on weekend, part-time work, etc.).

**Please note that it is not automatically granted that applications made for Special Provisions will be approved.*

VCE Review Panel

The school will have a VCE Review Panel to make decisions on any relevant matters outlined in this document. The VCE Review Panel usually has 2 – 3 members. It always includes the VCE Coordinator and/or Head of Learning and Teaching (Secondary) and the relevant subject teacher. Other members may include the Head of Secondary or the Principal, or his nominees or Homegroup teachers. One of the major roles of the Review Panel is to interview students in VCE who have fallen behind in their work, are not using study periods or homework time effectively or have attendance issues. Issues of authentication are also relevant to this Panel.

VCAA Privacy Notice for Students

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the Victorian Curriculum and Assessment Authority Act 2000. The VCAA has responsibilities relating to both curriculum and assessment across year levels Prep to 12 for all Victorian school students. The VCAA is committed to protecting student information and all personal information collected is handled in accordance with the Privacy and Data Protection Act 2014 (Vic).

The VCAA makes records of student results available to students or their nominated representatives according to section 2.5.3(2)(o) of the Education and Training Reform Act. At the end of each year, the VCAA will provide a Statement of Results for VCE, VCAL and VET students.

8.1 COLLECTION OF STUDENT DATA

In order to perform its functions, the VCAA collects personal information from students for the purpose of managing their enrolment in the VCE, VCAL and VET. Personal information is collected from the individual through the school and submitted to the VCAA via the Victorian Assessment Software System (VASS), which retains information for all students enrolled in the state. A student record includes the student's address and contact details, assessment details, and any other information concerning their VCE status, for example, Special Provision or breach of rules matters.

The information on Aboriginal and Torres Strait Islander origins is used by the VCAA to report to the Commonwealth and State Governments to assist in the planning of support for students who fall within these categories. No individual students are identified in such reports.

8.2 USE OF STUDENT DATA

The student data collected by the VCAA, including personal details, unit results, Graded Assessments, VET certificate results and data on Special Provision, together with Study Scores and GAT scores, are used by the VCAA to provide individual students final VCE, VM, VPC and GAT results. The assessment data which is provided to the student directly is also provided to his/her home school and, if it is not the home school, to the school where the study was undertaken.

The purpose of disclosing the student VCE, VM, VPC and GAT assessment data to the schools is to enable schools to analyse the effectiveness of their teaching and assessment programs. In this way the VCAA ensures quality assurance of the VCE, VM and VPC assessment programs across the State of Victoria.

Personal details of all VCE, VM, VPC, VET and Year 10 students are forwarded to the Victorian Tertiary Admissions Centre (VTAC) for inclusion in CourseLink, a password-protected interactive, web-based program, which enables individual students to access career and course options tailored to take into account their place of residence, interests, existing studies and future plans.

The VCAA also forwards individual student's personal information: VCE, VM, VPC and GAT results, and, if applicable, data for Special Provision, to VTAC for the calculation of the Australian Tertiary Admittance Rank (ATAR) and, if necessary, for the submission of student applications for tertiary course selection.

8.3 DISCLOSURE

The VCAA will not provide identifiable student data to any other person or organisation without the consent of the individual student, unless required by law or other regulation to do so.

8.4 NOTIFICATION, ACCESS AND SECURITY

Students will be notified of what information has been collected from them and the level of disclosure to which they have consented via a 'Student Full Details Report', which will be available from the school following lodgment of Personal Details forms at the time of enrolment or registration. Student information collected by the VCAA is stored on its database and access is limited to authorised staff at the VCAA and at the school. Data collected from students and the results awarded to them are retained permanently by the VCAA. These records are held in the database and backed up on microfiche. All records are held securely. Correspondence concerning access to student records held at the VCAA including individual assessment and contact details should be addressed to: The Manager, Student Records and Results Unit, VCAA, 41 St Andrews Place, East Melbourne 3002. This privacy statement is available on www.vcaa.vic.edu.au.

8.5 VICTORIAN STUDENT NUMBER

Students will be notified of what information has been collected from them and the level of disclosure to which they have consented via a 'Student Full Details Report', which will be available from the school following lodgment of Personal Details forms at the time of enrolment or registration. Student information collected by the VCAA is stored on its database and access is limited to authorised staff at the VCAA and at the school. Data collected from students and the results awarded to them are retained permanently by the VCAA. These records are held in the database and backed up on microfiche. All records are held securely. Correspondence concerning access to student records held at the VCAA including individual assessment and contact details should be addressed to: The Manager, Student Records and Results Unit, VCAA, 41 St Andrews Place, East Melbourne 3002. This privacy statement is available on www.vcaa.vic.edu.au.

