



VCE Administrative Handbook 2026



Beaumaris
Secondary
College

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Section 1: Principal's Address

The Victorian Certificate of Education represents an important stage in each student's learning journey, offering both challenge and opportunity. At Beaumaris Secondary College, we are committed to supporting our students through this time within a learning environment that values curiosity, high expectations and a strong sense of community.

At the heart of our college is a belief that every young person thrives when they feel connected, supported and challenged in their learning. Our vision is to create an environment that fuels curiosity, challenges thinking and instils a strong sense of purpose within our community. Beaumaris Secondary College is more than a school; it is a vibrant community where identity, belonging and personal success are nurtured. We invite every student and family to join us on this journey.

At Beaumaris Secondary College, students belong to a community where to learn is to grow. Through authentic relationships, shared experiences and a culture of respect, students develop a strong sense of connection to their peers, teachers and the broader college community.

Students are guided by our CORE values—Curiosity, Optimism, Respect and Excellence—and understand that these values shape both their learning and character. These principles influence how we approach challenges, how we support one another and how we contribute positively to the world around us.

Most importantly, students become their best selves through their learning journey. The VCE years are a time for young people to discover their strengths, develop independence and take ownership of their learning. Through persistence, reflection and commitment, students grow not only academically, but as thoughtful and capable individuals who will help design the future.

Central to this journey is a rigorous and engaging curriculum that encourages students to think deeply, explore ideas and develop the knowledge and skills required for success beyond school. We are committed to providing a pathway for every young person, recognising that each student's aspirations and destinations are unique. Through the breadth of opportunities available at the college, students are supported to pursue pathways that align with their interests, talents and goals.

The Handbook outlines the processes and expectations that support the integrity, fairness and success of our VCE program. It is designed to ensure that all members of our community understand the structures that underpin our teaching, learning and assessment practices.

I encourage all students and families to engage with this Handbook and the opportunities that the VCE journey provides. Together, through The Beaumaris Way, we cultivate a culture of curiosity, collaboration and growth.

I look forward to the achievements and contributions of our VCE students as they continue their journey at Beaumaris Secondary College.

Mr Stephen Bourbon
Principal

Section 2: Introduction

This Handbook applies to all students undertaking the Victorian Certificate of Education (VCE) and the VCE Vocational Major (VCE VM) studies at Beaumaris Secondary College, including Year 10 students enrolled in VCE units.

This Handbook outlines the key expectations, processes and supports for students undertaking the VCE and the VCE VM. Further information is also provided regarding Vocational Education and Training (VET) programs and School-Based Apprenticeships and Traineeships (SBAT) and Higher Education Studies.

This Handbook and all subject-specific course outlines are provided to students and families to communicate the policies, expectations and assessment requirements for the successful completion of VCE and VCE VM studies.

The following are VCE policies that support these values and have been informed by the VCAA VCE Administrative Handbook. This Handbook explains:

- Attendance and engagement requirements
- Assessment processes, School Assessed Coursework (SAC) and School Assessed Tasks (SAT) expectations, and consequences for non-submission
- Academic integrity standards and authentication procedures
- Special provision processes, including Special Exam Arrangements (SEA), Emergency Special Exam Arrangements (Emergency SEA) and Derived Examination Scores (DES)
- Behaviour, conduct and wellbeing expectations
- Reporting and communication processes
- Promotion, progression and completion requirements
- Examinations
- Roles, responsibilities and key contacts
- Additional senior-school-specific information

This document should be read together with:

- [The VCAA VCE Administrative Handbook](#)
- [VCAA Study Designs](#)
- Beaumaris Secondary College policies published on the college website: [Policies - Beaumaris SC](#)
- Subject-specific course outlines provided to students

Section 3: General VCE Advice

Success in VCE is built on consistent effort, thoughtful planning and a balanced approach to learning. The following provide a foundation to help students maximise their achievement while maintaining wellbeing throughout the year.

Goals

Setting clear and realistic goals gives direction and purpose to your VCE journey. Effective goals are specific, measurable, achievable, relevant to your personal aspirations and time bound. Short-term goals (such as completing weekly revision or improving SAC performance) support long-term ambitions. Regularly reviewing and adjusting your goals keeps you focused, motivated and accountable, and helps you track your progress across the year.

