



# VCE and VCE VM Administrative Handbook 2024



Saint Ignatius College Geelong



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## 2024 VCE and VCE VM Administrative Handbook

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### Introduction

This publication is produced annually for students, parents and guardians. It is designed to be read in conjunction with the school's Subject Information Booklets published in the preceding year.

It explains the Victorian Curriculum and Assessment Authority's (VCAA's) rules and the school's rules and procedures for the administration of the VCAA's senior certificates which are offered at SICG. Enrolment in any senior certificate course offered at SICG is contingent upon students agreeing to abide by these rules and procedures.

Information contained in this handbook is accurate at the time of publication. The VCAA may update its rules and requirements during the year. Students, parents and guardians will be informed of any changes through the school's newsletter.

### General declaration

Before undertaking any studies, all students must sign an agreement to abide by VCAA regulations. This is done by completing and submitting the VCAA Student Personal Details Form. It is essential for students to understand the regulations and procedures that will be applied throughout their senior secondary program. All students and parents or guardians are strongly encouraged to familiarise themselves with the contents of this handbook. The Senior Certificate Coordinator is readily available as a point of contact to offer assistance and to clarify any matters as required.

### Eligibility for the award of a senior secondary certificate

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The Vocational Major (VM) has been a program within the VCE since 2023.

The VCE is designed to be completed over a minimum of two years and includes VCE curriculum components and programs from Vocational Education and Training (VET) qualifications.

Students at SICG will be enrolled in one of the two options below:

- The VCE – which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR)
- The VCE VM – which includes studies with school-based assessments that do not provide a study score towards an ATAR

Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, students 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 unit completion is determined by the school, in accordance with VCAA requirements. All students at SICG undertake Religious Education as part of their senior program.



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### VCE requirements

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.

### VCE VM requirements

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.

### Credit for VET studies in the VCE

Contribution towards the VCE for certificate type VE3 programs is calculated via block credit recognition. Credit is to be awarded in the VCE on the basis of achieving Units of Competency (UoCs) The level of credit is determined by the AQF level of the qualification in which the UoC are undertaken. Students who aggregate results from more than one VET training program may be eligible for credit for all of their training, subject to completion of sufficient hours.

The rules for the award of credit in the VCE are as follows:

- Certificate I qualifications do not provide any credit in the VCE
- Certificate II qualifications provide credit at VCE Units 1 and 2 only, with each completed 90 nominal hours of training providing one unit of credit. Credit accrues with hours of training completed in the following sequence: Units 1, 2, 1 and 2, up to a maximum of six units
- Certificate III qualifications provide credit at VCE Units 1–4, with each completed 90 nominal hours of training providing one unit of credit. Credit accrues with hours of training completed in the following sequence: Units 1, 2, 3, 4, 3 and 4, up to a maximum of six units



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- Certificate IV and above qualifications that are pre-approved by the VCAA provide credit at VCE Units 3 and 4, with each completed 90 nominal hours of training providing one unit of credit. Credit accrues with hours of training completed in the following sequence: Units 3, 4, 3 and 4, up to a maximum of four units

### Requirements of schools

For all units in the VCE, schools must specify the work that a student is required to do to achieve an S for a unit and the conditions under which the work is to be completed. The school must inform each student in writing of the following:

- all set work and assessment they need to complete to achieve an S for the unit
- all work they need to complete for school-based assessment for the assessment of levels of achievement
- requirements for class attendance
- rules on plagiarism, cheating and authentication of school-based assessments
- instructions on how to submit work
- timelines and deadlines for completing work
- procedures for obtaining an extension of time
- procedures for lodging an internal school appeal

These requirements are addressed both in this handbook and/or by subject teachers in written information provided during courses of study.

### Requirements of students for satisfactory completion of VCE units

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

- produced work that demonstrates achievement of the set of outcomes specified in the study design submitted work that is clearly their own

Decisions about satisfactory completion of a unit are solely the responsibility of the school and based on the teacher's judgement of the student's overall performance on a combination of set coursework and assessment tasks related to the outcomes.

