

Bemin Secondary College

VCE Student Handbook

Version 1.0 (2025)



BEMIN
SECONDARY
COLLEGE

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1. Senior School Team Roles & Disseminating Information to Staff and Students



1.0 VCE Oversight and Role Descriptions

Bemin Secondary College is a new secondary school in Truganina. The school has a junior and a senior campus. Bemin Secondary College is designed to be a school that contributes to the community infrastructure with its facilities being used across two campuses for the delivery of both educational and community projects.

As a dual campus facility, the school acknowledges the importance of employing staff who can work across both sites while balancing the specialisation required for the delivery of a 7-9 and 10-12 curriculum program. The delivery of VCE will only occur on the senior campus.

In 2025, the roles required to deliver VCE will be largely undertaken by:

- Assistant Principal – Senior School – Aaron Dass
- Assistant Principal – Teaching & Learning – Sandale Ambegoda
- Leading Teacher - Senior School – Ignatius Zanetidis
- Leading Teacher - Senior School – Elly Ho
- Leading Teacher – Career & Pathways – Charmaine De Souza
- VASS/VET/VCE Education Support Administrator – Kristine Date
- VET/Careers support - Olga Vertbitckaia
- Year 11 Coordinator - Caitlin Montague
- Year 11 Coordinator - Matthew Hardinge

The College Student Wellbeing & Engagement which consists of: Assistant Principal – Wellbeing & Engagement – Bryce Baumgarten; Student Counsellors/Youth Workers – Jordan Graham, Daniella Bozinovski and Sona Sibi will continue to support all Senior school students as defined by Years 10-12.

The Senior School Team can assist students and teachers with questions and support including:

- Primary point of contact for staff & students
 - Assessment policies, processes procedures
 - Absences policies, processes procedures
 - Behaviour management support
 - Attendance Policies and procedures
 - Scheduling and re SAC/SAT procedures
 - SAT submission
 - Authentication, alleged breaches
 - Special provision arrangements
 - Missed SACs and Redemptions
 - Study Designs
 - VCAA Bulletins
 - Issuing an N Result
 - VET inquiries and enrolments
-

1.1 Providing Access to College and VCAA Policy Advice and Information to Students

The school will ensure that students are provided with all relevant information regarding VCE/VET and other relevant Senior School information in a timely manner. Information will be distributed annually and on an ongoing basis to students and families/guardians through the following mediums:

- **Distribution of the Senior School VCE Staff & Student 2025 handbook** - this document contains all relevant information. Staff will work through the Handbook with students at the commencement of studies in our 'Pathways' Subject to ensure student & family understanding. This document is the key tool for dissemination of information and will be updated annually to ensure compliance with current VCAA requirements. Responsibility for compliance will be the responsibility of the Assistant Principal of Senior School. The handbook will be distributed during course information sessions in term 3 of the preceding year, at enrolment and in Term 1 of the year of study – also available online via the college website and internal drives. The Senior School VCE Staff & Student Handbook will contain links to the Study Designs.
- **Parent & Student Information Sessions** - this mode of information dissemination will ensure families are made aware of the amount of, type of, importance of VCAA/VCE information/documentation. It will include detailed course advice. Opportunities will be provided in term 3 of the preceding year and in the first weeks of term one each year of study. Students will also be issued with the VCAA publication Where to Now? <https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>
- **Individual student and family meetings/interviews** - as required there will be individual family & student meetings with relevant personnel from the Senior School team.
- **Pathways program** - the college will operate a Pathways subject for all students in which information will be distributed as part of course counselling processes prior to access to Early VCE in years 10. Distributed during the year of study in careers and pathways planning events and during timetabled classes.
- **College Information Management Tools** - the college will use 'Compass' and internal email addresses as key communication devices to students and families to disseminate - comprehensive VCE course advice, student appeals information, exam timetables & information, VCAA Administrative dates, VCAA Bulletins, curriculum and assessment plans, changes to accredited studies, personal details forms, VCE Exam Navigators, VCE results and ATAR services. Distribution will occur regularly throughout the school year.
- **Newsletters/Bulletins** - regular college newsletters will contain relevant information to students and families. Distributed monthly or as required. Bulletins can be distributed weekly or as required.
- **College website, Learning Management systems & occasionally on social media platforms** - relevant information will be communicated to students and families via our college website, learning management system and occasionally on social media platforms - Facebook & Instagram. Distributed weekly or as required. All College VCE Policies and links to the VCAA Handbook 2025 are made available to staff and students/parents via the College Compass Portal via the Senior school icon and on the College website
- **Check and Connect Program** – all VCE students must attend check and connect homegroup morning brief. This occurs daily. Important information and updates pertaining to VCE will be shared on the electronic screen in each learning area and placed on the student online noticeboard.
- **VCE Exam Navigator** – all students will be made aware of VCE Exams Navigator which will be downloaded and highlighted to all students during Check and Connect; made available on the College google drive and College website. Students and parents/carers will be sent the downloaded resource via Compass.
- **Post Results and ATAR service** – Students will receive ongoing direct instruction at key points in the term and at information sessions on how to access and understand their post results. The Senior school team will be available to support students and their families during the end of coursework to support student pathways and the ability to independently manage results.

2.2.1 Student Induction Package Guidelines

As a key platform for continuing to develop consistency of curriculum delivery, assessment processes and expectations for our VCE students all VCE students receive a clear and informative 'Induction Package' during the orientation program in each of their classes during Step Up Week.

The underlying reason for the preparation and provision of these Induction Packages is to provide students with a detailed plan for their learning for each subject.

It is the expectation that VCE students will be well organised, plan a study timetable and demonstrate a commitment to achieving the best outcomes that they can. It is intended that course outline provide students with a clear plan of what will be studied for each unit and when. They also provide information on the type of assessment that students will undertake and timelines for such assessment.

Induction packages for students should include:

- A brief synopsis of the subject as outlined in the subject's Study Design
- A weekly timeline outlining the material to be covered in class.
- The outcomes that must be achieved for each unit.
- The assessment tasks and their contribution towards the total score.
- References, textbooks and resources relevant to the subject and the Study Design.
- Holiday Coursework that is to be completed and submitted in the first class.
- Where to Now? <https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>

It is suggested that new teachers to a subject should consult with Assistant Principal – Senior school/Assistant Principal – Teaching and Learning; Learning Specialists and instructional leaders for assistance if required.

All teachers are required to create student induction package that will be posted to Google classroom prior the commencement of the unit.

2. Attendance Policy and Processes



2.1 Bemn Secondary College Senior School Student Attendance Policy

Success in VCE starts with attending each day. Attendance in class ensures that our students have access to instruction and set work in order to keep up to date with their studies. Attendance at School and at School Assessed Coursework Activities across all VCE units requires approximately **50 hours of class time in each Unit**.

The necessity for regular attendance is essential for authentication purposes and maintaining regular progress in all units. However, attendance cannot be used as the sole criteria for determining N for a given outcome.

In order to maximise student achievement and outcomes, Bemn Secondary College requires students to be punctual and present at all classes. Student undertaking Learning in the Senior Years requires high level of attendance and whilst 90% is the minimum, subjects demand higher attendance rates to maximise learning opportunities. This equates to no more than 5 days of unauthorised absence in a 10-week term.

Students in Years 11 and 12 are required to attend 90% of scheduled classes in order to access learning to meet requirements of the subject. The achievement of a satisfactory (S) result, takes place over the whole unit involving class activities, homework and assignments etc

At Senior Years student's absence from class will be deemed either a school approved absence or an absence. Approved absences will not count as a missed class and all other absences will be recorded as missed classes.

Students in Year 11 and 12 are required to remain on the school site during school hours. Students with study periods will be required to attend the library. Every study session will be timetabled as a formal 'study session' where teacher supervision and support will be provided, and attendance will be recorded by the supervising teacher. Students will not be permitted to leave school grounds during these sessions.

School Approved Absences from class are:

- Covered by Medical Certificates.
- Those caused by the student's participation in another aspect of the College's educational program (such as sport, music, excursion or camp)
- Holidays pre-approved by the school are approved absences for year 10 classes only, not for VCE classes. They are not approved for VCE classes studied by year 10 students.

Absences from class are deemed to be any absence from school that is not school approved. Examples such as:

- Holidays taken during school time that are not pre-approved (Year 10 classes)
- Holidays taken during school time (VCE classes)
- An absence from a whole school activity such as the House Athletics. This will be counted as an absence from each class that would normally have been scheduled that day.
- Lateness to class. A student who is late to class may be permitted to enter the class, but late arrival may count as an absence after a certain period of time.
- Removal from class. If a student is required to leave a class for misbehaviour or another breach of the College Wellbeing and Engagement policy, this will be recorded as an absence from class.
- Senior Years students may be sent home from school to change if the correct uniform is not worn. This will be recorded as an absence from all classes missed.
- When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessment. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete an Application for Special Provision for School-based Assessment and Unit Completion form and retain this at the school together with the supporting evidence

- Subject teachers record all attendances via Compass and notify the Year Level Leading Teacher of a student's absence for two consecutive lessons. Overall attendance will be monitored by the Assistant Principal of Senior School and the Leading Teachers and Year Level Coordinators, and parents and students informed when students are at risk of not meeting coursework requirements because of non-attendance for a formal assessment task or to demonstrate learning outcomes. The Year Level Leading teacher will discuss outstanding work requirements because of non-attendance with the student and communicate the situation to parents. A formal student support group meeting may be arranged with the student and a parent to create awareness of the at-risk situation and provide support to meet the requirements of that particular unit. It should be noted that non-attendance alone is not sufficient grounds for non-satisfactory result. The Assistant Principal of Senior School may attend the meeting. Please see [Appendix 2 - VCE Attendance Flowchart](#) which will guide both staff and students.

2.1.1 Breach of Student Attendance Requirements

The Year Level Coordinator will consult the Year Level Leading Teacher and make a recommendation to the Assistant Principal of Senior School regarding the student at risk of not meeting course requirements. A discussion will then take place between the teacher and members of the Senior School Team to determine whether or not to award the student an N for the unit.

2.1.2 Absence from School-Based Assessments

Attendance by students on days of school assessment is compulsory. Please see appendix 5 for further information regarding missed School-Based Assessments.

2.1.3 Granting of Special Provision Exemption from VCE Attendance Rules

When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessments. In this case, the student may not be penalised for lack of attendance. The **Special Provision** granted may allow a student to work from home for a period of time. School Assessed Coursework and Tasks may be completed under specific agreements and arrangements that maintain the authenticity of the students work. Any student with attendance that is borderline or substantially below expectations will be spoken to by their Assistant Principal of Senior School who will track and monitor attendance.

2.1.4 Students Participating in Study with External Providers

Bemin Secondary College may enter arrangements with external providers to deliver part of the Victorian Certificate of Education (VCE/VM). External providers may include:

- TAFE providers
- Private providers (RTOs)
- Registered schools, including both government and non-government that are also RTOs, and
- Learn Local providers that are also RTOs.

Bemin Secondary College will enter into a written agreement between the school and the external provider detailing the responsibilities of each party including how the attendance of students will be managed and monitored between the parties. Bemin Secondary College will appoint a member of staff to monitor the attendance on students studying with external providers upon entering into any agreement.

The external party must provide the services consistent with the Department's Policies and Procedures on Supervision and Purchasing Secondary Courses and Vocational Training from External Providers.

2.2 Processes and Structures to Manage School Attendance

The following information will be provided to all students and parents to enable them to actively monitor their attendance and will included in the BSC Senior School VCE Staff and Student Handbook 2025.

2.2.1 Parent and Student Monitoring of Attendance

Parents are required to acknowledge any full day or partial absence on Compass by following these simple steps.

1. Log into Compass
2. Add Attendance Note/Approval (for parent acknowledgment).
3. Add Parent Approval - select relevant times and reasons.

Parents and students are expected to monitor absences on Compass. It is particularly important to monitor each subject (Unit) to ensure the minimum 90% requirement is being met as this is a key element towards the successful completion of the unit. Please also refer to [Appendix 3: Senior School Agreement](#).

Monitoring attendance can be done by undertaking the following steps:

1. Log into Compass
2. Click on Profile (Attendance, Schedule, Reports).
3. Attendance Tab
4. Summary Tab (This outlines daily attendance summaries, Half Day summaries and Individual Subject Attendance through the VCE compliance % column).

Should there be any extreme or extenuating circumstances regarding your child's attendance contact the Year level Coordinator or Leading teachers immediately to discuss.

2.2.2 Procedures relating to absence from School Assessed Tasks and School Assessed Coursework

Replace with appendix

1. The student, or a parent, must notify the school via the College Office and/or an email to the relevant Year Level Leader on the day of the absence.
2. The student, or a parent, must also notify the subject teacher on the day of the absence.
3. If the absence is approved, then one of the following options will occur:
 - a. The Year Level Leader and Subject Teacher will then arrange for the task/s to be completed at an alternative time (this time is not negotiable).
 - b. The student will complete an alternative task of comparable scope and demand or extra time may be given if the task was an ongoing one.
4. Students should be aware that they can be required to sit the task on the very first day that they return even if the absence has not yet been approved.
5. It is important that both the student and the classroom teacher inform the Year Level leader of an absence from an assessment task.
6. If the absence is not deemed to be approved, then the student is not entitled to receive a grade for the assessment task. This may result in an 'N' for the unit.

This process does not apply for SATs in Term 3 of Unit 4 studies. Students must submit these SATs by the due date as outlined in the SAC dates. Work will not be accepted after the Term 3 holidays have commenced. If a student is ill on the day of submission, then they must arrange for the SAT to be submitted to their teacher by whatever means necessary. If the SAT is not submitted on the due date, then the grade will be based on the most recent date of authentication. Parents and students will also be referred to [Appendix 2: VCE Attendance Flowchart](#).