8.5.1 VICTORIAN STUDENT NUMBER (VSN)

The Victorian Student Number (VSN) is issued when the student is first enrolled in a Victorian educational provider which is usually when they start in Prep, and remains current until the student turns 25 years.

The school applies for the VSN on the student's behalf. VSNs are issued to all students enrolled in primary and secondary schools (Government, Catholic and Independent) and to students enrolled at a TAFE or in a funded and/or accredited VET course at a Registered Training Organisation.

VSNs are nine-digit numbers that are similar to a tax file number, for example, 982567013. The VSN provides the capability to accurately detect patterns of student movement through, and departure from, the Victorian education and training system. It enables the collection and analysis of timely and accurate data about education in Victoria.

8.5 VICTORIAN STUDENT NUMBER — *Continued*

8.5.2 VCE STUDENT NUMBER

Upon enrolment in any VCE subject, students will also be assigned a VCE student number. This is an eight-digit number with a check letter, for example, 12345678A. The first two digits represent the year the student's details were first entered into VASS. This number is printed on exam papers and is used by VTAC as a linkage key when calculating an ATAR.

8.5.3 UNIQUE STUDENT IDENTIFIER

The Unique Student Identifier (USI) is a Federal Government identifier, issued and managed by a taskforce in Canberra. Unlike the VCAA Student Number and the VSN, students must log into the USI website to create their own USI. The USI is a reference number with 10 letters and numbers that is used to create an online record of a student's recognised Australian training and qualifications. All students enrolling in VET will be required to obtain a USI. The Unique Student Identifier (USI) is a Federal Government identifier, issued and managed by a taskforce in Canberra. Unlike the VCAA Student Number and the VSN, students must log into the USI website to create their own USI. The USI is a reference number with 10 letters and numbers that is used to create an online record of a student's recognised Australian training and qualifications. All students enrolling in VET will be required to obtain a USI.



SECTION B

*St Andrews Christian College
VCE Procedures*



INSPIRED BY | DISTINGUISHED BY | LEADERS BY
FAITH | CHARACTER | INFLUENCE

09

SAC Assessment Advice

When Unit 3 and 4 SACs have been completed and the marks for a class have been moderated and collated, the subject teacher will provide students with a SAC Assessment Advice via the hub, in which feedback is given on how the assessment was determined as well as advice aimed at helping the student improve in future SACs and in guiding the student towards areas for focus in Exam revision.

It should be noted that the score provided forms only part of the School Assessed Coursework for a particular unit. The total score for Units 3 and 4 SAC's only are subject to statistical moderation by the VCAA (Victorian Curriculum & Assessment Authority). Statistical moderation may cause an adjustment to the school's assessment.

09

SAC Extension Request

Extension of time for an individual student to complete a task is granted only in special circumstances eg: severe illness, bereavement, extreme unexpected circumstances.

If circumstances do arise whereby a student is in need of extension for a SAC task, a formal application must be completed on the SAC Extension Request Form (see appendix 15.2) and this must be supported by written documentation from a relevant professional such as a doctor, police officer or church pastor or a covering letter from a parent or guardian.

Excuses such as “not being prepared” or “I was working on other subjects” are not sufficient grounds for an application for extension. Each application will be individually considered and all circumstances surrounding the reason will be carefully explored.

The application must be submitted no less than 2 days prior to the due date of the task. It should be submitted to the subject teacher who will refer it to a panel consisting of the Head of Learning and Teaching (Secondary), the VCE Coordinator and the subject teacher for discussion and approval. The original application and supporting documentation will be filed by the VCE Coordinator.

The time granted will be dependent on the individual circumstances, however every effort should always be made to complete the task as close to the original date as possible. Preferably, it should not be undertaken any more than two weeks from the original date. No extension will be granted if the time frame falls outside the semester end date, or the final date for results submission to the VCAA. Unit completion is essential for finalising study scores, which must be calculated at the same time for all VCE studies.

It is important to note that any extension given or alternative task set must be completed under the same conditions as for the remainder of the class.

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Alternative SAC Request

On most occasions, the need for an alternative SAC task will be determined by the teacher in consultation with the VCE Coordinator or the Head of Learning and Teaching (Secondary).

In some exceptional circumstances it may be appropriate for a student to apply for an alternative SAC task which may be completed separately to the remainder of the class. Such circumstances would include factors that lead to prolonged absence from school eg: severe accident or illness.

If such a situation arises, the Alternative SAC Request Form (see Appendix 15.3) should be completed and submitted to the subject teacher together with supporting evidence which should include a letter from a relevant professional or a letter from a parent/guardian.

Permission to complete an alternative SAC task will not be automatic. The application and supporting documentation will be carefully considered by the subject teacher and the VCE Coordinator before a decision is made.

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SAC Redemption Advice

If, in the judgment of the teacher, work submitted by a student does not meet the outcomes and therefore does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome.