Students are provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve the outcomes for the unit.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

For VCE units, excluding VM studies, final school-based assessment scores in units 3 and 4 studies contribute to the calculation of a study score. VCE VM studies do not receive a study score.

Students may not resubmit work to improve a school-based assessment score.



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### Not satisfactory VCE unit result

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

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task (which can include time granted through an extension for any reason or a special provision or both)
- the completed work cannot be authenticated, for example, through lack of attendance
- the material presented is offensive in nature, especially if it contains racial, anti-religious or homophobic language, pictures or slogans
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

### Submitting further evidence for satisfactory completion

Where an assessment item combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice supports students who do not demonstrate achievement of the outcome being given additional opportunities to meet the outcome. For example, a teacher may consider work previously submitted, provided it meets the requirements, as a way of demonstrating the outcome.

This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the outcome. The school may decide to delay the decision about satisfactory completion for a negotiated amount of time 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 N to an S for the outcome. Students may not resubmit to improve a school-based assessment score.

### VCE unit result of J

If a student is no longer attending a unit but they have not officially withdrawn by signing a Student exit form, the symbol J will be recorded in the administrative software.

The J result will be used if the student:

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

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



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### **Satisfactory VET unit of competency result**

Students will receive an S for a unit of competency (UoC) if they have been assessed as competent in the unit. The final assessment decision is made by their registered training organisation (RTO).

Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete UoCs. Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence. The exceptions are some smaller Certificate II qualifications where the credit is only at Units 1 and 2 levels and some larger Certificate III qualifications that may provide two Unit 3–4 sequences.

### **Not yet competent VET result**

Students will receive an N (not yet competent) result for a UoC if they have not yet demonstrated competence. This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the UoC. If a student has not met sufficient UoCs to the nominated hour value to be awarded satisfactory completion of a VCE VET unit, the result will be left blank.





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### Assessment

#### VCE School-based assessment

There are two forms of school-based assessment for VCE units:

- SACs refer to school-assessed coursework, which consists of a set of tasks that assesses each student's level of achievement in the outcomes as specified in the study design. For units 3 and 4, schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.
- SATs refer to school-assessed tasks, which are set by the VCAA to assess specific sets of practical skills and knowledge in subjects such as Art Creative Practice; Applied Computing; Media; Product Design and Technology; Systems Engineering; and Visual Communication Design. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. For units 3 and 4, schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

Initial school assessments for Units 3 and 4 may change following statistical moderation of school-based assessments.

#### Authentication

One of the VCAA's rules is that students must make sure that all work submitted for assessment is genuinely their own.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, the submission of their work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

#### Rules for authentication of school-based assessment

Students must observe and apply the VCAA authentication rules for all school-based assessments. Students must sign an Authentication Record form for work done outside class when they submit the completed task.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise the work of someone else or other source
- not cheat
- acknowledge all resources used, including:
  - texts, websites and other source material
  - the name and status of any person who provided assistance and the type of assistance provided



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- not receive undue assistance from another person, including their teacher, or source, in the preparation and submission of work.

Acceptable levels of assistance include:

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

Unacceptable forms of assistance include:

- use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement
- use of or copying sample answers provided by their teacher, another person or another source
- corrections or improvements made or dictated by another person, including their teacher, or another source
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules

Any matter that involves an alleged breach of rules will be handled according to the procedure outlined in this handbook.

### **Additional rules and procedures for VCE school-based assessments**

#### **SACs**

Written notification of a SAC is to be provided to students at least one week prior to the assessment taking place. The SAC notification will include the following:

- Area of Study and the outcome being assessed
- Length of the task (eg. required number of words), if applicable
- Amount of time allowed to complete the task
- Materials permitted
- Conditions under which the assessment will be undertaken and instructions for its submission

SACs will be completed by students in accordance with the VCAA examination rules.