2.2.3 Support for students who are risk of substantial breach of attendance rules

Medical Certificates – Absences & VCE Units 1-4

Medical Certificates should be lodged the day following the student's absence. No medical certificates will be accepted more than **3 days** after the absence. The medical certificate does not approve the absence, it allows the student to compete the SAC upon returning to school.

The 90% requirement for all students does not include approved absences. However, a minimum attendance requirement is necessary to meet authentication rules. Students who are absent from school without a medical certificate or for prolonged periods of time (even with an approved medical certificate) are in danger of failing unit/s. It is essential that students meet the Senior School attendance policy requirements, which are in line with recommendations from the VCAA Administration handbook.

The VCE involves frequent deadlines for work. School Assessed Tasks (SATs) and some School Assessed Coursework (SACs) specify that particular tasks are to be done at the college so that the students work can be authenticated, and student's skills can be assessed by their subject teacher. Students absent from SACs must provide a medical certificate and complete the required paperwork for their application to be considered. This must be done within **3 days** of returning to school. Backdated medical certificates will NOT be accepted.

Student absence may be deemed approved by the Year level Coordinator/Leading Teacher when documentation substantiates that the absence is due to:

- Illness
- personal environment
- physical disability.

2.2.4 Significant hardship absences must be supported by relevant documentation such as:

- A medical certificate (please note backdated medical certificates will not be accepted)
- Psychologist report/letter
- A qualified medical practitioner's letter/report

The onus is on the student to obtain and submit medical certificates and other documentation to support absences from school.

It is expected that students make medical appointments outside of school hours or at a time that minimises the number of classes missed in the day wherever possible.

If a student has missed three SACs using three separate medical certificates they will need to attend a **Senior School Panel** meeting to discuss the frequency of their absences. This is monitored and enforced to minimise students who repeatedly miss SAC's.

Teachers should notify Senior School if they are concerned about a student's attendance. The applicable year level Coordinator or Leading Teachers is responsible for the monitoring of attendance and provision of student support. A decision about a substantial breach of attendance will be made by the Assistant Principal for Senior School leadership in consultation with classroom teacher.

2.2.5 Consequence for unapproved absence from School Assessed Coursework

Students may not be awarded a score for that school assessed coursework task and a student may not achieve the outcome and therefore the unit.

2.2.6 Attendance Appeals

Bemin Secondary College requires students to attend a minimum of 90% of classes. Students are advised to regularly check their approved attendance record with their teachers. Where a student has not met the attendance requirements for a particular subject, they may appeal in writing to the Principal who will establish a review of their absences. Where appropriate, a meeting will be called with the appropriate Year level Coordinator/Leading Teacher, the student, a parent or guardian and the Senior School Assistant Principal to discuss the circumstances. The Leading Teacher (Year 11/12) and Assistant Principal Senior School will make the final decision.

2.2.7 Early Leaving

Students are not to leave the school grounds during the school day; however, at Year 12 students may leave at the end of their last timetabled period for the purpose of completing private study at home upon approval of the Assistant Principal Senior School during Semester 2. Students will be assumed to be under the care of their parents at this time.

The College reserves the right to withdraw the privilege of students leaving early for a range of reasons including students who may be behind in their work or not using study periods effectively. With respect to students, the early leavers pass can be revoked at any time particularly if a major task/activity is being organised and preparatory work needs to be done during this time to get the outcome of the task achieved.

NOTE: Students need to be available up until 4.30 pm on any school day for additional work, excursions, catch up classes etc and should not make employment arrangements which could interfere with this obligation.

Students who do not meet the 90% attendance as stated above will be expected to make up the days absent during the Semester 1 or 2 exam periods.

It is expected that students make medical appointments outside of school hours or at a time that minimises the number of classes missed in the day wherever possible.

3. Management of Eligibility for the Award



3.1 Adherence to Minimum Course Requirements for VCE (including VCE VM)

3.1.1 VCE (including the VCE Vocational Major)

3.1.1.1 Minimum requirements for each course being applied for

The VCE includes VCE curriculum components and programs from VET qualifications and is designed to be completed over a minimum of 2 years. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. Units 1 and 2 can be completed as single units or as a pair and Units 3 and 4 in each study are designed to be taken as a sequence.

Students enrolled in VCE VM studies can meet Unit 3 and 4 sequence requirements when studying Units 3 and 4 of VCE VM studies concurrently over a minimum of two semesters or multiple years. They must complete the requisite number of units and sequence and the flexible delivery option of VCE VM cannot be used to accelerate completion of VCE VM in less than two years.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs.

3.1.2 VET (Vocational Education and Training)

Students at Bemn Secondary College who wish to obtain a VET qualification will be enrolled in a VCAA approved VCE VET program or a school based apprenticeship or traineeship (SBAT).

3.1.3 Minimum Requirement for 50 Hours of Instruction

The Bemn Secondary College timetable is structured in such a way that all students have eight sixty-minute sessions for each VCE subject a fortnight which is 240 minutes a week for each subject. This is well over the minimum requirement that each VCE unit requires at least 50 hours of scheduled classroom instruction a semester. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. Furthermore, any proposed interruptions to classroom instruction time (such as incursions, excursions or special events) will need to be approved in writing by the Senior School Assistant Principal, to ensure there is no risk to the provision of 50 hours.

Students wishing to clarify the minimum requirements or discuss their eligibility for the VCE should make contact with the applicable year level Coordinator and/ or Leading Teacher Senior School.

3.1.4 Provision 3 & 4 Sequence in the Same Academic Year

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

3.2 Communication of VCE (including VCE VM) Eligibility Requirements to Teachers and Students

All the specific eligibility requirements for VCE (including VCE VM) will be provided to teachers and students in the following ways:

- A comprehensive Senior School VCE Student handbook – accessible on Compass; google drive and on the College website
- Easy to read infographics for students & families to understand
- In assemblies and information sharing gatherings (e.g. evening for families)
- During course counselling
- During pathways and careers small group and one on one counselling
- Via professional learning during staff meetings
- During staff curriculum and planning days
- Shared knowledge and expertise provided by the Senior school team (in particular Senior School Assistant Principal; Leader Teachers for Senior school; Leading Teacher for Careers & Pathways; Vass Coordinator; Assistant Principal – Teaching & Learning; Year level coordinators)
- Regular key information updates via Google classroom, Compass and staff emails.
- Via the VCAA Where to Now? Resource booklet - <https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/Index.aspx>

3.2.1 VCE (including the VCE VM) – Minimum Requirements for Eligibility for VCE Awards

The minimum VCE requirement, excluding the VCE VM, is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3–4 sequence
- three Unit 3–4 sequences, which can include further sequences from the English group.

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

Students undertaking atypical programs may have their previous studies or experience counted towards the award of the VCE. This applies to adult students with no Year 12 results, adult students with Year 12 results dating before the VCE, students with credit from interstate and overseas studies and students who previously attained VET qualifications or credit from a VCAL/VCE qualification. VET units count towards the satisfactory completion of the VCE in the same manner as VCE. However, some VET subjects are unscored and will not provide a study score that will contribute towards an ATAR.

3.2.2 English requirement for the award of the VCE

The minimum English requirement is three units from the English group, with successful completion required of **both** Units 3 and 4 in a sequence from the same group. English units may be selected from Foundation English Units 1 & 2, English Units 1 to 4, EAL Units 1- 4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1 & 2 level selected from the same English group may count towards the English requirement. The English group at this level comprises English Units 1 & 2, English Language Units 1 & 2, Foundation English Units 1 & 2 and Literature Units 1 & 2.

English Units 3 and 4 and EAL Units 3 & 4 are equivalent sequences and a student may not count both towards the award of the VCE.

Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student’s English units. Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than English requirement.

3.2.3 Entry to VCE studies

There are specific entry requirements for English as an Additional Language (EAL) based on a student's time spent in Australian (or English speaking) schools and the VCE Second Language studies in Chinese (students are not eligible if they have spent more than one year in a Chinese school). Students wishing to enrol in these subjects should contact the applicable year level Coordinator/Leading Teacher to discuss any requirements further.

Students in year 10 seeking to undertake a VCE unit must be invited to apply. **Year 9 students will be invited in semester 2, each year to apply for access to VCE Acceleration Program in the following year. The VCE acceleration program places are based on available subject places.**

Bemin Secondary College Early start Policy for Year 10 students involves eligible students being invited to undertake one Unit 1- and 2-Units during year 10 studies, from the available subject blocks in 2025 or via Virtual Learning Network **Note:** additional fees may apply.

3.2.4 Repeating Units

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

3.2.5 VCE VET Unit Contributions

VCE VET units count towards the satisfactory completion of the VCE VM in the same manner as VCE units. Most VCE VET programs can provide credit for VCE Units 1 to 4. A small number of shorter qualifications can provide credit for VCE Units 1 and 2 only. Some VCE VET programs are scored and some VCE VET programs are non-scored.

VCE VET programs with a Units 3 and 4 sequence can be included in the calculation of the ATAR. Scored VCE VET programs give a study score for the Units 3 and 4 sequence that is achieved through school-assessed coursework and an externally set examination.

Scored VCE VET programs provide a study score that contributes directly to the ATAR, either as one of your primary four studies or as a fifth or sixth study increment.

However, some VET subjects are unscored* and will not provide a study score that will contribute towards an ATAR. See VCAA <https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/VCEVETPrograms.aspx> for further information.

*Unscored: please note, where you choose not to receive a study score in a scored VCE VET program

3.2.6 Special Needs Students

Students at Bemin Secondary College are supported in their studies through the provision of supported, modified and adjusted teaching and learning programs. Quality Differentiated Teaching Practices may cater for many students with disability or difficulties through an appropriate teaching and learning program. Some students will require modifications beyond that of the differentiated teaching program and these modifications may require alternative tasks and learning activities. For students with a high level of need adjustments to the level and nature of the curriculum program would be undertaken. Students at the College may be supported through the use of intervention programs, Individual Learning Plans, the College Wellbeing Team, Inclusive Education Team, and where appropriate liaison with external agencies. The level of demonstration of outcomes at VCE level cannot be adjusted, however the length of program, examination arrangements and nature of tasks may be adjusted to support student. See Section 8 for further information on Special Provision.

3.2.7 VCE VM - Minimum requirements for eligibility for VCE Vocational Major award

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

- three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units

- a minimum of three additional Unit 3–4 sequences, which can include other VCE or VCE VET studies
- a minimum of 180 nominal hours of VET at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of ‘Vocational Major’ on their VCE certificate.

If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.

VCE and VCE Vocational Major are separate qualifications with differing minimum requirements for satisfactory completion. Any student planning this transfer between VCE and VCE VM must be counselled by Senior School Leadership, Careers Pathways Coordinator and gain the approval of the Assistant Principal for Senior School.

4. Satisfactory Completion of Units



4.1 Ensuring Transparency and Equity in Awarding an S or N on the completion of VCE

The following information will be made available to teachers:

Bemin Secondary College Senior School VCE Staff & Student Handbook 2025 - this document contains all the key relevant information required by both staff and students. Staff will work through the Bemin Secondary College Handbook with students at the commencement of studies in our 'Pathways' Subject to ensure student & family understanding.

This document is the key tool for dissemination of information and will be updated annually to ensure compliance with current VCAA requirements. Responsibility for compliance will be the responsibility of the Assistant Principal of Senior School. The handbook is distributed during course information sessions in term 3 of the preceding year, at enrolment and during term 1 of the year of study – also available online via the college website and internal drives. The College Senior School VCE Staff & Student Handbook will contain links to the Study Designs.

All VCE teachers will receive professional learning and attend Senior school briefings to have explained the expectations, and procedures in regard to a student satisfactorily completing a unit. The Senior school team led by the Assistant Principal for Senior School are responsible for implementing the procedures that both staff and students must follow to meet the requirements awarding a satisfactory unit result. All VCE teachers will be supported by the College Learning specialists, Curriculum Instructional Leaders and Assistant Principal – Senior School and Assistant Principal – Teaching and Learning while working in Senior school subject teams in establishing a student's level of achievement in assessment tasks. Where a teacher is the only person teaching the subject; they will be encourage to connect with the subject association and subject teachers in school from the local network.

4.1.1 Satisfactory Completion of Units

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design.

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

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.

The school is solely responsible for decisions about satisfactory completion of a unit. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.

A teacher's judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) must be consistent for all students who are being assessed for levels of achievement in the study and those who are not.

Satisfactory performance of these tasks is sufficient evidence to award an S for the unit. Levels of achievement for Units 1 & 2 are determined by schools and not reported to the VCAA.

It is important that staff recognise the important distinction between a student obtaining satisfactory completion of the outcomes and/or unit from the level of achievement. It is essential for staff to monitor students learning on an ongoing basis in order make a professional judgement that is not solely reliant on formal school-based assessment tasks i.e. a student can meet the requirements of an outcome or units without undertaking formal school based assessment.

Levels of achievement for Units 3 & 4 sequences are assessed using School-based Assessment and external examinations. Each VCE study has three graded assessment components: either one School- based Assessment and two examinations, or two School-based Assessments and one examination. Each of the three graded assessment components contributes to a study score.

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

The student receives an S for a unit if the teacher determines that all the following requirements are achieved.

A student must:

- produce work that demonstrates achievement of the outcomes
- submit work on time
- submit work that is clearly their own
- observe the rules of the Victorian Curriculum and Assessment Authority (VCAA) and the school.