Maintaining Balance

VCE is demanding, but maintaining balance is essential for sustained performance. Prioritising sleep, exercise and healthy habits supports both academic success and mental wellbeing. Structured study routines, combined with scheduled breaks, help prevent burnout. Students who maintain balance are more resilient, better able to manage stress, and more likely to remain consistent in their learning throughout the year.

Effective Use of Sessions

Session time is your most valuable learning opportunity. Being prepared, actively participating, asking questions and seeking clarification during sessions significantly improves understanding. Taking thorough notes, engaging in discussions and completing tasks with focus ensures that key knowledge and key skills are understood the first time. Students who use session time effectively reduce the need for reteaching themselves content at home and are better prepared for assessments.

Engaging with College Supports

Successful VCE students actively access the supports available to them. This includes seeking feedback from teachers, attending lunchtime learning sessions and after school learning sessions, working collaboratively with peers and utilising their GOAL Mentor, the Wellbeing Team or Careers Team for guidance when needed. Early communication about challenges, academic or personal, allows for timely support. Engaging with college resources demonstrates initiative and ensures that students do not navigate VCE alone.

Engaging with Home Learning

Home learning consolidates and extends classroom understanding. Completing prescribed tasks - such as revision, practice questions and preparation for SACs - ensures mastery of required content. Self-guided learning, including independent revision, exam practice, reviewing feedback and exploring areas of difficulty, builds deeper understanding and confidence. Developing disciplined and consistent study habits at home is critical to achieving strong outcomes in VCE.

Our Home Learning policy can be viewed [here](#) with a summary of the time allocation for home learning in the senior years as follows:

Year 10	8-10 hours per week
Year 11	15-18 hours per week
Year 12	15-18 hours per week

Section 4: Senior Pathways

Beaumaris Secondary College offers a comprehensive suite of senior pathways to meet the diverse needs, interests and post-school intentions of students. Students may undertake one or a combination of the following programs:

4.1 Victorian Certificate of Education (VCE)

The VCE is typically a two-year senior secondary certificate providing flexible pathways into university, TAFE, apprenticeships, traineeships and employment.

Units 1–4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Units 1–2 studies may be undertaken separately or as a sequence.

Units 3–4 of all studies must be undertaken as a sequence in the academic year. Students enrolled in VCE studies must satisfactorily complete Unit 3 before commencing Unit 4 of a study. A student may not enrol in Unit 4 only.

4.1.1 Entry to Studies

There are no prerequisites for entry into Units 1, 2 and 3. VCE students may enter studies at Units 1, 2 or 3 levels. In some studies, before attempting Unit 3 students are recommended to complete either or both of Units 1 and 2, demonstrate equivalent experience or be willing to undertake some preparatory learning. The relevant advice is published in the study design for each subject study.

There are specific eligibility requirements for enrolment in:

- Chinese Language, Culture and Society
- English as an Additional Language (EAL)
- VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese
- VCE VM studies

4.1.2 Year 10 Students Undertaking a Unit 1–2 Subject

Students wishing to undertake a Unit 1–2 subject in Year 10 will be required to undertake an application process as determined by the college.

The application process will be shared with students during the Course Selection period in Term 3 each year. The process will ensure that students understand the subject requirements and expectations for success, enabling them to make an informed decision.

4.1.3 *Year 11 Students Undertaking One or Two Unit 3–4 Subjects*

Students wishing to undertake one Unit 3–4 subjects in Year 11 should consider:

- The workload of the subject
- Their interests and passions
- Their ability to meet timelines and deadlines
- Their ability to work independently
- Their understanding of the course material and what the subject entails
- Their understanding of the VCE

Students wishing to undertake two Unit 3–4 subjects in Year 11 should consider the above information but will also be required to have a meeting with the Assistant Principal – Student Engagement or their delegate. In addition to the considerations outlined above for a student wishing to undertake one Unit 3–4 subject, this meeting will consider:

- Have they met the college attendance requirement of 90% attendance in the current year?
- Have they met all work requirements in the current year?
- Have they demonstrated the capacity and responsibility required to study two Unit 3–4 studies in Year 11?
- Are they wanting to complete a Unit 3–4 subject externally?
- Feedback from teachers regarding students' work habits and capacity for self-directed learning

4.1.4 *Minimum Requirements to Complete the VCE*

Satisfactory completion of Units is determined by the school, in accordance with VCAA requirements.