Students will submit work for school based assessments in a timetabled lesson specified by the teacher.

Work will be submitted either by hand or through the submission of an assignment in Canvas, as outlined in the conditions under which the assessment will be undertaken.

Normally, SACs completed in class will be submitted at the end of the lesson. If the assessment is undertaken over more than one lesson, the subject teacher will specify the submission date and the deadline for submission.



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### SATs

Students are responsible for their work and must ensure its safety at all times.

All ongoing work for SATs should be presented regularly to the teacher to monitor and assess progress.

All assessed work must be submitted to the subject teacher on the due date by 4:00 pm.

A receipt will be issued to the student by the subject teacher.

### Extensions of time

An extension of time for an individual student to complete a task may be granted only in special circumstances.

Eligibility for the rescheduling of an assessment task or extra time to complete work is limited to those students who have been adversely affected by significant illness or by factors relating to their personal environment or disadvantaged by a disability or impairment.

A student may request an extension of time for submitting school-based assessments by completing an application form, available from their Head of House and submitting this at least three school days prior to the assessment date.

Each case will be decided on its own merits and approval is not automatically granted. In most cases, students will be required to complete the outstanding work within 5 school days of being granted an extension.

An extension of time may be permitted, but not into the next academic year.

Extensions for tasks related to units of competency (UoCs) contributing to scored VCE VET sequences cannot be permitted beyond the final date for results submission. Unit completion is essential for finalising study scores, which must be calculated at the same time for all VCE studies.

### Non-submission of work for assessment

In all but exceptional cases, students who fail to submit work for assessment on the due date will not receive a score.

The Senior Certificate Coordinator and/or Deputy Principal (Learning and Teaching) has the discretion to make a decision when a student has failed to submit work and there are genuine reasons that ought to be taken into consideration.

### Care in the use of technology

A student who uses technology to produce work for assessment is responsible for making sure:

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- hard copies of the work in progress and backup versions are produced regularly

Computer failure cannot be accepted as a reason for submitting work late or not submitting work.



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In the event that work is lost or damaged, a complete written statement describing circumstances of the incident must be provided to the Senior Certificate Coordinator as soon as is practicable after the loss or damage occurred. The Senior Certificate Coordinator, acting on advice from both the teacher and the student's Head of House, shall determine the course of action to be taken and/or the unit result for the student.

### Feedback on assessed work

After work is submitted and assessed, teachers will provide the following feedback:

- Advice about strengths
- Advice about particular problem areas
- Advice on where and how improvement can be made for further learning
- Reporting an S or N decision and/or written comments on the student's performance against the outcomes
- Levels of achievement will be reported using numerical values e.g. 25/30.

These results are derived from teachers using the VCAA's criteria

Students are encouraged to ask any questions they may have about their assessment to clarify their understanding and to improve their future performances.

### Procedures for lodging an internal appeal

Students have a right to request that the score given by a teacher on any assessment task or unit result be reviewed. The following procedure should be followed if a situation arises.

- The student must request in writing that the score or unit result be reviewed not more than 5 school days after the receipt of their score or result; the request is to be made to the subject teacher along with supporting reasons
- The Learning Area Leader will reassess the work in question and inform the student in writing of the outcome
- The initial score will be disregarded and the score achieved on the regraded work will stand unless it is a reduced score
- There is no further appeal after this point. The VCAA has stated that it is the responsibility of schools to determine internal results



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### VCE Examinations

All VCE written examinations and the GAT are undertaken at SICG in accordance with the [VCAA's Examination Rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) <https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx>

### General Achievement Test

The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies.

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. GAT results are also used in the calculation of the Derived Examination Score (DES).

No special study is needed. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning.

#### Date

In 2024, the GAT is scheduled to take place on Tuesday 18 June.

### GAT structure

The GAT is structured into Section A and Section B, with a range of question difficulties.

Marks are not deducted for incorrect answers.