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

In such cases, the class teacher will complete the SAC Redemption Advice Form (see Appendix 15.4) to notify parents of the need for redemption. Parents should sign this form and return it to the class teacher. Upon receipt of the signed form, the class teacher will arrange a suitable time with the student to complete the extra task(s) required to gain a satisfactory result.

Please note that a student needs to gain an S for all outcomes in order to gain an S for the unit. If a Unit does not have an S, then that subject cannot be included in those used to calculate an ATAR score.

VCE Subject Change Request

There may be times during the year when students need to reassess their program and its direction. Any changes to study selection must be discussed fully with parents, teachers and the VCE Coordinator or Head of Secondary School. A Change of Subject Request Form (see Appendix 15.5) will need to be completed and signed before a change may occur. This may involve changing from one study to another.

All applications to changes to courses are assessed on an individual basis and applications may be granted or denied accordingly.

The earlier on in a Unit that a change is sought, the better, as it makes it more feasible to catch up in the subject newly taken. There are cut-off dates each semester after which a change is not permitted. Students will be advised of these dates well in advance. Under most circumstances, students will not be permitted to change a Unit 3&4 sequence after four weeks from the beginning of the year (although a student may withdraw from a subject after that time).

Completed forms must be submitted to the VCE Coordinator so that the necessary changes can be made via the VASS (VCE Administrative Software System).

VCE Subject Withdrawal Request

In very exceptional cases, a student may require to withdraw from a subject completely without picking up an alternative subject. This may arise due to health issues or other circumstances which are preventing the student from completing all of their selected units together in that particular year.

As with requests for change of units, withdrawal requests must be made on the VCE Subject Withdrawal Request Form (see Appendix 15.5).

Completed forms must be submitted to the VCE Coordinator so that the necessary withdrawal can be made via the VASS.

Each application will be assessed on an individual basis by the VCE Coordinator and the Head of Learning and Teaching (Secondary). Simply submitting an application does not mean that withdrawal will be approved.

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Appendix

- 15.1 VCE CHANGE OF PROGRAM FORM
- 15.2 SAC EXTENSION REQUEST FORM
- 15.3 VCE ALTERNATIVE SAC TASK REQUEST FORM
- 15.4 VCE CHANGE OF SUBJECT REQUEST FORM
- 15.5 VCE SUBJECT WITHDRAWAL REQUEST FORM
- 15.6 VCE APPLICATION FOR SPECIAL PROVISION (INTERNAL)
- 15.7 VCE STUDENT EXIT FORM

Copies of all forms can be obtained from the VCE Coordinator or the Secondary Administrator.

ST ANDREWS CHRISTIAN COLLEGE
 Journey of FAITH | Character of CHARACTER | Impact of INFLUENCE

VCE CHANGE OF PROGRAM FORM

This form is to be used if you wish to change your preferred program after preferences have been lodged and blockings have been released but before semester begins.

Student Name: _____ Year level: _____ Date: _____

Block	Current program	Revised program
1		
2		
3		
4		
5		
6		

Reasons for change of program:

Student Signature: _____
 Parent / Guardian Signature: _____

Return this form to the VCE Coordinator or Mrs Loong as soon as possible.

Request Granted: Yes ☐ No ☐

VCE Coordinator: _____ Date: _____
 Timetable amended: ☐ VASS amended: ☐

15.1

VCE CHANGE OF PROGRAM FORM

This form is to be used following either submission of preferences or the release of allocations.

ST ANDREWS CHRISTIAN COLLEGE
 Journey of FAITH | Character of CHARACTER | Impact of INFLUENCE

SAC EXTENSION REQUEST FORM

I, _____ (Student Name) wish to apply for an extension of time for _____ (Details of SAC or other task) in _____ (Subject).

Original Due Date: ____/____/____

The reasons for seeking this extension are:

(Supporting evidence eg: letter from police or clergy, medical certificate etc or a letter from a parent/guardian should be attached to this form)

Student Signature _____ Date _____

Parent / Guardian Signature _____ Date _____

Request Granted: Yes / No

Extended Due Date: ____/____/____ (To be completed by subject teacher if extension granted)

Teacher Signature _____ Date _____
 VCE Coordinator _____ Date _____

All documentation is to be filed by the VCE coordinator.

15.2

SAC EXTENSION REQUEST FORM

To be used where circumstances arise that may require extension to be granted for SACs.

*Note: Each situation is assessed on an individual basis.
 Not all applications will be granted extensions.*

ST ANDREWS CHRISTIAN COLLEGE INTEGRITY OF FAITH | DISPOSITION OF CHARACTER | INFLUENCE OF INFLUENCE

ALTERNATIVE SAC REQUEST FORM

Note: The provision of an alternative SAC opportunity will not be automatic. The student must establish grounds for such a request to be granted.