- Levels of achievement for Units 1–2 are determined by schools and are not reported to the VCAA.
- Levels of achievement for Unit 3–4 sequences are assessed using School-Based Assessment and external assessments (including examinations).

Each VCE study has three graded assessment components:

- One School-Based Assessment and two external assessments, or
- Two School-Based Assessments and one external assessment

All three components contribute to the Study Score.

Scored VCE VET studies have two graded assessment components, comprising one School-Based Assessment and one external examination.

The minimum requirement is satisfactory completion of 16 Units, which must include:

- Three Units from the English group, including a Unit 3–4 sequence
- At least three other sequences of Unit 3–4 studies, which can include further sequences from the English group

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 Australian Tertiary Admission Rank (ATAR).

Units may include a combination of VCE subjects, VET contributions and other approved programs.

The scored VCE is suitable for students intending to pursue tertiary courses that require a Study Score or Australian Tertiary Admission Rank (ATAR). Students in the scored VCE must:

- Participate in all graded assessments (SACs and SATs)
- Complete all VCAA external examinations
- Sit both Part A and Part B of the General Achievement Test (GAT)
- Meet all authentication and assessment requirements

Students considering a transition out of the scored program should consult with their GOAL Mentor and Head of House along with the Careers Team, as such decisions can affect future tertiary options.

4.1.5 *Completion of VCE Units Without the Calculation of a Study Score*

In rare circumstances, it may be deemed appropriate for a student to complete one or more Unit 3–4 subjects without the calculation of a Study Score.

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

- Illness and absence
- Mental health and wellbeing issues
- Clear and well-supported post-school aspirations that do not require an ATAR (e.g. an offer of an apprenticeship)
- Other specific and personal circumstances (not based on academic results)

The completion of VCE Units without the calculation of a Study Score allows students to complete the VCE through Satisfactory/Not Satisfactory (S/N) assessments only. Students do not receive Study Scores or an ATAR but must still complete:

- Three Units from the English group, including a Unit 3–4 sequence
- At least three other sequences of Unit 3–4 studies, which can include further sequences from the English group
- All required learning outcomes through coursework, class activities and assessment
- Authentication expectations for Units 1–4

A student at the college must satisfy an approval process before being allowed to continue in a subject without the calculation of a Study Score. The student can initiate this process by following these steps:

1. The student is to have an initial conversation with their GOAL Mentor, who will provide support and advice to the student throughout the approval process.
2. The student will be referred to the Careers Team for a careers consultation, to determine if any of the student's post-school pathway options require a Study Score for the subject(s) in question. The student is encouraged to have their parent/guardian attend this consultation.
3. The student is to meet with the Leading Teacher - VCE Studies, who will review the advice and feedback provided by the Careers Team and GOAL Mentor before taking the matter to the Assistant Principal – Student Engagement to discuss the proposal.
4. A Student Support Group meeting will occur with the student, parent/guardian and one or more of the following – GOAL Mentor; Head of House; Leading Teacher – VCE Studies; Assistant Principal – before a final decision is made.

5. If the student receives school approval to pursue any Unit(s) without the calculation of a Study Score, informed written consent will be provided by the student and their parent/guardian to the Assistant Principal – Student Engagement. Until informed written consent is provided, a student will not undertake a subject(s) without the calculation of a Study Score.

Students who are completing a Unit(s) without the calculation of a Study Score will still be required, per the VCAA VCE Administrative Handbook, to:

- Attend classes regularly and complete the coursework to an acceptable standard to satisfy the outcomes for each Unit (like all other students)
- Complete SACs (school-assessed coursework) under conditions determined by the subject teacher

4.1.6 *Withdrawal From a Subject During the Academic Year*

Students considering withdrawing from a Unit 1–4 subject after the academic year has begun must follow a structured process to ensure that the decision is carefully considered and that appropriate academic and wellbeing supports are provided. The process is:

1. Initial conversation with GOAL Mentor
2. Referral to the Careers Team
3. Student Support Group Meeting. This meeting will include one or more of the following staff members:
 - Head of House
 - Leading Teacher – VCE Studies
 - Assistant Principal – Student Engagement
4. Final determination and next steps

Students and families should be aware that there are prescribed dates set by VCAA which can impact a student’s decision to withdraw from a subject.