4.1.2 School Assessed Coursework (SACs)

School assessed coursework is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit learning outcomes. Assessment tasks are part of the regular teaching and learning program, they must be completed mainly in class time and they are to be completed in a limited timeframe.

4.1.3 School Assessed Tasks (SATs)

A small number of studies have school assessed tasks (SATs). Product Design and Technology, Art Creative Practice, Art Making and Exhibiting, Media, Systems Engineering, Applied Computing and Visual Communication and Design all have school assessed tasks. These are tasks that are usually project or portfolio based and are completed over an extended period of time both in and out of class time. Students should be especially aware of authentication rules and process for these tasks.

For both SAC's and SATs at Unit 1 and 2 level they are often key indicators of demonstration of the study design outcomes, in addition at Unit 3 & 4 level they provide achievement scores that will contribute to a student's study score.

4.1.4 Not Satisfactory VCE unit result

The student receives an N for the unit when one or more of the requirements listed are not achieved:

- The work does not demonstrate achievement of the outcomes.
- The student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision.
- The work cannot be authenticated.
- There has been a substantial breach of rules.

4.1.5 Reporting of School-Based Assessment

During each Unit of VCE study students will undertake SACs (School Assessed Coursework), SATs (School Assessed Tasks). Students will have their performance in these tasks reported through Compass Learning Tasks and collated on the end of Semester reports. For units 3 and 4 achievement on these units are reported to the VCAA in accordance with their administrative timeline. Unit 1 and 2 assessment tasks will be scored with a percentage to explain achievement.

Teachers of Unit 1 and 2 classes are required to structure their assessment in a similar format to their unit 3 & 4 course. This will help students to build the skills they need to do well at Units 3 and 4 as far as is practicable within the demands of Units 1 and 2 study design. SACs and SATs should therefore be set in a similar style and of a similar number to those at Unit 3/4 level.

To ensure consistency of grading across all subjects the grading shown should be used for all Unit 1 & 2 assessments. Teachers should plan their assessments accordingly to ensure that 40 % of the marks can be obtained by students who have a satisfactory understanding of material. Teachers should also aim to include range questions based VCAA assessment principles to ensure separation of students based on their attainment.

Grade	Percentage
A+	90
A	80
B+	75
B	70
C+	65
C	60
D+	55
D	50
E+	45
E	40
UG	0 - 39

An examination period will run at the end of term 3. These examinations are an important part of students' preparation for Unit 3 & 4 examinations and but **do not form part** of the S/N determinations for any subject.

4.1.6 Process for Redeeming an Outcome

Staff are encouraged to consider the opportunity for students to submitting further evidence of achievement if, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements.

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.

It is critical teachers follow the redemption steps as outlined in the Redemption procedures flow chart – see [Appendix 4](#) including ensuring appropriate details are recording in Compass. Compass notification will automatically be generated to the inform the VCE Coordinator in line with college processes for students not satisfactorily meeting outcomes. The Senior School Team will support the teacher and student though the process where necessary. The teacher will also liaise with the faculty leader to ensure consistency across classes and notify parents throughout the process.

The College may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. A student may only submit further evidence, or resubmit a School- based Assessment for reconsideration, to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score. See [Appendix 4: Redemption Procedures Flow Chart](#).

4.1.7 Process for Reporting Lost, Stolen or Damaged Student Work

If a teacher or student has lost work or had work (SAC or SAT) stolen or damaged, they must as soon as possible notify the Assistant Principal for Senior School and make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. The Assistant Principal for Senior School, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student. Note: This does not apply to work lost or damaged due to computer misuse or malfunction.

4.2 Communication of Information to Students

Bemin Secondary College Senior School VCE Staff & Student Handbook 2025 - this document contains all the key relevant information required by both staff. Staff will work through the Bemin Secondary College Staff & Student VCE Handbook explaining key policies and processes in a student friendly manner with students at the commencement of studies in the College's 'Pathways' Subject to ensure student & family understanding.

This document is the key tool for dissemination of information and will be updated annually to ensure compliance with current VCAA requirements. Responsibility for compliance will be the responsibility of the Assistant Principal of Senior School. The handbook is distributed during course information sessions in term 3 of the preceding year, at enrolment and in first week of term 1 of the year of study – also available online via the college website and internal drives. The College Senior School VCE Staff & Student Handbook will contain links to the Study Designs.

Parent & Student Information Sessions - this mode of information dissemination will ensure families are made aware of the amount of, type of, importance of VCAA/VCE information/documentation. It will include detailed course advice. Opportunities will be provided in term 3 of the preceding year and in the first weeks of term 1 of each year of study.

Check and Connect Program – all VCE students must attend check and connect homegroup morning brief. This occurs daily. Important information and updates pertaining to VCE will be shared on the electronic screen in each learning area and placed on the student online noticeboard. This provides an opportunity to ask teachers for guidance if required in understanding general VCE requirements and who they need to seek help from in the school.

Student Induction Package Guidelines - As a key platform for continuing to develop consistency of curriculum delivery, assessment processes and expectations for our VCE students all VCE students receive a clear and informative 'Induction Package' during the orientation program in each of their classes during Step Up Week in December 2024. The underlying reason for the preparation and provision of these Induction Packages is to provide students with a detailed plan for their learning for each subject. This pack will contain the Bemin Secondary College Senior School Staff and Student VCE Handbook which will contain the information set out in Section A and below in a student friendly manner.

4.2.1 Expectations regarding Care and Use of Computers

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

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made, the work is saved as a backup file, which should not be stored on the compute

5. School-Based Assessment



5.1 Processes for the Development and Implementation of Assessment for VCE

5.1.1 How Assessment Criteria Are Developed

All subjects assessment criteria are developed in line with VCAA policies and procedures and specific subject study designs. Beminn Secondary College VCE teachers consider the points below when developing assessment tasks:

1. List the relevant content from the areas of study and the relevant key knowledge and key skills for the outcomes.
2. Develop the assessment task/s according to the specifications in the study design. It is possible for students in the same class to undertake different tasks, or variations of components for a task, however, teachers must ensure that the tasks or variations are comparable in scope and demand. Each assessment instrument (for example, examination, assignment, project, practical, oral, performance, portfolio or presentation) should give students clear instructions. It should be administered under conditions that are substantially the same for all students undertaking that assessment.
3. Identify the qualities and characteristics that teachers are looking for in a student response and map these to the criteria, descriptors, rubrics or marking schemes being used to assess level of achievement.
4. Identify the nature and sequence of teaching and learning activities to cover the relevant content, and key knowledge and key skills outlined in the study design and provide for different learning styles
5. Decide the most appropriate time to set the task. This decision is the result of several considerations including:
 - a. the estimated time it will take to cover the relevant content from the areas of study and the relevant key knowledge and key skills for the outcomes.
 - b. the possible need to provide preparatory activities or tasks
 - c. the likely length of time required for students to complete the task
 - d. when tasks are being conducted in other studies and the workload implications for students.

Student achievement levels at Units 1 and 2 will be reported to VCAA as either Satisfactory (S) or Not Satisfactory (N), and feedback will be provided to students through descriptors and the use of detailed rubrics.

At Units 3 and 4 student achievement levels will also be reported using S/N process, in addition to which specific scores will be provided for School Assessed Coursework (SACs) and School Assessed Tasks (SATs).

Staff should refer to VCAA VCE assessment principles:

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx>

Development and Implementation of strategies in Developing a Shared Understanding of Student Achievement Levels: Role of Professional Learning Communities in developing shared understanding Student Achievement Levels

The Assistant Principal – Teaching & Learning; Learning Specialists and college Instructional leaders will provide ongoing professional development for all VCE staff on best understanding of achievement levels. Staff will also attend range of external professional development activities. These can involve online meetings with VCE teachers from other schools; subject association and targeted professional learning.

How PLC will ensure shared understanding of the assessment criteria for an assessment task when there are multiple classes

Teachers will work and communicate regularly with their Instructional leaders and colleagues where there are more than one class to agree to assessment tasks and marking rubrics. Time will be set aside and planned for in the College meeting schedule for teachers to collaborate. When required teachers will also be given protected meeting time within timetable hours to focus on the consistency of applying assessment criteria across the multiple classes.

Teachers of a single study will be encouraged and supported to connect with subject associations and teachers at other school to support moderation.

Moderation practices used to ensure assessment criteria for an assessment task have been applied consistently.

If there is more than one class in a study, teachers will be working and communicating regularly within their PLC sub teams will develop an agreed School-based Assessments task. Time will be set aside and planned for in the College meeting schedule for teachers to moderate. When required teachers will also be given protected meeting time within timetable hours to focus on the consistency of applying assessment criteria across the multiple classes.

The following approaches will be used to ensure consistency in assessments when there is more than one class.

Approach 1

- Teachers meet to discuss assessment criteria, topics and the approaches used for the task.
- Teachers grade the work from their own classes.
- Teachers swap samples and carry out blind marking. If necessary, teachers mark further work or reassess their own class work.
- Difficult cases are further discussed before results are entered.

Approach 2

- Teachers combine and distribute the student work among themselves for assessment.
- The results are returned to the class teacher, who reassesses all the work or the work of students who have unexpected results.
- Unusual cases are considered by all teachers concerned.

Approach 3

- Samples from all classes are distributed.
- All teachers assess the same pieces of work.
- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the performance descriptors or assessment criteria.
- When all teachers are confident they will be able to develop a consistent understanding of the application of the performance descriptors or assessment criteria, each teacher assesses tasks from their own classes.

Teachers of a single study will be encouraged and supported to connect with subject associations and teachers at other school to support moderation.

5.2 Ensuring Student Achievement Is Appropriately Assessed By Teachers

5.2.1 Reporting achievement internally for Units 1 and 2 and reporting achievement for Units 3 and 4 to the VCAA

Students will have their performance in these tasks reported through Compass Learning Tasks and collated on the end of Semester Reports. For units 3 and 4 achievement on these tasks is reported to the VCAA in accordance with their administrative timeline. Unit 1 and 2 assessment tasks will be scored with a percentage to explain achievement.

5.2.2 Reporting of school-based assessment

During each Unit of VCE study students will undertake SAC's (School Assessed Coursework), SAT's (School Assessed Tasks). For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance of these tasks is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement. School Assessed Coursework and School Assessed Tasks for units 3 and 4 will provide a level of achievement that contributes to the student's study score for that subject.

A study score indicates how a student performed in relation to all other students who took the study. It is calculated using the student's final scores for School-assessed Coursework, School-assessed Tasks, externally assessed Tasks and examinations for each study. To receive a study score,

students must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4 in the same academic year, unless they have Interrupted Studies status and have met these requirements over two academic years.

5.2.3 General Achievement Test

All students enrolled in one or more VCE Unit 3 and 4 sequences (including VM students) and VET scored Unit 3 and 4 sequences, are required to sit the General Achievement Test (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 external assessments have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES). The VCAA will use GAT scores in:

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

Where a student is unwell or has been affected by a physical or mental trauma (such as injury, death of a close relation, family breakdown) at the time of their examination they may be eligible for a derived

exam score. A derived exam score is calculated based on the student's performance in other graded assessments and the GAT. If a student was predicted to receive a higher grade based on these measures than they obtained, then their grade is adjusted upwards accordingly. A derived exam score never reduces the grade received.

The student's application for a derived exam score must be received by VCAA within 7 days of the student's last exam of that examination period. The application must be supported by documentation from a professional such as a medical doctor or psychologist. There is no guarantee that students will be granted a derived exam score so they should always be encouraged to sit all examinations and to assume the mark they obtain will be their final grade.

Any student who has three examinations scheduled for one day will automatically receive a derived exam score for the third examination. In these cases, there is no need to make an application to VCAA.

Exemption from the GAT

It is important for all students with an enrolment in one or more VCE or scored VCE VET Unit 3–4 sequences to attempt the GAT.

Eligibility for Exemption from the GAT

A student may be deemed eligible for an exemption from the GAT if they meet one or more of the following criteria:

- They have a vision or other impairment for which arrangements cannot reasonably be made, given the format of the GAT (Special Examination Arrangements for the GAT can be provided for students with a hearing impairment).
- They are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event.
- They are employed and cannot be absent from work (evidence from their employer is required).
- A personal trauma may include, but is not limited to, the death or serious illness of, or an accident involving, a family member. A serious intervening event may include, but is not limited to:
 - an accident before or on the day of the GAT
 - attendance at a funeral of a family member or other person of close relationship
 - the required attendance at a legal proceeding.

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

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

- a student requiring Special Examination Arrangements
- a student not completing any graded assessment
- Interrupted Studies status or Compassionate Late Withdrawal
- a student being interstate or overseas at the time of the GAT.

VCAA's Statistical Moderation

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external assessment and adjusts the school scores if necessary. In some studies, GAT scores will also be used for statistical moderation. This will only be done if it provides a better match with School-based Assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations. Therefore, any grades or scores provided to students as feedback after undertaking school-based assessment should only be taken as indicative and not final as the statistical moderation process has not yet been applied.

All VCE and VET procedures relating to assessment and authentication are overseen by the Assistant Principal of Senior School.

5.3 Ensuring that Students Understand How Levels of Achievement are Scored Throughout VCE

Bemin Secondary College Senior School VCE Staff & Student Handbook 2025 - this document contains all the key relevant information required by both staff. Staff will work through the Bemin Secondary College Staff & Student VCE Handbook explaining key policies and processes in a student friendly manner with students at the commencement of studies in the College's 'Pathways' Subject to ensure student & family understanding.