Student Name: _____
 Subject: _____
 Subject Teacher: _____
 Unit No: _____
 Title of SAC Task: _____
 Date of SAC Task: _____

Reason for Absence during Original SAC Task:

Reasons why an Alternative SAC should be granted (explain clearly and attach a letter from a parent/guardian and supporting documentation i.e. medical certificate or letter from other relevant professional):

Student Signature: _____ Date: _____
 Parent / Guardian Signature: _____ Date: _____
 Subject Teacher Signature: _____ Date: _____
 VCE Coordinator Signature: _____ Date: _____

Request Granted: Yes / No

15.3

VCE ALTERNATIVE SAC TASK REQUEST FORM

This form is to be used when a student has been absent for a SAC but still wishes to have the opportunity to complete the task. If an alternative task is necessary, the subject teacher will provide this form to the student.

Note: Not all applications will be granted approval. All applications are assessed on an individual basis.

ST ANDREWS CHRISTIAN COLLEGE INTEGRITY OF FAITH | DISPOSITION OF CHARACTER | INFLUENCE OF INFLUENCE

VCE CHANGE OF SUBJECT FORM

This form is to be used if you wish to change a subject during the year up to semester 2/3 interchange.

Student Name: _____ Year level: _____ Date: _____

Block	Current program	Revised program
1		
2		
3		
4		
5		
6		

Reasons for change of subject:

Discussed and agreed: with original teacher ☐ with new teacher ☐

Student Signature: _____
 Parent / Guardian Signature: _____
 Original subject teacher signature: _____
 New subject teacher signature: _____

Return this form to the VCE Coordinator or the Secondary Administrator as soon as possible.

Request Granted: Yes ☐ No ☐

VCE Coordinator: _____ Date: _____

Timetabler notified: ☐ Timetable amended: ☐ VASS admin notified: ☐ VASS amended: ☐

15.4

SAC EXTENSION REQUEST FORM

This form is to be used when the semester has begun and a student wishes to then transfer to a different subject.

Note: There are cut off dates beyond which it is no longer possible to transfer between subjects. All requests are considered on an individual basis. Not all requests will be granted.

ST ANDREWS CHRISTIAN COLLEGE
TRUSTED BY FAITH | CHALLENGED BY CHARACTER | INSPIRED BY INFLUENCE

VCE SUBJECT WITHDRAWAL REQUEST FORM

Student Name: _____

Subject: _____

Date: _____

Reasons for withdrawal from subject:

Student Signature: _____ Date: _____

Parent / Guardian: _____ Date: _____

Teacher Signature: _____ Date: _____

Return this form to VCE Coordinator as soon as possible.

Request Granted: Yes ☐ No ☐

VCE Coordinator Signature: _____ Date: _____

Timetabler Notified ☐ VASS Changes Made ☐

15.5

VCE SUBJECT WITHDRAWAL REQUEST FORM

This form is to be used when the semester has begun and a student wishes to withdraw from a subject without picking up a replacement subject. Note: there are cut off dates beyond which it is no longer possible to withdraw from subjects without simply gaining an “N”. All requests are considered on an individual basis. Not all requests will be granted. There must be exceptional circumstances for withdrawal to be granted.

15

[illegible]

15.6

VCE APPLICATION FOR SPECIAL PROVISION FOR SACs AND/OR UNIT COMPLETION

This form is to be used when circumstances arise causing a need for special provision for SACs or Unit completion.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY
 Level 1.1 Certificate Short Response Report (SRR) Sample
 Questionnaire and SRRS (SRRS-100-1000) - Unit 1 SRRS Form
 (SRRS-1000-1000-1000-1000) sample questionnaire
 (SRRS-1000-1000-1000-1000)



Student Exit form

Please print clearly and in CAPITAL LETTERS.

I hereby authorise the entire withdrawal of my enrolment.

Exit date / /

Student name

Student's signature

VCAA Student Number

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This form may be appended to your school's standard exit form.

15.7

VCE STUDENT EXIT FORM (VCAA)

This form is to be completed by any student choosing to terminate their VCE enrolment.

These policies will be reviewed and updated, as required, by the VCE Coordinator and the Head of Learning and Teaching (Secondary) in consultation with the Head of Secondary, Principal and VCE staff. Any additions or amendments will be made to this handbook and notification will be published to staff, students and parents via 'the hub'.

The policies contained in this document will be effective from January 2026.



ST ANDREWS
CHRISTIAN COLLEGE

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ST ANDREWS CHRISTIAN COLLEGE

130 Tyner Road, Wantirna South, VIC 3152

t: (03) 8847 8300 f: (03) 8847 8350 e: enquiries@standrews.vic.edu.au

www.standrews.vic.edu.au