4.2 VCE Vocational Major (VCE VM)

The VCE Vocational Major is an applied learning program preparing students for vocational education, apprenticeships, traineeships and employment.

VCE VM students at the college typically undertake:

- GOAL
- Literacy (Units 1–4)
- Numeracy (Units 1–4)
- Personal Development Skills (PDS, Units 1–4)
- Work Related Skills (WRS, Units 1–4)
- VET Units of competency
- Opportunities for Structured Workplace Learning (SWL)

To be awarded the VCE VM certificate, students need to successfully complete at least 16 Units. This needs to include:

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

Students take part in applied learning and may do this through project-based and/or community-focused experiences. The VCE VM does not include Study Scores or an ATAR. Students work toward satisfactory completion of outcomes rather than ranked achievement.

VCE VM students sit Part A of the General Achievement Test (GAT) only (Literacy and Numeracy).

4.3 Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive, flexible option to complete your studies. It is designed for students who, for various reasons, are not able or ready to complete the VCE or VCE VM.

The VPC is normally completed in Year 11 and 12, but it can be started earlier or be finished over a period longer than two years. Students work out the best time to start and finish the VPC in collaboration with the College.

The coursework is delivered at a more accessible level than the VCE and VCE VM. Teachers assess student progress through classroom activities. The VPC is not an option for all students and will be recommended by the College to meet the needs of a specific student, decided in partnership with the student, parent and College.

To be awarded the VPC, students need to successfully complete 12 or more Units, including at least:

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

The remaining four units can come from other VPC units or from a VET Certificate I or above subject. Other VPC subjects include:

- VPC Art and Design
- VPC Digital Literacy
- VPC Food Studies

Students also have the option of spending time learning in a workplace. Students can combine the VPC with VCE or VCE VM units, or VET at Certificate I level or above.

4.4 VET (Vocational Education and Training)

VET programs allow students to gain nationally recognised industry qualifications while completing secondary school. VET programs are typically accessed by students enrolled in VCE VM and those who wish to continue further studies at TAFE.

Key features:

- Delivered by Registered Training Organisations (RTOs)
- May contribute to VCE or VCE VM
- Competency-based assessment
- Consistent attendance at external venues
- May include Structured Workplace Learning (SWL)

Students must meet the behaviour, attendance and learning expectations of both the college and the external provider.

4.5 SBAT (School-Based Apprenticeship or Traineeship)

A SBAT combines paid employment, nationally recognised training and school studies.

Students undertaking an SBAT:

- Participate in formal training with an RTO
- Complete on-the-job learning with an employer
- Attend school part-time alongside their employment and training

SBAT arrangements must be approved by the college and must align with VCE or VCE VM program requirements.

4.6 Higher Education Studies (University Extension)

Higher Education Studies (HES) are university-level subjects undertaken by high-achieving VCE students.

Key features:

- Count as a VCE Unit 3–4 sequence (without a Study Score)
- May contribute to the ATAR as a fifth or sixth study
- Require approval by the Principal (or delegate) and the host university
- Require students to meet academic and workload prerequisites

Section 5: Attendance and Engagement Requirements

Regular attendance in class is crucial to students' learning continuity and their ability to access the learning, engage in activities, complete required coursework, obtain feedback and undertake required assessment in each subject. Attendance in class also provides the necessary opportunities for student work to be authenticated by teachers. All of which contributes to a student's ability to demonstrate Outcomes.

5.1 Attendance Requirement

At Beaumaris Secondary College, students are expected to be in attendance for their VCE class (Units 1–4) for a minimum of 90% per Unit (semester).

VCE attendance is calculated on a per-subject basis, rather than as a single overall attendance percentage. Subject-specific attendance can be viewed in Compass → Student Profile → Summary, by scrolling to the bottom of the page.

Be Program attendance contributes to a students' attendance.

5.2 Approved and Unapproved Absences

To be eligible to pass a Unit, students are permitted to have no more than 5 unapproved absences. The student is only eligible to pass the Unit if their total approved and unapproved absences do not exceed 10 absences from the total class time of the Unit. Consideration of absences of more than 10 would be at the discretion of the Principal, based on significant personal circumstances.