This document is the key tool for dissemination of information and will be updated annually to ensure compliance with current VCAA requirements. Responsibility for compliance will be the responsibility of the Assistant Principal of Senior School. The handbook is distributed during course information sessions in term 3 of the preceding year, at enrolment and in first week of term 1 of the year of study – also available online via the college website and internal drives. The College Senior School VCE Staff & Student Handbook will contain links to the Study Designs.

Parent & Student Information Sessions - this mode of information dissemination will ensure families are made aware of the amount of, type of, importance of VCAA/VCE information/documentation. It will include detailed course advice. Opportunities will be provided in term 3 of the preceding year and in the first weeks of term 1 of each year of study.

Check and Connect Program – all VCE students must attend check and connect homegroup morning brief. This occurs daily. Important information and updates pertaining to VCE will be shared on the electronic screen in each learning area and placed on the student online noticeboard. This provides an opportunity to ask teachers for guidance if required in understanding general VCE requirements and who they need to seek help from in the school.

Student Induction Package Guidelines - As a key platform for continuing to develop consistency of curriculum delivery, assessment processes and expectations for our VCE students all VCE students receive a clear and informative 'Induction Package' during the orientation program in each of their classes during Step Up Week in December 2024. The underlying reason for the preparation and provision of these Induction Packages is to provide students with a detailed plan for their learning for each subject. This pack will contain the Bemin Secondary College Senior School Staff and Student VCE Handbook which will contain the information set out in Section A and below in a student friendly manner.

The information below will be explained to the students using the means described above.

Coursework encompasses a range of classroom and homework activities developed collaboratively by teachers and students to scaffold, support and demonstrate student learning. Student agency in the development of coursework is designed to improve engagement, interest, and depth of understanding.

Coursework should be designed to ensure students are:

- Documenting a written, visual or audio record of their developing knowledge and skills
- Consolidating their knowledge and skills through practice
- Demonstrating their understanding of the material covered in the course

- Creating a study resource for exam revision (applicable for scored students)

The completion of coursework is vital in demonstrating student understanding or ability for each outcome. This is central to teachers making judgments in relation to satisfactory completion of the unit. School-based assessments consist of any teacher-assigned tasks that determine each student's level of achievement in outcomes as specified in the Study Design.

In VCE Unit 3 and 4 studies scores for these school-based assessments, usually School Assessed Coursework (SAC's) and School Assessed Tasks (SAT's), are submitted to VCAA and are used along with external examination scores to determine a single total subject study score for each student.

Note: an expectation is that students have completed coursework prior to the completion of the school-based assessments and proficiency tasks, to inform teacher judgement relating to satisfactory completion of outcomes. In certain circumstances, school-based assessments may also be used to determine of a students' successful completion of outcomes /a unit. Coursework encompasses a range of classroom and homework activities developed collaboratively

5.3.1 Graded, School-Based Assessment

While completion of the coursework is definitely required to be awarded an S for a unit of study, most students will demonstrate and receive feedback on their level of achievement of outcomes through their performance on school based assessment tasks. These tasks must be completed mainly in the classroom, during class time.

In Units 1 and 2, outcome achievement will be assessed and graded using the key knowledge and skills designated by the VCAA. In these units, S or N results only are reported to the VCAA. Teachers will provide students with grades and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning.

In Units 3 and 4 scored pathway, SACs (School Assessed Coursework) and SATs (School Assessed Tasks) describes the most commonly used forms of graded assessment. These are used to measure each student's level of achievement based on the assessment tasks specified in the relevant Study Design. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation.

5.3.1.1 Procedures for Administrating Graded, School-Based Assessments

As discussed above, school-based assessments generally consist of SACs and SATs. For Unit 1 and 2 studies there is also Semester 1 and Semester 2 exams. It is a school policy that all students studying Unit 1 and 2 subjects will attend and attempt these end of semester exams to the best of their ability. For all school-based assessment, a **SAC/SAT Cover Sheet (see Appendix 7)** will be given to students outlining; what will be assessed, approved materials, time allocation and percentage contribution to the Unit and a disclaimer stating that the grade is a raw score that may change during VCAA statistical moderation.

As well as being provided in the unit plan for the study, the notification of the assessment should occur no less than two weeks prior to the date of the assessment. School-based assessments must be returned to students once all students in the study have completed the task and it has been marked and cross-marked where required. Ideally students should receive feedback within three weeks of completing the task. When a particular course of study has multiple classes, the school may make alterations to the regular program, allocating a specific time for all classes to complete the assessment simultaneously.

5.3.1.2 Feedback and Reporting

At Bemn Secondary College students will receive feedback on their learning in VCE subjects in any number of the following ways:

- **Regular discussions with their classroom teachers**
As all students are required to complete the coursework requirement for a unit of study, classroom teachers will regularly provide written and verbal feedback with their students during class time. Strategies for improvement are discussed and advice provided on particular problem areas should be a major focus of these discussions.
- **Continuous Feedback**
Continuous feedback should be timely and in a recorded form, in order for students to refine their skills and knowledge. This may be through work annotations or feedback through Compass Learning Tasks.
- **Reporting S or N decisions and/or written comments on students' performances against each outcome.**

5.3.1.3 Formal Assessment and Reporting on SAC/SATs

All school based assessment will be provided using Compass Learning Tasks. Appropriate feedback is timely (within three weeks of task date) and includes:

- A level of achievement expressed as a numerical score for all school assessed tasks and exams.
- A written comment that describes what the student has done well, advice on problem areas and advice on where and how improvements can be made for further learning
- A rubric which describes the criteria for assessment (attached to Learning Task or hardcopy).

5.3.1.4 Reporting of School-Based Assessment

Grade	Percentage
A+	90
A	80
B+	75
B	70
C+	65
C	60
D+	55
D	50
E+	45
E	40
UG	0 - 39

During each Unit of VCE study students will undertake SACs (School Assessed Coursework), SATs (School Assessed Tasks. Students will have their performance in these tasks reported through Compass Learning Tasks and collated on the end of Semester reports. For units 3 and 4 achievement on these units are reported to the VCAA in accordance with their administrative timeline. Unit 1 and 2 assessment tasks will be scored with a percentage to explain achievement.

Teachers of Unit 1 and 2 classes are required to structure their assessment in a similar format to their unit 3 & 4 course. This will help students to build the skills they need to do well at Units 3 and 4 as far as is practicable within the demands of Units 1 and 2 study design. SACs and SATs should therefore be set in a similar style and of a similar number to those at Unit 3/4 level.

To ensure consistency of grading across all subjects the grading shown should be used for all Unit 1 & 2 assessments. Teachers should plan their assessments accordingly to ensure that 40 % of the marks can be obtained by students who have a

satisfactory understanding of material. Teachers should also aim to include range questions based VCAA assessment principles to ensure separation of students based on their attainment.

An examination period will run at the end of term 3. These examinations are an important part of students' preparation for Unit 3 & 4 examinations and but do not form part of the S/N determinations for any subject.

5.3.1.5 General Achievement Test

All students enrolled in one or more VCE Unit 3 and 4 sequences (including VM students) and VET scored Unit 3 and 4 sequences, are required to sit the General Achievement Test (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 external assessments have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES). The VCAA will use GAT scores in:

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

Where a student is unwell or has been affected by a physical or mental trauma (such as injury, death of a close relation, family breakdown) at the time of their examination they may be eligible for a derived

exam score. A derived exam score is calculated based on the student's performance in other graded assessments and the GAT. If a student was predicted to receive a higher grade based on these measures than they obtained, then their grade is adjusted upwards accordingly. A derived exam score never reduces the grade received.

The student's application for a derived exam score must be received by VCAA within 7 days of the

student's last exam of that examination period. The application must be supported by documentation from a professional such as a medical doctor or psychologist. There is no guarantee that students will be granted a derived exam score so they should always be encouraged to sit all examinations and to assume the mark they obtain will be their final grade.

Any student who has three examinations scheduled for one day will automatically receive a derived exam score for the third examination. In these cases, there is no need to make an application to VCAA.

Exemption from the GAT

It is important for all students with an enrolment in one or more VCE or scored VCE VET Unit 3–4 sequences to attempt the GAT.

Eligibility for Exemption from the GAT

A student may be deemed eligible for an exemption from the GAT if they meet one or more of the following criteria:

- They have a vision or other impairment for which arrangements cannot reasonably be made, given the format of the GAT (Special Examination Arrangements for the GAT can be provided for students with a hearing impairment).
- They are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event.
- They are employed and cannot be absent from work (evidence from their employer is required).
- A personal trauma may include, but is not limited to, the death or serious illness of, or an accident involving, a family member. A serious intervening event may include, but is not limited to:
 - an accident before or on the day of the GAT
 - attendance at a funeral of a family member or other person of close relationship
 - the required attendance at a legal proceeding.

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

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

- a student requiring Special Examination Arrangements
- a student not completing any graded assessment
- Interrupted Studies status or Compassionate Late Withdrawal
- a student being interstate or overseas at the time of the GAT.

VCAA's Statistical Moderation

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external assessment and adjusts the school scores if necessary. In some studies, GAT scores will also be used for statistical moderation. This will only be done if it provides a better match with School-based Assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations. Therefore, any grades or scores provided to students as feedback after undertaking school-based assessment should only be taken as indicative and not final as the statistical moderation process has not yet been applied.

All VCE and VET procedures relating to assessment and authentication are overseen by the Assistant Principal of Senior School.

6. Management of Authentication



6.1 Authentication of Student Work

Every VCE student should be assessed fairly. To this end, the Victorian Curriculum and Assessment Authority has policies and procedures for the monitoring and authentication of students' work. One straightforward principle underpins the matter of authentication. **Students must submit for assessment only work that is their own.**

Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work. Teachers cannot authenticate work about which they have doubts until further evidence is provided. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a **breach of rules** please refer [Section 7 – Investigation of Breaches](#). All concerns, notifications and investigations regarding a possible breach of rules should be handled with due regard to confidentiality. All notes and outcomes will be stored in a safe and confidential manner.

For SACs done under test conditions, students are required to observe all stated conditions, including those that relate to electronic devices and written resources.

The Leading Teacher – Senior School/VCE Coordinator, Assistant Principal for Senior school along with the Assistant Principal – Teaching & Learning will oversee all arrangements relating to authentication processes and breach investigations. They will liaise with teachers regarding specific subjects and will report to the College Principal.

6.2 Student Responsibilities

At the beginning of each academic year, all VCE students will receive the following information during Induction sessions/orientation/assemblies for the whole cohort and this will be supplemented by individual subject teachers in the first weeks of a study. All students/families will also receive the Senior school VCE Staff & Student Handbook, [Appendix 3: VCE Attendance and Engagement Agreement](#) and Compass posts covering key information.

6.2.1 Advice to students

Teachers will not accept work if they believe it has been plagiarised/copied from somewhere else. To show the teacher that your work is your own, you must:

- Regularly complete work in class
- Hand in work regularly throughout the semester
- Show the teacher drafts of work when required
- Keep ALL drafts, notes etc. until the end of the assessment

In addition to this information all students/families will also receive [Appendix 3: VCE Attendance and Engagement Agreement](#) sign that that outlines the expectations and requires student and family to sign the agreement to acknowledge its content.

By signing the agreement at the beginning of the VCE academic year, all students are acknowledging the implications of not being able to authenticate their work.

6.2.2 Teacher Responsibilities

Teachers must satisfy themselves about the authenticity of any student work that:

- Teachers **must** ensure they have **modified** any commercially or publicly available assessments resources to ensure they can authentic the students work.
- Is not typical of other work produced by the student
- Is inconsistent with the teacher's knowledge of the student's ability
- Contains unacknowledged material
- Has not been sighted and monitored by the teacher during its development

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student's own.

Students may therefore be required to:

- Provide evidence of the development of the work, for example drafts
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- Provide samples of other work
- Complete, under supervision, a supplementary assessment task related to the original task
- Attend an interview to demonstrate an understanding of the work.

If a teacher forms a suspicion student has submitted work that is not their own:

Outline of the authentication process

1. Students must ensure all work submitted for assessment is their own.
2. Students and staff informed of the Authentication Policy in term one of each year.
3. Teachers keep a record of the development of all student work – following the Authentication procedures outlined by VCAA for their subjects.

or

Reprimand a student

4. Give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA.

or

Refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder. The sections not accepted for assessment should be crossed out.

or

Refuse to accept any part of the work if the infringement is judged by the Principal to merit such a decision. The student should be awarded **N**.

5. Students to keep evidence of the development of all their work and acknowledge all material used.
6. If there is a suspected or possible breach of authentication the teacher will inform the Assistant Principal of Senior School. The procedure for suspected or possible breach of authentication will be followed.

If a suspected breach of the rules about authentication occurs this should be reported immediately to the Assistant Principal of Senior School and the Breach of Rules process is followed as outlined in section 7 and in [Appendix 9 : Senior School Assessment Policy](#).

Teachers must retain the original of the final version of the student's work until notified by the relevant student manager.

Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form (refer to the Authentication Records for School-assessed Tasks form on VASS). Please refer to [Appendix 9: Senior School Assessment Policy](#).

All changes made in the various stages of development of a School-assessed Task must represent the student's own work. It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice, for example, about alternative strategies. However, the teacher must not dictate or make changes that might lead to uncertainty about the student's authorship or ownership of the work.

The following forms of teacher assistance are not appropriate:

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

6.2.3 Processes for Authenticating Work Completed Outside Class (this may need to be study-specific)

Teachers must ensure that there is a sufficient range of topics within their class to enable them to

distinguish an individual student's work and therefore to assist in the authentication process. Teachers must monitor and record each student's development of work, from planning and drafting through to completion.