Time allocations are provided for each component to make sure students attempt all sections of the GAT. Even if one section is not completed within the suggested time allocation, students should move on to attempt the next section. Students can return to any incomplete questions at the end of the test.

Section A is comprised of:

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

Section B is comprised of:

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



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### The requirement to undertake the GAT

Requirements are as follows:

#### Both Sections A and B

- Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequences, including students not planning to undertake scored assessment even if they have met the standards in a previous year

#### Section A only

- Students enrolled in one or more VCE VM Unit 3–4 sequences but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences

If a student has already met the standards in a previous year and they are enrolled in VCE VM but not in any VCE or scored VCE VET Unit 3–4 sequences, they will not be expected to sit Section A. However, they may opt to do so if they wish.

### Victorian Literacy and Numeracy Standards

Section A of the GAT assesses whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

### 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 condition, circumstance or impairment for which arrangements cannot reasonably be made. Special Examination Arrangements (SEAs) for the GAT can be provided for students with a vision impairment or students who are deaf or hard of hearing
- they are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event

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:

- an accident before or on the day of the GAT
- attendance at a funeral of a family member or other person of close relationship
- required attendance at a legal proceeding

Applications submitted on the basis of illness, injury, personal trauma or a serious intervening event require independent evidence from an appropriate professional.

A request for an exemption from the GAT on the grounds of requiring Special Examination Arrangements (SEAs) will not be approved unless the necessary arrangements exceed those normally offered for the GAT.

Students who experience the onset of an illness, the exacerbation of an existing condition or the occurrence of an injury or personal trauma in the period before or on the day of the GAT should discuss with the Senior Certificate Coordinator an application for Emergency Special Examination Arrangements, which may assist them to sit the GAT.



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### Students not completing any graded assessments

Students not completing any graded assessments associated with VCE or scored VCE VET Unit 3–4 sequences are expected to sit the GAT and will not be granted an exemption on these grounds.

### Completion of VCE units without calculation of a study score

All students enrolled in the VCE, excluding students enrolled in the VCE VM, are strongly encouraged to undertake scored assessment. Scored assessment provides VCE students a more detailed record of student achievement and is the best way to maximise employment opportunities and pathways to further education.

The VCE provides the flexibility to satisfactorily complete units without being assessed for levels of achievement in all or any graded assessments (two graded assessment scores are required to achieve a study score).

In some cases, where students are at risk of not completing or have other valid reasons for not undertaking scored assessment such as no intention of undertaking further study, the school may advise them to undertake one or more VCE units without being assessed for levels of achievement in those units or sitting examinations.

Students must still undertake all requirements of the outcomes specified for the unit which includes any school-based assessment, and must meet the school's minimum attendance requirements.

Approval to complete VCE units without the calculation of a study score may only be granted following the completion of an application form available from their Head of House. A meeting of the student, their parents or guardians and the school's Work and Further Education Coordinator also forms an important part of this process.

## Attendance

### VCE and VCE VM attendance

All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to demonstrate sufficient class attendance to fulfil the time and work requirements of the unit. The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of the school's attendance policy, the school may be unable to authenticate the student's work completed across the outcome. Where the school chooses to assign an N result for the unit, because the work cannot be authenticated, the school must assign an N for the outcome or outcomes that cannot be authenticated.

VCE VM programs often include learning outside the school, including VET classes and structured workplace learning. Expectations related to these settings are set by the RTO or workplace.



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### **SICG's expectations regarding attendance**

The school expects that all VCE and VCE VM students maintain 100% attendance with the exception of explained absences for illness, co-curricular involvement and other legitimate exemptions.

If a student's attendance is less than 80% (Explained and Unapproved Absences combined) they will be unable to satisfy the 50 hour requirement and may receive an 'N' result for that unit. Student attendance is recorded every lesson by the teacher assigned to take the class.

Attendance is monitored regularly by the student's Mentor and subject teachers who may issue a notice of concern about attendance via XUNO.