Examples of Approved Absences include:

- Medical absence and/or illness supported by a medical certificate issued by a medical practitioner (the medical certificate must be dated for the day of the absence and cannot be backdated)
- School approved activities (e.g. sporting or leadership commitments; excursion or incursion)
- VET training
- SBAT employment days
- Cultural or religious observance
- Bereavement supported by a funeral notice or order of service
- Sorry Business

If a student or family is unsure if an absence is approved, they can proactively reach out to the relevant GOAL Mentor and/or Head of House.

Supporting documentation should be submitted via Compass as soon as possible by attaching to an attendance note or e-mailed to the students' subject teacher or GOAL Mentor. Physical documentation can be brought to the front office.

Examples of Unapproved Absences include:

- Truancy
- Unexplained absence
- Parent choice
- Medical absence and/or Illness without a medical certificate
- Family holidays during school time
- Non-medical personal appointments
- Missing SACs without documentation

Unapproved absences may affect eligibility for a graded SAC result. Where attendance is so low that teachers cannot authenticate a student's work for an Outcome, the school may be required to award an N for that outcome or Unit, even if some work has been submitted.

If a student's absence is of concern, examples of action taken include, but is not limited to:

- Communication from the student's subject teacher, GOAL Mentor and/or Head of House
- Student Support Group meeting(s)
- Department of Education Attendance Support Plan
- Department of Education Student Absence Learning Plan

5.3 Punctuality for Sessions

Students must arrive to class on time for each session. Late attendance to class will also be taken into consideration when calculating student attendance.

5.4 Study Session Attendance and Supervision

Most Year 12 students are completing five Unit 3–4 subjects which equates to having three study sessions each week.

Session 1 & 4 Study Sessions

Students may complete Session 1 and Session 4 study sessions at home. Alternatively, they may study on-site in the Steve Pearce Senior Centre and must sign in via the Compass Kiosk. Students studying on-site do not have access to the Senior Lounge during these sessions. Students choosing to study at home for Session 4 must sign out via the Compass Kiosk at lunchtime.

Session 2 & 3 Study Sessions

Any study sessions during Sessions 2 and 3 continue to be timetabled and staffed, and on-site attendance is compulsory for students at these times. We maintain a Compass roll and teacher supervision/support during Session 2 and 3. Students are to base themselves in the Steve Pearce Senior Centre for these study sessions and are expected to use the time for completing schoolwork and/or doing their own study/revision. Students do not have access to the Senior Lounge during their study session.

Before and After School Supervision

The Steve Pearce Senior Centre is a study space available for VCE students to use for private or collaborative study. It is open from 8am – 5pm.

Study Sessions Due to an Alternate Timetable

Students in Years 11 and 12 who are:

- Completing studies via Virtual School Victoria for one or more subjects
- Studying languages through the Victorian School of Languages
- Completing a VET Unit through a TAFE institute
- Completing a VCE Unit without the calculation of a Study Score

will have study sessions on their timetable. If students have a study session appearing on their timetable because of one of the above, they are expected to be in the Steve Pearce Senior Centre for this time and report to the supervising teacher, except during Sessions 1 and 4 when onsite attendance is optional.

5.5 Attendance for SACs, SATs and VET/SBAT

SACs (School-Assessed Coursework)

Unapproved absences from SACs may result in ineligibility for a graded assessment result. However, S/N decisions will continue to be based on holistic evidence such as:

- Class activities
- Coursework
- Redemption tasks

Students must provide a medical certificate issued by a medical practitioner if they are absent on the day of a Unit 1–2 or Unit 3–4 School-Assessed Coursework (SAC). The medical certificate must be dated for the day of the absence and cannot be backdated.

SATs (School-Assessed Tasks)

SATs occur over an extended period and are only granted extensions in rare circumstances.

If students are absent on the submission date, they must:

- Have someone submit the work on their behalf, or
- Provide photographic or digital evidence to support authentication

VET and SBAT Attendance

Students must meet the attendance and participation requirements of the Registered Training Organisation (RTO) or employer.