This requires regular sightings of the work by the teacher. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

For School-assessed Coursework undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records on a regular basis in School-Based assessment form.

6.2.4 Measures in place to authenticate student's work who are able to work from home

When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessments. In this case, the student would not be penalised for lack of attendance. The special provision granted may allow a student to work from home for a period of time. School Assessed Coursework and Tasks may be completed under specific agreements and arrangements that maintain the authenticity of the students work.

6.2.5 Processes for Ensuring that School-Based Assessment is Unique to the School

- Where a teacher intends to utilise commercially (e.g. teacher associations such as VCTA)/or publicly sourced Assessment Tasks e.g. such those provided with the textbook these **must be** modified/customised to ensure the assessment task is not compromised and to ensure the authenticity of the students work.
- Teachers must ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. Teachers must exercise caution if sending via email or storing resources on school google drive and it essential that assessment task are never left on desks/workstations/photocopier at any time unattended.
- Assessment tasks are not to be recycled from a previous academic year to ensure that students are not able to use another students' work.
- Teachers must ensure they dedicate a significant amount of class time so they're familiar with each student's work and discuss aspects of the work with each student.
- Teacher must ensure that students are documenting each stage starting with an early part of the task, such as the topic choice, assigned business to investigate, list of resources and/or preliminary research.

6.2.6 Scheduling Assessment Tasks

Bemin Secondary College Senior School will ensure teachers provide students with advanced notice of assessment tasks to take into account issues of authentication and student workload in deciding when scheduling tasks to be given to students. All scheduled assessment task must be added to **Compass as an Assessment Task**. This process will ensure all task are visible to students, families, staff and leadership. All tasks will be recorded and published to students and staff via the senior school assessment schedule on the school google drive.

However, in exceptional circumstances a scheduled assessment may need to be re-scheduled to account for circumstances in which a whole class has not been given appropriate time to undertake or complete School-based Assessment. In these circumstances the teacher will consult with the Assistant Principal of Senior School prior to rescheduling the task via Compass. The process of re-scheduling the task on Compass will ensure students and families are informed of the change via Compass, in form of email, SMS or in App notifications.

7. Investigation of Breaches



7.1 Investigation of Breaches of School-Based Assessment Rules

The reporting of alleged breaches may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor. Allegations will be handled sensitively and may need to be kept confidential.

7.1.1 Preliminary Investigation

On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the VCE Leading Teacher. The original of the final version of the work is to be retained by the college.

Preliminary investigation on receipt of an allegation is conducted by the Senior School Assistant Principal and VCE Leading Teacher. They are responsible for investigating alleged breaches of rules and will assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation. Detailed records of the preliminary investigation will be kept securely via Compass Notes only accessible to senior staff.

Staff are referred to the Investigation of Breaches Statement – advice to staff procedures for further information. See **Appendix 10: Investigation of Breaches of School-based assessment**.

7.1.2 Investigation by Academic Breaches Panel

If the initial investigation determines there is any substance to an allegation that a student has breached VCAA School-based Assessment rules, the evidence will be put to the College Academic Breaches Panel. See Appendix 10 - Investigation of Breaches of School-based assessment.

7.1.3 Teachers' Responsibility Managing Investigations

7.1.3.1 Procedures for suspected or possible breach of authentication rules

Senior school and VCE Teachers at BSC must satisfy themselves about the authenticity of any student work that

- it 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 student must provide evidence that the work submitted is their 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, for example drafts
- 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 or tests to demonstrate an understanding of the work.

Evidence which will be collected by the College to substantiate a breach of authentication will include the following:

- a record of student attendance
- the teacher's Authentication Record (for School-assessed Tasks and coursework assessment completed outside class time)
- a record of the teacher (s) judgement about the authenticity of particular work
- work of other student (s) which is similar or identical to that which is unable to authenticate

- a copy of relevant source material from which unacknowledged work was obtained
- a record of the outcome of any interview, discussion, supplementary assessment task or written test where the student has been asked to demonstrate his or her understanding of the work
- any admission from the student that work submitted was not his or her own.

Staff are referred to the Investigation of Breaches Statement – advice to staff procedures for further information. See [Appendix 10: Investigation of Breaches of School-based assessment](#).

7.1.4 Communications with Student Throughout Investigation of Breach Rules

If this investigation suggests there is any substance to any allegation, the student will be informed in writing of the nature of the allegation and be invited to attend an interview to respond to the allegation. The student will receive prior notification of at least 24 hours, before the planned interview. The student will be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf. If a student elects not to attend an interview, they will be given an opportunity to respond in writing to any allegation against them. The student’s parents or guardians will be advised of the nature of the allegations.

7.1.5 Opportunities for Student to Respond to Allegations

If the allegation raises the suggestion that a student has submitted work that is not their own the student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

7.1.6 Decision Making and Avenues of Appeal

Suspected breaches of VCAA rules will be handled by a panel consisting of Assistant Principal for Senior School and Assistant Principal - Teaching and Learning or the Senior School Leader/VCE Coordinator. Students will receive, in writing, a statement outlining the nature of the suspected breach of rules and will be given an opportunity to respond. A meeting of the **Panel**, student and parent will be organised.

The student will be notified of the outcome of the Breach of Rules Panel in writing. If the student disagrees with the outcome of the Breach of Rules Panel, they may formally appeal to the VCAA.

Breach of Authentication Penalties include:

If the College is satisfied on the basis of evidence that the student has submitted work that is not their own, or the student is in breach of other written rules set by the VCAA or the College, then the College has the power to impose any of the following penalties:

- a verbal or written warning
- detention or suspension
- refusal to consider the student’s work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept the part of the student’s work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome
- the decision-maker will inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student’s capacity to appeal the decision to the VCAA. The decision- maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the college to confirm these matters in writing.

7.1.6.1 Avenues of Appeal – Against College Decisions about Breaches of VCAA Rules

If student are not satisfied with the decision of the school breaches panel they will be informed of student’s statutory right of appeal against the school’s decision is contained within **Section 2.5.21 of the Education and Training Reform Act 2006 (Vic)**, which outlines that a student may appeal

to the VCAA against a decision by the college, and any penalty imposed by the college, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. For further information please refer the VCAA Handbook.

Following the interview, conducted by the VCAA, the College will notify both the student and the VCAA, in writing and within seven days, that it has either:

- rescinded its decision and any penalty imposed
- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

7.1.6.2 Ensuring Confidentiality of Students and Staff Information

The College will protect the confidentiality of students' personal and academic details. Teachers are responsible for keeping and maintaining accurate and secure records of student assessment scores. The College will communicate this achievement with the VCAA through the VASS data entry system. The system security is designed so schools can only view the details of students if the school is their 'home school', or they are being assessed in at least one unit by the school.

7.1.6.3 Access Information on Investigation of Breaches of School-Based Assessment Rules

Students will have full access to all information pertaining to alleged breaches of school-based assessment policies and procedures via the Beminn Secondary College Senior School VCE Staff & Student Handbook 2025 which is included in their induction pack and available at all times via the school website/portal and on the Compass Learning Management System.

8. Special Provision Processes



The VCAA Special Provision policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.

The underlying principle of the VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special Provision should provide equivalent, alternative arrangements for students, but not confer an advantage to any student over other students.

8.1 What is Special Provision?

Special Provision is designed to provide all students with the reasonable opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in curriculum to achieve the learning outcomes and in assessment to demonstrate their learning and achievement. Special provision is available to students completing VCE for both school-based Assessment and VCE examinations. Specific eligibility requirements apply to each type of Special Provision.

- For School-based Assessment, BSC is primarily responsible for determining eligibility and the nature of the provisions granted. The College will consult the VCAA if they are unsure about appropriate arrangements. The school's policies and procedures will be clearly documented and communicated to students via the BSC Senior School VCE Staff and Student handbook; during year level assemblies at the beginning of the year and as individual reminders to students of concern. The school will keep records of all decisions made for each student.
- For VCE examinations, the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

At the same time students granted special provision are not exempt from meeting the requirements for satisfactory completion of the VCE or Victorian Curriculum, or from being assessed against the outcomes for a study. They are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE examinations.

BSC aims to ensure that the most appropriate arrangements and options are available for students whose learning and assessment programs are severely affected by illness, impairment or personal circumstances. All questions and queries related to Special Provisions at BSC should be directed to the Assistant Principal Senior School or Assistant Principal – Student Wellbeing and Engagement.

Staff seeking further information should refer to: <https://www.vcaa.vic.edu.au/administration/special-provision/Pages/SpecialProvisionVCE.aspx>

Special Provision – Advice to Staff and Procedure to follow, see below four areas for consideration.

There are four forms of Special Provision in the VCE:

1. Curriculum delivery and student programs

The purpose of special provisions in curriculum delivery and student programs is to help students in defined circumstances to complete the VCE in a reasonable timeframe. Eligible students should enquire at the Senior School Office at the earliest opportunity if they wish to apply for any of the range of special provisions available.

A student is eligible for Special Provision in Student Programs if, at any time while studying for the VCE, they are adversely affected in a significant way by:

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

The special provisions available for curriculum delivery and student programs are:

The Assistant Principal Student Wellbeing and Engagement will proactively or in response to a request from senior school leadership establishment of VCE Support Group for students who are at risk of not being able to meet either the requirements of the unit or satisfactory completion of the VCE. The establishment of a support group will provide the student with structured support for their studies. In addition, a support group allows for a formal structure through which decisions are made and actions verified. Involvement with a support group presents teachers with an opportunity to become better informed about the medical or personal situations of students.

Choosing a program of studies

- The school will establish a through the support group, should provide advice to the student to help them choose a program of studies. Such advice should encourage the choice of interesting and challenging studies, taking into consideration the nature of the student's hardship and maximising their opportunity to learn.
- If a student with a disability wants to undertake a study in which, given the student's particular disability, it will be problematic for the student to demonstrate the unit outcomes, the restraints and difficulties of proceeding with the study need to be made clear to the student. The expected time for completion of the program should be taken into consideration. If it is anticipated that a student will need deadline extensions to complete work, students may be advised to enrol in fewer units in a given year.

Provision of facilities and technology

- In developing the study program, schools should consider the role of technology in terms of how it could be used to enhance the learning process. For some students the use of technology is a requirement to effectively access education. Every effort should be made to ensure that facilities and technology are available to help students achieve the objectives or learning outcomes of a unit.
- While the use of technology in learning strategies is encouraged, the use of new and emerging technologies should first be discussed with the VCAA, to avoid using technology that is not appropriate or suitable for use in a VCE external assessment as part of Special Examination Arrangements; if this is the case, the use of the technology for School-based Assessment may need to be reconsidered. The technology used for School-based Assessments should be consistent with what the student will be allowed to use in a VCE external assessment.

Assistance from aides

- Students may require assistance from an aide in order to effectively engage in the process of learning. If this is required, other assessment provisions, such as additional time to complete tasks, may be required.
- Assistance from aides may take the form of, for example, a reader, clarifier or scribe, depending on the nature of the student's circumstance. Generally, this provision is for students with long-term disabilities.
- A student's current aide is not eligible to be appointed as a reader, clarifier, scribe or supervisor in a VCE external assessment, unless in exceptional circumstances. Contact VCAA Special Provision for advice, if necessary.
- Compassionate Late Withdrawal Students may under certain adverse circumstances be given approval by the VCAA for late withdrawal from the VCE Units 3 and 4.
- Interrupted Studies Status Students may in certain circumstances be given approval by the VCAA to complete Units 3 and 4 over two calendar years. Students enrolled in a Unit 3/4 sequence who go on an exchange program or who experience serious illness or other disadvantage during the year may apply through the Senior School Office for interrupted studies status and withdraw from Unit 4 of a sequence.

Hearing Impairment

- A student at BSC is eligible for EAL (Hearing Impairment) status if they have been ascertained by professional diagnosis as being eligible for assistance on the basis of hearing impairment. The student must produce evidence of a recent hearing test administered by the Australian Government Hearing Service Program or an equivalent body with an audiogram showing that the student has a hearing loss of 60 decibels or greater in their better ear.

2. Classroom Learning and School Based Assessment

VCAA policy allows schools to apply special provisions and arrangements for school-based assessments.

Eligibility

Students are eligible for special provisions for school-based assessment if their ability to demonstrate achievement is adversely affected by:

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

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

- Re-scheduling of an assessment task. Tasks which have been missed through illness or other serious cause may be rescheduled, with consideration given to management of student's workload.
- Extra time to complete work for unit completion or School-assessed Coursework. Extensions of time may be granted for some or all assessments. Where the school allows a student extra time to complete work this will usually be taken immediately before or after the specific class. Where the work or assessment is taken outside the usual class time the student must sign the VASS Authentication Record form.
- Setting a substitute task of the same type
- Replacing one task with a task of a different kind
- Provision of facilities and assistive technology
- Assistance from aides
- Deriving scores from other assessments or work completed. In some circumstances, where an extension or substitute task is not feasible or reasonable, or where the task is difficult to duplicate, a score may be derived from other assessments undertaken or work completed by the student. The score may be determined at the time or later in the period over which the graded assessment is conducted depending on the availability or range of assessments on which to base the determination. This provision may also be used to determine satisfactory completion of the unit.

3. Special Examination Arrangements for VCE external examinations (including the GAT)

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to complete the examination is adversely affected by:

- Mental Health Condition
- Health impairment or Physical disability
- Specific Learning Disorder
- Language disorder
- Motor disorders
- Deaf and hard of hearing
- Vision impairment

Applications for Special Examination Arrangements must be made by the School for each student and must be accompanied by recent supporting medical or other specialist documentation. Schools can apply for Special Examination Arrangements in the year the student first enrolls in a VCE or scored VCE VET Unit 3–4 sequence, using the VCAA's Special Provision Online (SPO) system.