The VCAA requirements mean that a VCE student may complete all work requirements and return satisfactory assessment results, but may still receive an overall "Not Satisfactory" for a unit if their attendance record is unsatisfactory.

Where a student has been absent from school for a prolonged period because of illness, or other special circumstances, parents or guardians will need to make an appointment with the student's Mentor and Head of House to discuss transition back to school and the implications of the prolonged absence.

### **Absences from school**

Student absences from school are to be explained by parents or guardians either prior to their occurrence or as they occur, as per the school's attendance policy.

### **Absences from Assessment Tasks (SACs or SATs)**

#### **The rescheduling of missed assessments:**

The subject teacher will issue a letter to the student and parents via XUNO, indicating the date on which a rescheduled task will take place, which will be during a supervised assessment session commencing after school at 3:15 pm. The task may be undertaken sooner by arrangement with the teacher. Students are responsible for making such an arrangement and are expected to be proactive and prompt about this, given that assessment tasks cannot be indefinitely delayed.

Where an arrangement is made by mutual agreement, this will be confirmed in an email to the student from the teacher.

If no arrangement is made with the subject teacher and the student does not attend the supervised assessment session commencing at 3:15 pm the student may forfeit the score for the assessment task and be awarded an N (not satisfactory) result for the unit.

The Senior Certificate Coordinator and/or Deputy Principal (Learning and Teaching) has the discretion to allow a score to be included when a student has been absent and there are genuine reasons for the absence that are to be taken into consideration.





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### The requirement for absences to be approved:

Students who are absent when SAC/SATs are conducted or on the due date will not receive a score unless their absence is approved.

For Units 1 to 4 studies, this must be confirmed by a medical certificate or Statutory Declaration (signed by parents or guardians), indicating clearly why the student was unable to attend school on the day of the assessment. Legitimate absences would be due to illness, or notice of the death of a close relative.

Medical certificates and Statutory Declarations are to be lodged with Senior Certificate Coordinator without delay.

If the absence is not approved and confirmed within five school days of the student's return to school, the student may forfeit the score for the assessment task but may still complete the work to demonstrate achievement of the outcome and to attain an S for the unit.

### Absence from assessment due to involvement in approved school-based activities:

Students involved in school based extra-curricular activities should, unless there are exceptional circumstances, give priority to their timetabled classes and attend for assessment. Students are expected to consult with the subject teacher concerned to request that their approval is given for absence due to a school-based activity.

The outcome of the request will be confirmed in an email to the student from the teacher. If the subject teacher declines the student's request, the student will be expected to attend as usual for the scheduled assessment. Where the subject teacher gives approval, the procedure outlined above for the rescheduling of missed assessments will apply without the requirement to produce further documentation.

### Absence from study periods

Scheduled, supervised study lessons appear on a student's timetable. Students are expected to attend these sessions and come suitably equipped to complete silent private study. Students who do not attend these study periods will be considered to be truant and will be dealt with under the school's discipline policy.

### Absence due to family holidays is unapproved

Parents and guardians of VCE students are requested not to make arrangements for family holidays during the school terms. Family holidays are regarded as Unapproved Absences and may have serious consequences in regard to a student's ability to successfully complete their certificate. Students attempting school based assessments in Unit 3 and 4 subjects will not, in most cases, be able to have them rescheduled to leave early for holidays during the school term. Extended absence due to holiday breaks can jeopardize student performance in terms of lost tuition and there may not be the opportunity for the student to redeem the lost time. Such a substantial breach of the school's attendance policy may mean that the school is unable to authenticate a student's work completed for an outcome. In such cases the student may receive an N (Not Satisfactory) result.

### Attendance at Unit 3 and 4 practice exams is compulsory

The school conducts a full suite of supervised practice exams for Unit 3 and 4 subjects during the second week of the September break. Preparation for, and attendance at these practice exams is compulsory for students undertaking scored programs, with feedback informing their preparation for the VCAA exams commencing in October.