Unapproved absences may jeopardise:

- Competency completion
- Assessment eligibility
- Continuation in the program

5.6 Communication about Attendance Concerns

In addition to Compass attendance data, contact will be made with families if:

- Attendance falls below expectations
- A student misses a SAC
- A pattern of partial or full-day absences emerges

Early communication supports targeted intervention and helps prevent escalation.

5.7 Attendance Exemptions

Families may apply for exemption from the 90% attendance requirement in exceptional circumstances (e.g., chronic or ongoing medical conditions).

In this situation, applications must be submitted in writing to the students Head of House and Leading Teacher – VCE Studies in writing who will discuss the application with the Assistant Principal – Student Engagement. The college may require specialist documentation outlining the impact and treatment.

Approval is granted only in exceptional circumstances and applications must be made before the attendance concern significantly impacts learning or assessment.

Section 6: Assessment in the Senior Years

Assessment requirements differ across senior programs. Assessment aims to measure student learning while ensuring academic integrity, fairness and compliance with VCAA standards.

6.1 Types of Assessment

6.1.1 Coursework

Students will complete a variety of class-based coursework which will demonstrate their understanding of the Key Knowledge and Key Skills per each subject's Study Design.

At the beginning of a Unit and throughout the Unit, the teacher will indicate when coursework is due, modes of submission and remind students of these dates.

6.1.2 School-Assessed Coursework (SACs)

Students will be required to complete at least one formal assessment (SAC) for each Outcome within a Unit as part of obtaining a satisfactory result for each Outcome. Most assessment tasks will be in class session times, however in some subject areas, these will be longer tasks going over multiple lessons.

SACs are used in Units 1–4.

- Units 1–2: SACs support S/N decisions and provide internal achievement information. Grades are not reported to VCAA.
- Units 3–4: SACs demonstrate a student's level of achievement and contribute to Study Scores. SACs also support S/N decisions regarding satisfactory completion of outcomes.

For VCE (excluding VCE VM), the decision about S/N is separate from the decision about a student's level of achievement (grade/percentage).

SAC conditions need to be consistent for all students (except in cases of special provision). This comprises:

- Time allowed
- Exposure to paper
- Not returning papers to students until all students have completed the task
- Altering SACs for late completion where appropriate

6.1.3 School-Assessed Tasks (SATs)

SATs are used in practical subjects such as Visual Communication Design, Media, Art Making and Exhibiting and others.

SATs:

- Occur over an extended period of time
- Include multiple checkpoints
- Require ongoing authentication
- Are graded assessments that contribute to Study Scores

Extensions for School Assessed Tasks (SAT) are permitted in rare circumstances and where an extension is going to be requested it must be made well before the due date in writing to the relevant subject teacher and the Leading Teacher - VCE Studies.

6.1.4 VCE VM Applied Tasks

VCE VM studies are assessed using Satisfactory/Not Satisfactory (S/N) only and do not include scored assessment or contribute to an ATAR.

VCAA rules regarding SACs, SATs and external examinations do not apply to VCE VM; however, all VCAA authentication requirements still apply.

Assessment evidence may include applied learning tasks, projects, portfolios and workplace learning evidence.

Reasonable adjustments may be applied to VCE VM assessments to ensure students can demonstrate outcomes appropriately, consistent with VCAA applied learning principles.

6.1.5 VET Assessments

VET studies are competency-based. Students must:

- Demonstrate competency against industry standards
- Meet attendance and training requirements set by the RTO
- Complete all required workplace or simulated tasks

Competency results may contribute to VCE or VCE VM according to VCAA guidelines.

6.1.6 Examinations

- Unit 1 Mid-Year Exams
- Unit 2 End-of-Year Exams
- General Achievement Test (GAT)
 - Part A: Literacy and Numeracy (all students enrolled in a Unit 3–4 subject)
 - Part B: General knowledge and critical thinking (scored VCE only)
- VCAA External Exams for all scored Unit 3–4 subjects

6.2 SAC Scheduling

Teachers will:

- Provide SAC timelines (which may be subject to change) in course outlines at the beginning of the Unit
- Confirm SAC dates at least two weeks prior via Compass
- Utilise Beyond sessions each Wednesday to ensure that where there are multiple classes for the one subject, all students complete the SAC at the same time (this will contribute to authentication and fairness for all students)
- If a Beyond session is unavailable, the college will schedule the SAC at an alternative time, such as Monday GOAL, Thursday afternoons from 3:20pm, or across consecutive classes (where consecutive classes are used, measures will be implemented to minimise student interaction between groups)

VCE students can be expected to complete multiple SACs on the one day.