Provisions granted may take the form of:

- extra working time, which could include additional reading and/or writing time;
- rest breaks;
- alternative format examination papers, such as enlarged print, electronic text and Braille;
- permission to use assistive technology and technological aids such as a computer, specific software or Assistive Hearing Technology;
- a reader or electronic reader and/or a scribe;
- a clarifier, if the student has a hearing impairment or language disorder
- an alternative examination venue, such as a separate room
- Use of electronic headphones (including electronic ear buds).

Schools are also able to approve the following provisions (VCAA approval not required):

- Standing desk
- Cushion
- Silent sensory/fidget toy
- Foam Ear plugs (must not be worn during initial announcements)
- Small group settings
 - Where two or more students are approved the same or similar Special Examination Arrangements in an examination session, they can, be seated in the same room, unless it is necessary for each student to complete their examination in a separate room due to their individual circumstances
 - Schools should appoint one supervisor for every four students in the room.

Students should discuss their situation with the Senior School Leader/VCE Coordinator, and the VCAA strongly encourages early applications for long term or permanent conditions from Year 9 onwards.

GAT exemption may be granted by the VCAA in certain circumstances, where above examination arrangements may not be reasonable made or they are prevented from sitting the GAT by injury, illness, personal trauma or another serious event. Students should apply through the Senior School Leader for GAT exemption.

4. Derived Examination Score

The Derived Examination Score is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision.

Students may be eligible for a Derived Examination Score if in the period before or during an examination the student has been significantly adversely affected by their circumstances. Any student who believes they could be eligible for a Derived Examination Score with school support should seek advice from the Senior School Leader at the earliest opportunity.

Acceptable circumstances may include the onset of any the following that impact their performance in the external examination or prevented them from attending:

- illness
- physical injury or a disability which affects the student's performance on the examination
- personal trauma
- serious intervening event

Among the grounds which are not acceptable to the VCAA are:

- Teacher absence or other teacher related difficulties
- Unfamiliarity with the English language
- Long-term or chronic illness or condition
- Matters that could have been avoided by the students, or matters of students choosing

Any claim made within an application for a DES must be substantiated in writing and be accompanied by supporting medical or other specialist documentation. Examples of this for grounds of personal trauma must be substantiated with evidence from at least one of the following:

- The student's school
- An independent health professional
- A social worker or member of the clergy

Applications on the grounds of a serious intervening event must be substantiated with independent evidence from either:

- The student's school
- An independent health professional
- A social worker or a member of the clergy

- A police officer, a solicitor or a funeral parlour operator

Applications on the grounds of illness or injury must be substantiated with evidence from the student's school and, where practical, an independent health professional.

In all circumstances, the person providing the evidence must have specific knowledge of the illness, injury, personal trauma or serious intervening event.

If successful in application, the Derived Examination Scores will be calculated statistically from the student's other assessments:

- moderated coursework scores (SACs)
- School assessed Task scores (SATs)
- GAT scores
- other examination scores if applicable
- indicative results provided by the school

The student receives the higher of the derived score and the achieved score and this score is used to calculate the final Study Score for the student. This Study Score will then be reported on the student's Statement of Results and to VTAC.

Individual Application Forms for a Derived Examination Score are available from the Senior School Leader.

8.2 Student Eligibility

8.2.1 How to apply for Special Provision

Students apply for Special Provision directly through the Senior School Leader/VCE Coordinator or Senior School Assistant Principal.

All applications must be accompanied by supporting documentation from a qualified person, e.g. a medical practitioner or treating physician. The school will retain copies of the documentation to support decisions concerning special provision. The supporting documentation should be recent and as complete as possible. It should provide sufficient information to clearly show the seriousness of the student's circumstances and the impact on the student's ability to work.

1. Curriculum delivery and student programs

Students wishing to apply for any of the special provisions offered through curriculum delivery and student programs should consult the VCE or Student Wellbeing staff at the earliest opportunity. Some of the provisions should be negotiated in advance of the student's VCE enrolment so that all those who have a responsibility for the student's progress through the VCE can be involved as required. For certain provisions (e.g. for compassionate late withdrawal and for interrupted studies status) students must complete specific VCAA application forms.

2. School based assessment

The decision to grant any of these special provisions is school-based and will be made by the Senior School Leader/VCE Coordinator in consultation with the Senior School Assistant Principal and the subject teacher.

Rescheduling of Coursework Tasks (SACs)

Students must apply in writing to the VCE Coordinator in writing as soon as possible before the SAC has been completed. If the student misses a SAC, they will require an independent professional statement to validate the reason for absence.

8.3 Timelines for Special Provision

The application form will consist of three sections, one each for the student; the Principal; and the independent consulting professional. The application form can be obtained from the Senior School Leader/VCE Coordinator. In exceptional circumstances the student may apply directly to

the VCAA. Completed application forms for written examinations must be received by the VCAA within 7 days of the student's last VCE examination.

Identify students who may be eligible in a timely manner

Assistant Principal – Student Wellbeing and Engagement, the Student Wellbeing Team and Senior school team and teachers will proactively work to identify any students who may be eligible for special provision on an ongoing basis to ensure eligible students are able to access these provisions in a timely manner.

Communication to students about this Policy will be via the BSC Senior School VCE Student and Staff Handbooks, School website, information evenings, school assemblies, via Compass posts to all parents, guardians and students and through on-going communication with students and families. This communication will be timely to ensure applications are made prior to deadlines, and so there is early engagement with VCAA where possible.

Special Provision will NOT be granted for:

- Absence from school or study without evidence of significant hardship
- Circumstances affecting students that are of the student's own choosing.
- Comparative unfamiliarity with the English language
- The effect of teacher absence or other teacher-related difficulties
- The effect of faulty technology in the preparation of work

Special Provision will not be granted retrospectively.

8.4 Information Technology Problems and Special Provision

In most circumstances, Special Provision will NOT be granted to students who are unable to complete work due to ICT failure.

It is the student's responsibility to ensure that:

- An alternative system is available for use in case of computer or printer malfunction or unavailability
- Work is saved in a backup file each time changes are made. The backup file (USB stick/CD) should NOT be located in the same place as the computer.
- Hard copies of work in progress may need to be regularly produced to meet drafting and authentication procedures.

8.5 Confidentiality and Privacy Policy

All applications for Special Provision at BSC are managed in line with Department of Education, Victoria Schools Privacy Policy <https://www.vic.gov.au/schools-privacy-policy>. Staff will be provided information that allows them to support students in their classes with application of provisions, but the level of detail provided will be assessed based on need and where possible student and family choice. In addition to this, records of applications for Special Provisions are maintained in authority with the Retention and Disposal Authorities made under the Public Records Act.

For more detailed information, refer to the VCAA VCE Administrative Handbook 2025

Students and families will have full access to all information pertaining to Special Provision procedures via the Bemini Secondary College Senior School VCE Staff & Student Handbook 2025 which is always included in their induction pack and available via the school website/portal and on the Compass Learning Management System.

APPENDICES

APPENDIX 1: VCE OUTCOME AND AT RISK PROCESS



VCE OUTCOME RESULT PROCESS

Achieving a Satisfactory (S) (S) in VCE AND VCE VM Units 1 and 2

For the satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design.

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

- Produced work, including a combination of learning activities, hurdle tasks and assessment tasks, that satisfies the outcome; and
- Produced work that can be clearly authenticated as their own

A teacher's judgement on whether the student has satisfactorily achieved an outcome for a study must be consistent for all students who are being assessed.

Determining if a student is at risk of a Not Satisfactory (N)

Teacher judgement plays a key role in determining if a student is At Risk of Not Satisfactory.

A student can be deemed At Risk of a Not Satisfactory under a number of circumstances, including but not limited to the following:

- A student has not submitted authenticated satisfactory coursework
- A student has not engaged in class
- A student's attendance has fallen below 90%
- A student has not submitted hurdle tasks
- A student has not completed hurdle tasks to a satisfactory standard

If unsure, please consult a member of the subject teaching team or a member of the Senior School team.



WHAT HAPPENS WHEN A STUDENT IS AT RISK OF A NOT SATISFACTORY IN A SUBJECT?

1

Teacher makes a professional judgement that a student is at risk of Not Satisfactory in an outcome

2

Teacher has a discussion with the student explaining that the student is 'at risk' of a Not Satisfactory and the process that follows to support the student

3

Teacher completes a 'At Risk of Not Satisfactory' Chronicle on Compass

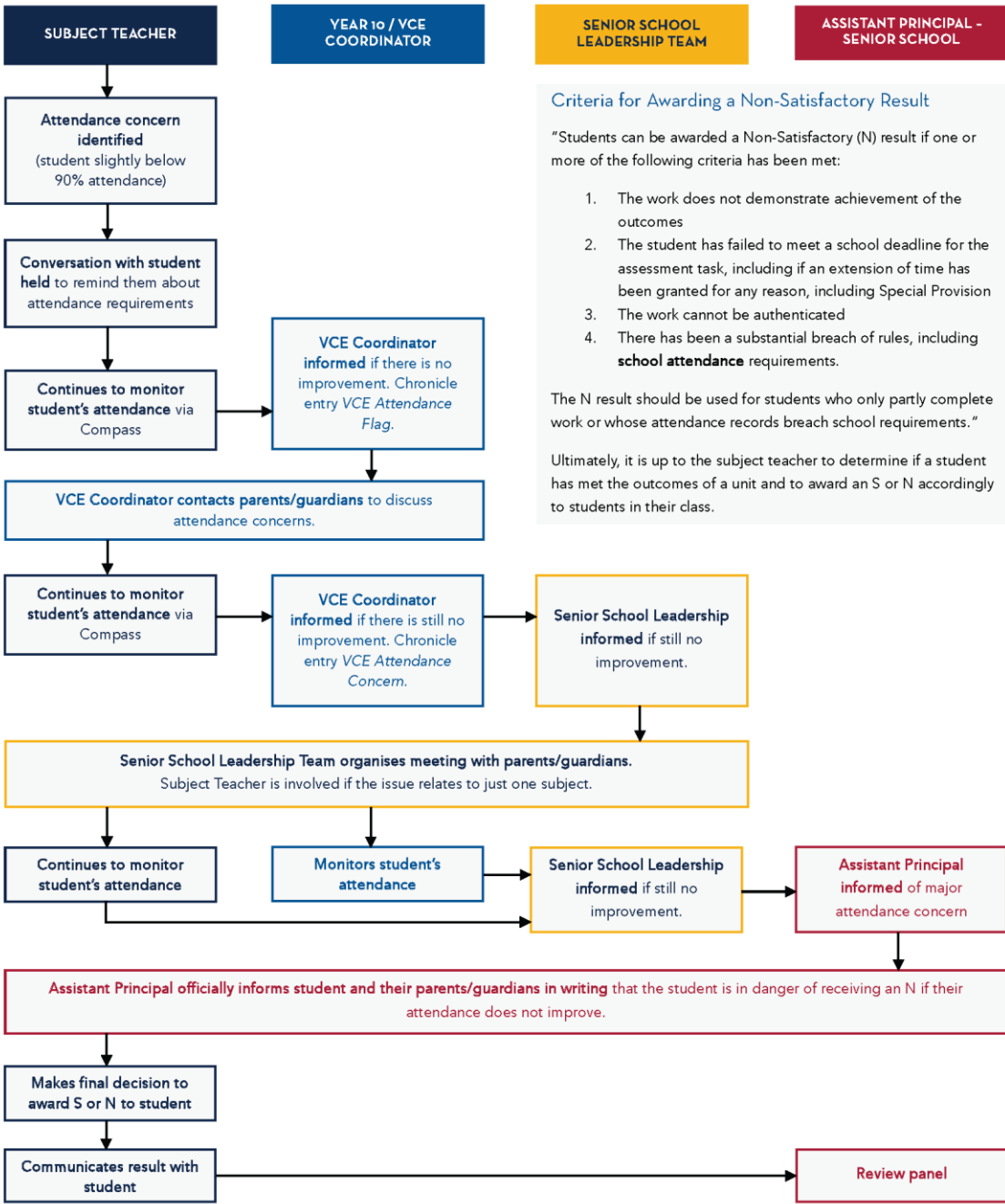
- Visible to students and parents
- Student to check in with teacher to understand what work is outstanding
- Student to refer to the coursework checklist for the subject

4

Teacher to monitor progress and communicate academic progress.



VCE ATTENDANCE FLOWCHART



Criteria for Awarding a Non-Satisfactory Result

"Students can be awarded a Non-Satisfactory (N) result if one or more of the following criteria has been met:

1. The work does not demonstrate achievement of the outcomes
2. The student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
3. The work cannot be authenticated
4. There has been a substantial breach of rules, including **school attendance** requirements.

The N result should be used for students who only partly complete work or whose attendance records breach school requirements."

Ultimately, it is up to the subject teacher to determine if a student has met the outcomes of a unit and to award an S or N accordingly to students in their class.



VCE ATTENDANCE AND ENGAGEMENT AGREEMENT

Senior School Agreement - Students and Parents/Guardians

At Bemin Secondary College, we believe each and every student can be successful when students, parents/carers and the school to work together to increase students' school attendance.

This agreement outlines the responsibilities of students, parents/carers and the staff at this school in setting students up for successful learning.

Attendance

Students are required to attend school and all classes and must maintain at least a 90% attendance rate to successfully complete VCE.