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### **Attendance at Unit 1 and 2 end of semester exams is compulsory**

All students attempting Unit 1 and 2 subjects will be expected to undertake all of their end of semester exams; both mid-year and end of year. The exams have significant educational merit. Results are used as both indicators of knowledge and skill levels and provide a predictor as to the suitability of a student to pursue further studies in a particular subject area.

### **Exiting the College before the end of the school year**

A student who wishes to exit school before the end of the school year must complete a School Exit Form available from the Registrar. This form must be completed and lodged with the Registrar prior to the student's last day.



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### Special Provision

Special Provision provides students completing the VCE or VCE VM who are affected by illness, disability or other personal circumstances with an opportunity to participate in and complete their secondary level studies.

Special Provision is available for:

- classroom learning
- school-based assessments
- VCE external assessments

### Classroom learning and school-based assessments

Approved special provision for classroom learning and/or school-based assessments can take a number of forms including:

- completing classroom activities and assessment tasks at a different time
- being given extra time to complete work or assessment tasks
- completing a different assessment task or a different type of task
- using technology, aides or other special arrangements to assist with classroom learning or assessment tasks

The school has responsibility for determining a student's eligibility for special provision for classroom learning and/or school-based assessments. Eligibility is assessed once an application available from the student's Head of House is completed and lodged with the Senior Certificate Coordinator.

If a student's application for special provision for classroom learning and school-based assessment is rejected, either in full or in part, the student will be advised in writing of the reasons for the decision within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision.

### VCE external assessments

Approved special provision for one or more of the VCE external assessments can be in one or both of the following:

#### Special Examination Arrangements (SEAs):

Common examples of approved Special Examination Arrangements include rest breaks, extra working time and use of computers and/or assistive technology.

The VCAA has responsibility for determining a student's eligibility for Special Examination Arrangements for VCE external assessments including the GAT.

The school is responsible for submitting an application for Special Examination Arrangements on behalf of a student.



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### Derived Examination Scores (DES):

A student who is significantly affected by the onset of an illness, or the occurrence of an injury or personal trauma at the time of their VCE examinations can apply for a DES.

If the DES is approved, the VCAA will record the DES as the final score if it is greater than the achieved external assessment score.

Students are responsible for submitting DES applications. The VCAA will assess each application and communicate the outcome to the student and their school.

### Applying for Special Provision

Any student who believes they may be eligible for any form of Special Provision, should seek advice from their Head of House as an initial step.

An extensive amount of information about Special Provision can be found on the [VCAA website](https://vcaa.vic.edu.au/administration/special-provision)  
<https://vcaa.vic.edu.au/administration/special-provision>

The VCAA's Special Provision section can be contacted by:

Telephone: 1800 205 455 (the national telephone interpreting service is available on 131 450).

Email: [vcaa.special.provision@education.vic.gov.au](mailto:vcaa.special.provision@education.vic.gov.au)

### Changing VCE Subjects

The process and relevant dates are below:

- The student is to speak with their Head of House about their intent to change subjects
- The student will receive a Change of Subject Request Form to complete and then lodge this with Senior Certificate Coordinator
- The form will be reviewed and if necessary the student will attend an interview with the Senior Certificate Coordinator to discuss the proposed changes
- It may not be possible to accommodate the request due to timetable and class size constraints
- Accommodating the request may also necessitate additional class changes
- On receipt of a new timetable confirming the requested changes, the student will change classes

Students must not change classes until and unless they are in receipt of a new timetable, which will be distributed to students at the earliest possible time.

In 2024, the final dates for changes are:

- Unit 3 and 4: Week 1 of Term 1 – by Friday 2 February
- Unit 1: Week 2 of Term 1 – by Friday 9 February
- Unit 2: Week 2 of Term 2 – by Friday 26 April



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### Senior pathways transfers

All senior students at SICG are offered ongoing pathways advice.