6.3 Extension Requests for an Assessment Task (SACs/SATs)

Extension for an assessment task (SAC/SAT) may be granted only as a result of significant personal circumstances. Applications for an extension should be made to the subject teacher and the Leading Teacher – VCE Studies in writing a minimum of two days before the due date for assessment. The student will be informed in writing of the outcome of the application.

Where an extension has been granted, the student is required to submit the assessment task by this date or a Not Assessed (N/A) will be awarded.

Where an extension has not been granted, the student is required to submit the assessment task by the originally specified date or a N/A will be awarded.

6.4 SAC Conditions

Students must comply with all assessment conditions, including:

- Using only approved materials (e.g., permitted calculators, no unauthorised notes)
- Not bringing mobile phones, smart watches or unauthorised devices into assessment spaces
- Only bringing in clear water bottles without labels
- Sitting individually
- Ensuring the table is clear of everything except for pen/pencil/ruler or other permitted items. Items other than permitted items, should not be in the assessment room
- Only one student will exit the assessment room at a time where a bathroom break is required
- Working silently and adhering to all authentication expectations
- Not intentionally or unintentionally disclosing details of what is or is not assessed with other students

The same conditions apply during internal exams and practice exams.

Breaches will result in Academic Integrity and Authentication Processes being initiated.

To support students, teachers will ensure:

- Secure storage of all SACs during the development stage
- SACs use the BSC SAC Coversheet which will:
 - Set out the key details of the SAC (i.e. timing and structure of assessment including number of sections and/or questions)
 - Contain the following declaration to be signed by students:
“I understand I must not intentionally or unintentionally disclose any details of this SAC or imply what is or is not included; or in any way gain an unfair advantage over other students for myself or any other student. If I do, I understand that disciplinary action will occur, and my result will be downgraded. In fairness to fellow students, it is my responsibility to inform a staff member if I am aware that information about the SAC is being passed on, or that a student has gained unfair advantage.”
- Students are informed of the assessment conditions prior to entering the learning space and once in the learning space
- Only permitted items are in the learning space
- They actively supervise throughout the assessment
- Only one student will exit the assessment room at a time where a bathroom break is required
- Report any suspected breaches of the VCAA or college policies relating to assessment
- Ensure SACs are securely stored upon completion of the assessment

6.5 Submission of School Assessed Tasks (SATs)

School-Assessed Tasks must be submitted by the scheduled date and time as set by the subject teacher. Any late submission of SATs, even by a matter of minutes, will result in the work being awarded an N/A. Students are, accordingly, strongly urged to submit School-Assessed Tasks by the afternoon of the day prior to the due date to minimise the chances of mishaps preventing the prompt submission of the work.

The awarding of a S/N may still be determined based on available evidence.

6.6 Missed SACs and Rescheduled SACs

Impact of a Student Missing a SAC:

Approved Absence (with documentation):

- Documentation (e.g., medical certificate issued by a medical practitioner) must be provided
 - Supporting documentation should be uploaded to Compass as soon as possible by attaching to an attendance note or e-mailed to the relevant subject teacher or GOAL Mentor
- The student will be placed in the next available rescheduled session
- Students who undertake a rescheduled SAC will complete a SAC that has been modified by the subject teacher to ensure authentication of the assessment. The modified SAC will maintain an equivalent level of difficulty and assessment criteria
- Failure to attend the rescheduled session requires new documentation

Unapproved Absence:

- The student may be ineligible for a graded assessment result
- The student will be placed in the next available rescheduled session
- Students who undertake a rescheduled SAC will complete a SAC that has been modified by the subject teacher to ensure authentication of the assessment (the modified SAC will maintain an equivalent level of difficulty and assessment criteria)
- The teacher will still determine S/N based on evidence such as coursework, class activities and redemption tasks

Unit 1–4 SAC Attendance Guidelines	
A student absence for a SAC	Impact of absence on result
For an approved school activity (e.g. interschool sport, excursion).	Student reschedules SAC with no impact to their SAC score.
Due to illness and provides a medical certificate issued by a medical practitioner. The medical certificate must be dated for the day of the absence and cannot be backdated.	Student reschedules SAC with no impact to their SAC score.
Due to illness but does not provide a medical certificate.	Student must complete the SAC to obtain an S (satisfactory) for the Outcome. SAC score is reduced by 100% to 0.
Due to an unapproved absence (e.g. parent choice, family holiday, unexplained absence).	Student must complete the SAC to obtain an S (satisfactory) for the Outcome. SAC score is reduced by 100% to 0.