All absences during VCE must be approved. Students are required to provide a medical certificate when absent. If a student is absent on the day of a SAC, parents/carers are to notify the school and teacher of the absence and provide a medical certificate to the Office when the student returns to school. A redemption SAC will be arranged, and the student and parents/carers will be notified of the new date.

Engagement

All VCE students at Bemin Secondary College will strive to always work to the best of their abilities. Parents/Carers will provide all required learning resources for students to be able to complete their VCE coursework. When this is not achievable, parents/carers are to contact the Senior School team who will work with the family to support the student in accessing resources for learning.

All students will abide by all VCAA and BSC assessment protocols. The following statements and are to be read by students and parents/carers to ensure the authenticity of work submitted by all students.

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own
- A student must acknowledge all resources used
- A student must not receive undue assistance from another person in the preparation and submission of work (this includes other adults and teachers)
- Acceptable levels of assistance include:
 - The incorporation of ideas or material derived from other sources such as reading or note taking, but which have been transformed by the student and used in a new context

- Prompting and general advice from another person or source, which leads to refinements and/or self-correction
- Unacceptable forms of assistance, include: use of, or copying another person's' work or other resources without acknowledgement, corrections or improvements made or dictated by another person, the use of artificial intelligence programs.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the year of enrolment
- A student must not knowingly assist another student in breach of rules

By signing this agreement, students, parents/carers and the school are making a commitment to each other that they will fulfil their roles and responsibilities for achieving the best possible learning outcomes for students studying VCE in 2025.

Student's Agreement

I want to learn new things every day and do my best at school.

In signing this agreement, I agree to:

- Abide by VCAA and Beminn Secondary College's rules and regulations while completing my VCE. This includes maintaining an attendance rate of 90% or higher for all classes and following the assessment protocols in place.
- Arrive at school on time
- Arrive at my classes on time
- Where applicable arrive at external providers (e.g. Workplaces) on time
- Be ready to learn with all of my resources before entering the classroom
- Have a positive attitude
- Always do my best
- Ask for help when I need it
- Establish a good study routine so that I can do my best
- Work with my teachers and parents to achieve my goals.

I have thoroughly read and understood the information contained in this agreement and will abide by it.

Student's name: _____

Student's signature: _____ Date: _____

Parent's Agreement

I want to help my child to complete their VCE successfully.

In signing this agreement, I agree to:

- Send my child to school every day, unless he/she is unwell
- Submit a medical certificate to explain any absences due to illness
- Make sure my child arrives at school on time (school starts at 8:50am)
- Make sure my child arrives at school ready to learn with all required resources
- Encourage and support my child's learning at home
- Help my child to establish a good study routine so that they can complete schoolwork on time
- Talk with teachers about any problems that may affect my child's learning
- Be open and responsive to communication from my child's teachers or other school staff
- Encourage my child to do their homework and to ask for help at school if needed
- Reinforce the importance of education and that school is a place for learning.

I have thoroughly read and understood the information contained in this agreement and will abide by it.

Parent's/Carer's name(s): _____

Parents/Carer's signature(s): _____ Date: _____

School's Agreement

The staff at Bemn Secondary College want to help each student to learn each and every day and to successfully complete their VCE.

In signing this agreement, I agree that the staff at this school will:

- Provide quality teaching that is based on principles of effective learning and teaching
- Prioritise resources in the most effective way to advance each student's achievement
- Provide learning experiences and expectations that match each student's needs
- Implement fair and supportive behaviour management strategies in line with school policy
- Inform parents about their child's progress and behaviour
- Be available to talk with parents and be open and receptive to their issues and ideas
- Communicate both positive and negative feedback to parents about their child
- Constantly reflect on our practices and ensure we are doing all we can to meet the needs of each individual student.

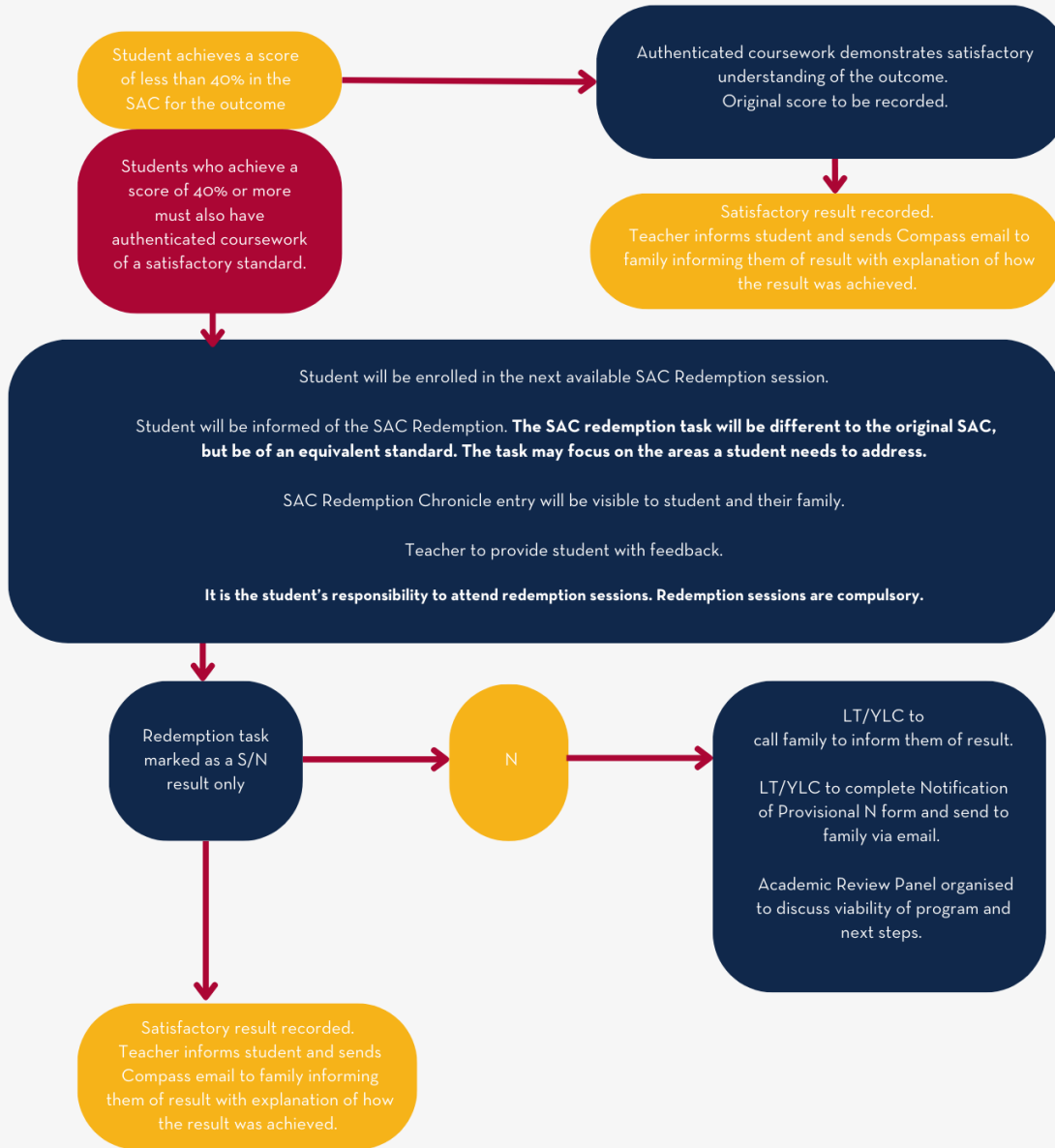
I have thoroughly read and understood the information contained in this agreement and will abide by it.

Principal's name: _____

Principal's signature: _____

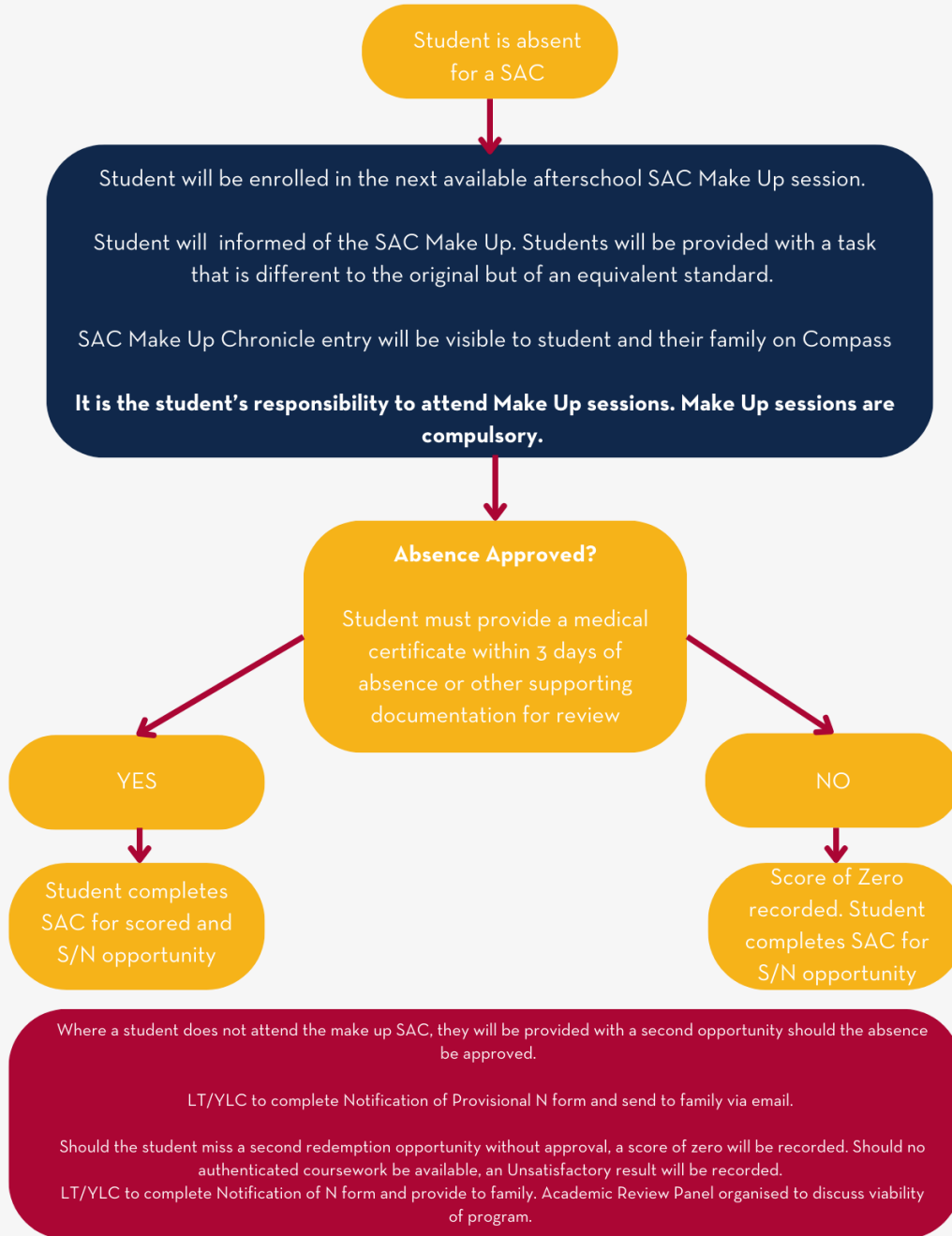


WHAT HAPPENS WHEN A STUDENT DOES NOT DEMONSTRATE THE OUTCOME IN A SCHOOL ASSESSED COURSEWORK?





WHAT HAPPENS WHEN A STUDENT IS ABSENT FOR SCHOOL ASSESSED COURSEWORK - 'MAKE UP SAC'





VCE INTEGRITY OF RESULTS AND RECORDS POLICY

Rationale

This policy and procedure is intended to inform parents, students and staff of the key steps to follow in relation to requesting access to student records.

Aim

To ensure the integrity of student records and results and to provide stakeholders with access to these records with appropriate safeguards.

Implementation

Collection of student and student related information

- Student records contain personal information and personal health information.
- Student records are created from information:
 - provided by parents, for example enrolment forms and medical information;
 - generated by schools such as academic and assessment data and individual learning and support needs; or
 - generated by employers and other industry stakeholders in work-based education and training arrangements.
- At Bemin Secondary College these records will be managed and safeguarded in similar ways, although some distinctions apply in specific circumstances.
- Information about students will not be collected unnecessarily. Forms collecting personal information and personal health information contain a privacy statement so that parents (and students) are aware of the purpose of collection and any disclosure.
- Records are kept for varying periods as described in records disposal schedules. Some student records such as class rolls and examination results are kept permanently. Other records may be kept for shorter periods of time.

Student and parent access to records

- Parents and students can request access to records held by a school or by the DET about their child or themselves and can request amendments where they believe the record is incorrect, out of date, incomplete or misleading. Access to evaluative records such as behavioural, counselling, psychological and medical records may be given through, or in the presence of, an appropriately qualified person. Access can also be requested under the *Freedom of Information Act*.
- In general, a student's parents are able to obtain access to their child's records, at least until the child turns 18. An exception to this would be in the case of a request from a parent who does not have parental responsibility or where the granting of access contravenes a court order.
- Regard may be given to the wishes expressed by older students not to provide their parents with access to personal information. This will depend on the circumstances surrounding the request for access and involves considerations such as whether a child is mentally and emotionally mature to make a decision in relation to such a request.