A comprehensive program of pathway planning is offered to students prior to their selection of subjects and programs in their senior years at the College. Students participate in career information days, external seminars, pathway planning sessions and information evenings. Involvement in such events is expected for all students and parents in order to be well informed about pathway options at the College. However, there are situations when students find the selections they have made have not proven to be the best option for their preferred pathway. They may at this time consider a change to their senior program which may include a request to transfer between senior certificates.

The College manages such transfers to support student needs, whilst balancing student learning within our operational framework. Transfers need to be managed in a fair and equitable manner whilst ensuring the integrity of all programs on offer.

The procedure outlined below establishes a clear process for administering transfers and provides for:

- Recognition of the need of the school to deliver a viable educational program
- Recognition of the needs, wishes and well-being of students
- Fair and impartial decision making

### Eligibility for transfer

- The procedure is to be read in conjunction with information contained in the SICG Senior Pathways Booklet
- Nominations for transfer will be processed after consultation has occurred between the student, parents or guardians, the Senior Certificate Coordinator and the student's Head of House
- Final approval for individual requests is at the Principal's discretion

### Requirements

Any VCE student wishing to transfer into VCE VM pathway must have:

- A VET subject as part of their program
- Ability to organise a work placement for the relevant day of placement
- An understanding that required OH&S units must be completed prior to undertaking work placement

### Important considerations relating to the transfer of VCE students into the VCE VM program

- Attendance
- Responsibility for own learning
- Levies
- SWL – one day per week Semester 2 for Year 11 and one day per week for Year 12 students
- VCE VM curriculum
- VET



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### **Important considerations relating to the transfer of VCE VM students into the VCE program**

Any VCE VM student wishing to transfer into Year 12 VCE must have:

- Successful completion of at least 4 Unit 1 and 2 studies; ie. an S result for a total of 8 units including at least one unit from the English group of studies (English, Literature, English Language and VCE VM Literacy)

#### **Procedure**

- The student is to discuss subject options with the Time-tabler, their Head of House and the Work and Further Education Coordinator
- The Student and their parent/s or guardian/s meet with the Head of House and the Work and Further Education Coordinator to review their pathway
- The student is to complete the required Transfer Application Form and lodge this with Senior Certificate Coordinator



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### Statements of Results

#### VCE completion of units

There are two symbols for reporting completion of units on a VCE Statement of Results issued by the VCAA (and on SICG Semester Reports):

- S (satisfactory), which means all outcomes as specified in the study design have been achieved
- N (not satisfactory), which means that not all outcomes have been achieved or there was a significant breach of VCAA or school rules.

#### VET satisfactory completion of units of competency

Units of competency (UoCs) that have been satisfactorily completed are reported on the student's VET Statement of Results. UoCs not yet completed, although recorded on the administrative software, will not appear on the student's VET Statement of Results.

VCE VET units are reported on the VCE Statement of Results. All certificates and statements of attainment are awarded by the student's registered training organisation (RTO).

#### VET statements of results

VET statements of results are issued to students who satisfactorily complete UoCs in a VCE VET program, a School-based Apprenticeship or Traineeship, or a VET certificate.

Each statement of results contains a cumulative record of achievement for all UoCs undertaken towards a certificate with a current enrolment. If students are undertaking more than one VCE VET program but are yet to complete all UoCs, results for all programs may appear on one Statement of Results.



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### School-based assessment: Breaches of rules and investigations

Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party such as a tutor.

Allegations will be handled sensitively and may need to be kept confidential.

On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work will be retained by the school. The student will be given a copy of the work.

#### Procedure

On receipt of an allegation, an investigator will be appointed by a Deputy Principal (Learning and Teaching / Students) to conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.

The student will be advised that an investigation is to take place.

If the investigation suggests there is any substance to any part of the allegation, the student will be informed in writing of the nature of the allegation and be invited to attend an interview to respond. A minimum of 24 hours' notice of the interview will be given to the student, who will have 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.

The Principal will make the decision following receipt of a report from the investigator.

Given the school's policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:

- refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent 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

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

- the findings of the Principal in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act (2006), including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school





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### Further information

#### Senior Certificate Coordinator | Andrea Dart

Tel: 5251 1136

Email: [darta@ignatius.vic.edu.au](mailto:darta@ignatius.vic.edu.au)

#### Director of Senior School | Kirsty Allan

Tel: 5251 1136

Email: [alllank@ignatius.vic.edu.au](mailto:alllank@ignatius.vic.edu.au)

#### VCAA General Enquiries

Tel: +61 3 9032 1629

Email: [vcaa@education.vic.gov.au](mailto:vcaa@education.vic.gov.au)



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## 2024 VCE and VCE VM Administrative Handbook

### Glossary of Terms

**ATAR** – Australian Tertiary Admissions Rank refers to the overall score achieved by students undertaking assessed programs at Units 3 and 4 level and used by the VTAC in the process of making offers of places for post-secondary education

**Assessment Tasks** - Tasks used to measure each student's level of achievement.

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

**General Achievement Test (GAT)** - The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. GAT results are also used in the calculation of the Derived Examination Score (DES).

**Outcomes** - Achievement requirements for a unit of study. Students are required to demonstrate achievement of all outcomes in a unit to achieve credit towards their certificate

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

**Registered Training Organization (RTO)** – A provider of training registered to deliver and assess VET programs

**Satisfactory Completion** - Satisfactory completion of a unit will be based on completion of all the outcomes prescribed for the unit

**School Assessed Coursework (SAC)** – Assessment tasks used to measure each student's level of achievement, assessed within the school

**School Assessed Task (SAT)** – Extended assessment tasks to be completed by students undertaking a Units 3 and 4 sequence in: Art Creative Practice; Applied Computing; Media; Product Design and Technology; Systems Engineering; or Visual Communication Design. These tasks may be completed both in class and at home. If students are permitted to complete part of the task at home, the “Authentication Record for School Assessed Tasks” needs to be completed on a regular basis

**Semester** - Equivalent to half a school year

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



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

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

**Study Design** - The study design describes the units available within the study and prescribes the objectives, areas of study, outcomes, coursework requirements and assessment tasks. These are available on the VCAA website

**Unit** - A semester-length component of a study

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

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

**Units of Competency** – Units that contribute to scored VCE VET sequences

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

**VCE** - Victorian Certificate of Education

**VCE VM** – Victorian Certificate of Education Vocational Major

**VET** – Vocational Education and Training

**VRQA** - Victorian Registration and Qualifications Authority - responsible for the accreditation, registration and certification of all qualifications in Victoria

**VTAC** – Victorian Tertiary Admissions Centre - responsible for collecting tertiary preferences and making offers of places to VCE graduates on behalf of tertiary institutions



# Saint Ignatius College Geelong

## 2024 VCE and VCE VM Administrative Handbook

### Appendix A

### State of Victoria Statutory Declaration

I, \_\_\_\_\_

[full name]

of \_\_\_\_\_

[address]

\_\_\_\_\_ ,

[occupation]

do solemnly and sincerely declare that:-

**I acknowledge that this declaration is true and correct, and I make it with the understanding and Belief that a person who makes a false declaration is liable to the penalties of perjury.**

Declared at \_\_\_\_\_

.....

Signature of person making this declaration

[to be signed in front of an authorized witness]

This \_\_\_\_\_ Day of \_\_\_\_\_ 20 \_\_\_\_

Before me,

.....

Signature of Authorized Witness

The authorized witness must print or stamp his or her name, address and title under section 107A of the *Evidence (Miscellaneous Provisions) Act 1958* (as of 1 January 2010), (previously *Evidence Act 1958*), (eg. Justice of the Peace, Pharmacist, Police Officer, Court Registrar, Bank Manager, Medical Practitioner, Dentist).