Subject Name

Unit # | Outcome # | Area of Study #

SCHOOL ASSESSED COURSEWORK

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	#	#	#
B	#	#	#
			Total #

Student Name	
---------------------	--

<p>Assessment conditions</p> <ul style="list-style-type: none"> • # <p>Materials supplied</p> <ul style="list-style-type: none"> • Question and answer book of 7 pages. • Additional space is available at the end of the book if you need extra paper to complete an answer. <p>Instructions</p> <ul style="list-style-type: none"> • Students are permitted to bring into the test room: pens, pencils, highlighters, erasers and sharpeners.
--

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the test room.

I declare that this assessment submission is my individual work. Any assistance I received prior to its completion by any party was in strict accordance with the rules and guidelines as stipulated by the College and the VCAA. I have not worked collaboratively nor have I copied from another student's work or from any other source, except where due acknowledgement is made explicit, nor has any part been written/completed for me by another person.

Student Signature		Date	
--------------------------	--	-------------	--

Please note: Scores given for Unit 3 & 4 assessments are raw scores, and are subject to external moderation.



BEMIN
SECONDARY
COLLEGE

TEACHER GUIDE – AUTHENTICATION, RULES AND BREACHES

As a teacher you must establish guidelines for authentication, e.g. sighting work, checking progress, verifying resources. Students need clear directions on how, when and where to submit work. Remember no piece of work can be submitted for assessment twice.

These VCAA rules are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including:
 - a. text, websites and source material
 - b. the name/s and status of any person/s who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from another person in the preparation and submission of work.
 - a. **Acceptable** levels of assistance include:
 - i. the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which has been transformed by the student and used in a new context.
 - ii. prompting and general advice from another person or source which leads to refinements and/or self-correction.
 - b. **Unacceptable** forms of assistance include:
 - i. use of, or copying of, another person's work or other resources without acknowledgment.
 - ii. corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. A student must sign a general declaration that he/she will obey the rules and instructions for the VCE and accept its disciplinary provisions.
8. A student undertaking School-assessed Coursework or School-assessed Tasks tests must comply with examination rules.

If you have a student, you believe may have breached the rules:

See the Leading Senior School Year Level Leader/VCE Coordinator immediately. Keep in mind any belief that there may have been a breach of rules must be treated with the utmost confidentiality. Student will be afforded the opportunity to explain their actions at all times in an environment seeking to establish objective facts.

The work we do as teachers in creating a secure environment for the completion of assessed work is vital – secure environments reduce the likelihood of breaches.

When you believe a breach may have occurred or you cannot authenticate the work of a student:

Complete the following steps on Compass:

1. Select student
2. Complete chronicle entry
3. Complete 'Breach of rules form'
4. Make it not visible to parents / students as the Assistant Principal of Senior School will produce a letter advising of the breach and the time the meeting is to occur
5. Submit relevant work to the Assistant Principal of Senior School
6. The Assistant Principal of Senior School will advise you of the outcome



BEMIN
SECONDARY
COLLEGE

SENIOR SCHOOL ASSESSMENT POLICY

Definition of Terms

AUTHENTICATION

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

VCAA

The Victorian Curriculum and Assessment Authority, VCAA is responsible for the development and administration of the VCE as well as the curriculum for Years 7-10 students.

SATISFACTORY TASKS (VCE & VCE/VM SUBJECTS)

For each VCE Unit the VCAA prescribes a set of learning outcomes. In order for a student to gain an "S" (satisfactory completion) for a unit, they are required to complete all assessment tasks and to demonstrate an understanding of the outcomes for each unit. If these outcomes are not met, an "N" (Not Satisfactory) will be given for the Unit.

Student performance in each Unit is also graded in a number of assessment components:

- School assessed coursework (SAC)
- School assessed task (SAT)
- Examinations

SACs are assessment tasks that are performed primarily in class or in supervised after school time.

SATs are practical tasks that are worked on over a period of time in and out of class for Units such as Art Creative Practice, VCD, Media, and Food Studies.

In Units 1 and 2 the school sets the assessment tasks and reports S and N results to VCAA. In Units 3 and 4 the school reports S and N results and graded SAC and SAT results to VCAA. The reported grades may change after VCAA statistical moderation and contribute towards the ATAR.

REDEMPTION (VCE & VCE/VM SUBJECTS)

Redemption is the process of converting an Unsatisfactory grade in a particular assessment task to a Satisfactory grade. The original grade for the task will be retained for the purposes of reporting on school reports and/or to the VCAA. All tasks must be assessed as Satisfactory to pass the Unit.

DELAY OF DECISION

A Delay of Decision allows for a SAC or assessment task to be completed at a date later than the rest of the class due to the presentation of a Medical Certificate.

ACADEMIC REVIEW

This panel convenes to discuss issues of authentication, redemptions, N results and attendance. Students can write to the Progress Panel asking for a decision to be reviewed due to extenuating circumstances.

Rationale

All students have the right to complete their assessments under the same conditions in order to demonstrate achievement of the learning outcome(s) for satisfactory completion.

Policy

Authentication and Breach of Rules

Teachers will not accept work if they believe it has been copied from somewhere else. To show the teacher that your work is your own, you must:

- Regularly complete work in class
- Hand in work regularly throughout the semester
- Show the teacher drafts of work when required
- Keep ALL drafts, notes etc. until the end of the assessment

If an issue of authentication arises, your teacher will notify the Academic Review Panel via Compass of their concern. The Assistant Principal of Senior School will take steps with the student to establish authenticity of the work in question. This could include:

- a student review
- questions regarding content and development of the task
- evidence of development work
- a test of knowledge displayed in the final piece

The College has the power to impose any of the following penalties for plagiarism or for a substantive breach of the rules (which applies to the student who has breached as well as any student who has knowingly helped the student to breach):

- Warn a student
- Give a student an opportunity to resubmit work
- Refuse to accept a part of the work submitted and give a score on the remainder
- Refuse to accept the whole piece and give a zero score
- Assess the work as Not Satisfactory

Assessments – Class Tests, SACs, Exams

- Students must not bring materials to an assessment task other than those stipulated by the teacher
- Students must not bring any mobile phones or unapproved electronic devices into an assessment task.

Semester Exams

- Exams are compulsory for all Senior Years students and attendance is expected. A Medical Certificate must explain all absences from exams. Please notify your Senior School Year Level Leader if you will be absent from an exam.
- Students are only required to be at school for the duration of their nominated exam. If on the occasion that you have an exam in the morning session and an exam in the later session you are required to remain at school to complete organised study sessions.

Use of Computers

The loss of work or computer hardware failure is not a valid excuse for not submitting work. The following guideline is from the VCE Administrative Handbook and applies to all students at Bemn Secondary College.

A student who uses a computer to produce work for assessment is responsible for ensuring:

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made, the work is saved as a backup file, which should not be stored on the computer.

Redemptions - VCE & VCE VM Subjects

The following conditions will apply when students seek an opportunity to redeem work of an unsatisfactory standard:

- The student will be given one opportunity to formally redeem an assessment task
- If the student fails to redeem an unsatisfactory assessment task, then they may fail the Unit
- In the event that the student fails to redeem an unsatisfactory assessment task, the student may apply to the Senior School Panel for a review if they believe that special circumstance exists for a further opportunity to redeem
- The maximum number of redemptions per Unit will be advised by the subject teacher. If a student has more unsatisfactory assessments than the maximum number allowed, they will fail the Unit.

Redemptions are entered into Compass and are visible to students and parents.

In Unit 1 only, if a student failed the redemption due to extenuating circumstances, the student can apply to the Senior School Panel for Special Consideration for the Unit 1 Examination questions covering the assessment topic to be included in the decision for satisfactory redemption.

Units 1-4 SACs - Delay of Decision due to Illness

If a student is unable to sit a Unit 1 - 4 SAC due to an approved absence at a school activity, they are awarded a Delay of Decision and are required to organise a new time to sit the SAC with their Unit teacher.

If a student is absent for a Unit 1 - 4 SAC due to illness, a Delay of Decision will only be granted if on the day of their return to school the student submits a medical certificate for the date of the SAC and subsequent absences to the Year Level Leader and organises with their Unit teacher a time to sit the delayed SAC. Otherwise a zero grade will be awarded for the SAC and a Redemption required to gain a Satisfactory outcome.

If a student receives three delay of decisions for SACs using three separate medical certificates, they will need to attend a meeting with Assistant Principal of Senior School and Year Level Leader to discuss the frequency of their absences during SACs.

Late Work (Year 10 subjects)

Students are expected to complete the assessed work for a unit on a specified date. If not, then the subject teacher will report the overdue work on Compass which will state the final date for submission. Overdue work will awarded an S or N, it will not be graded.

Lost, Stolen or Damaged Work Statement

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record of the loss or damage but should not report it to the VCAA.

The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Review and Approval

Plan last reviewed	June 2024
Consultation	Consultation will occur with School Council, June 2024
Approved by	Principal*
Next scheduled review date	June 2025 to ensure ongoing relevance and continuous improvement, this plan will be reviewed every 2 years thereafter.



INVESTIGATION OF BREACHES OF SCHOOL-BASED ASSESSMENT

Advice to Staff and Procedures to follow

Note: for full details staff are directed to VCAA Administrative Handbook 2025.

Teacher's Responsibility In Managing Investigations

Procedures for suspected or possible breach of authentication rules

Senior school and VCE Teachers at BSC must satisfy themselves about the authenticity of any student work that

- it 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 student must provide evidence that the work submitted is their 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, for example drafts
- 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 or tests to demonstrate an understanding of the work.

Evidence which will be collected by the College to substantiate a breach of authentication will include the following:

- a record of student attendance
- the teacher's Authentication Record (for School-assessed Tasks and coursework assessment completed outside class time)
- a record of the teacher (s) judgement about the authenticity of particular work
- work of other student (s) which is similar or identical to that which is unable to authenticate
- a copy of relevant source material from which unacknowledged work was obtained

- a record of the outcome of any interview, discussion, supplementary assessment task or written test where the student has been asked to demonstrate his or her understanding of the work
- any admission from the student that work submitted was not his or her own.

Investigation of breaches of school-based assessment rules

The reporting of alleged breaches may be made by any person for example, a teacher, a student, a parent or an external party such as a tutor. Allegations will be handled sensitively and may need to be kept strictly confidential.

Preliminary Investigation

On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the Senior School Leader/VCE Coordinator. The original is to be retained by the Senior School Leader/VCE Coordinator. The student will be given a copy of the work.

Preliminary investigation on receipt of an allegation is conducted by the Senior School Leader/VCE Coordinator who will make recommendation to Assistant Principal, Senior School.

Detailed records of the preliminary investigation will be kept securely via Compass Notes only accessible to senior staff.

Investigation by Academic Breaches Panel

If the initial investigation determines there is any substance to an allegation that a student has breached VCAA School-based Assessment rules. If so, the evidence will be put to the College Academic Breaches Panel, as the decision-maker, for determination whether the allegations are proven, or not proven.

The Panel will consider investigation with an open mind and act fairly and without bias.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the School-based Assessment was to be undertaken (including the VCAA examination rules)
- the student's work
- if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
- samples of other work by the student for comparison, if relevant
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

Communications with student throughout Investigation of breaches rules

If this investigation suggests there is any substance to any allegation, the student will be informed in writing of the nature of the allegation and be invited to attend an interview to respond to the allegation. The student will receive prior notification of at least 48 hours, before the planned interview. The student will be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf. If a student elects not to attend an interview, they will be given an opportunity to respond in writing to any allegation against them. The student's parents or guardians will be advised of the nature of the allegations.

Opportunities for student to respond to allegations

If the allegation raises the suggestion that a student has submitted work that is not their own the student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work

- complete, under supervision, a supplementary assessment task related to the original task.

Decision-making and avenues of appeal

Suspected breaches of VCAA rules will be handled by a panel consisting of **Assistant Principal - Senior School** or the VCE Coordinator. Students will receive, in writing, a statement outlining the nature of the suspected breach of rules and will be given an opportunity to respond. A meeting of the **Panel**, student and parent will be organised.

The student will be notified of the outcome of the Breach of Rules Panel in writing. If the student disagrees with the outcome of the Breach of Rules Panel, they may formally appeal to the VCAA.

Breach of authentication penalties include:

If the College is satisfied on the basis of evidence that the student has submitted work that is not their own, or the student is in breach of other written rules set by the VCAA or the College, then the College has the power to impose any of the following penalties:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome
- the decision-maker will inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA. The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the college to confirm these matters in writing.

Avenues of Appeal - against college decisions about breaches of VCAA Rules

If students are not satisfied with the decision of the school breaches panel they will be informed of student's statutory right of appeal against the school's decision is contained within **Section 2.5.21 of the Education and Training Reform Act 2006 (Vic)**, which outlines that a student may appeal to the VCAA against a decision by the college, and any penalty imposed by the college, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. For further information please refer the VCAA Handbook.

Following the interview, conducted by the VCAA, the College will notify both the student and the VCAA, in writing and within seven days, that it has either:

- rescinded its decision and any penalty imposed
- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

Ensuring confidentiality of students and Staff information

The College will protect the confidentiality of students' personal and academic details. Teachers are responsible for keeping and maintaining accurate and secure records of student assessment scores. The College will communicate this achievement with the VCAA through the VASS data entry system. The system security is designed so schools can only view the details of students if the school is their 'home school', or they are being assessed in at least one unit by the school.

Review and Approval

Plan last reviewed	June 2024
Consultation	Consultation will occur with School Council, June 2024
Approved by	Principal*
Next scheduled review date	June 2025 to ensure ongoing relevance and continuous improvement, this plan will be reviewed every 2 years thereafter.