Late Arrival to a SAC

Where a student arrives late to SAC they will still be admitted into the assessment and complete the assessment with the remaining time left. Students will not receive time lost due to late arrival unless granted by the Leading Teacher - VCE Studies or Principal Team for significant personal circumstances.

Rescheduling a SAC

Beaumaris Secondary College runs weekly reschedule sessions, communicated to students at the beginning of each year. These sessions occur each Thursday from 3:20pm in the Steve Pearce Senior Centre.

Units 1–2

For Unit 1–2 studies, students will need to complete the missed SAC on the closest Thursday to the original date at 3.20pm in the Steve Pearce Senior Centre, unless an alternative time has been arranged with the Subject Teacher and the Leading Teacher - VCE Studies.

A student must not make a commitment for this time of the week in case they should require a rescheduled SAC.

Students who undertake a rescheduled SAC will complete a SAC that has been modified by the subject teacher to ensure authentication of the assessment. The modified SAC will maintain an equivalent level of difficulty and assessment criteria.

A student must complete any missed SAC within 2 weeks from the original assessment date.

Units 3–4

For Unit 3–4 studies, students will need to complete the missed SAC on the closest Thursday to the original date at 3.20pm in the Steve Pearce Senior Centre, unless an alternative time has been arranged with the Subject Teacher and the Leading Teacher - VCE Studies.

A student must not make a commitment for this time of the week in case they should require a rescheduled SAC.

A medical certificate issued by a medical practitioner is required if the student is not present for the rescheduled SAC. The medical certificate must be dated for the day of the absence and cannot be backdated. Other times can only be negotiated if there has been several SACs rescheduled in the same week (e.g. if the student has had an extended illness and has consequently missed several assessment tasks).

Students who undertake a rescheduled SAC will complete a SAC that has been modified by the subject teacher to ensure authentication of the assessment. The modified SAC will maintain an equivalent level of difficulty and assessment criteria.

A student must complete any missed SAC within 2 weeks from the original assessment date.

Protocols for Rescheduling Unit 3–4 SACs

More than three SACs on one day

If a student has more than three SACs on the one day, they may request a reschedule for the fourth SAC. In this instance the student must speak to the Leading Teacher – VCE Studies a minimum of one week before the SAC dates. The Leading Teacher – VCE Studies has the final say on whether a reschedule will be granted.

School sporting event

A minimum of one week prior to the event the student must inform the classroom teacher that they will be requesting a rescheduling if a school sporting commitment coincides with a scheduled SAC.

If a student misses a SAC on a Thursday and arrives back to school by the end of the school day or earlier, students will complete the rescheduled SAC on that same day at 3:20pm in the Steve Pearce Senior Centre.

School excursion or incursion

A minimum of one week prior to the excursion the student must inform the classroom teacher that they will be requesting a rescheduled SAC if a school excursion or incursion coincides with a scheduled SAC.

If a student misses a SAC on a Thursday and arrives back to school by the end of the school day or earlier, students will complete the rescheduled SAC on that same day at 3:20pm in the Steve Pearce Senior Centre.

Illness

If the student is ill, the family needs to notify the school on the morning of the SAC where practicable. They must obtain a medical certificate issued by a medical practitioner on the same day verifying the illness. A backdated certificate is not acceptable. Where a medical certificate is not supplied the SAC score will be reduced by 100% to 0%. Medical certificates should be uploaded by families onto Compass or emailed to the relevant subject teacher or GOAL Mentor. Physical copies can be given to Front Office.

Significant personal circumstances

A compelling personal circumstance may warrant a rescheduling of a SAC. In such cases the student or a family member must contact the school on the morning of the SAC or earlier to discuss the matter. Permission for rescheduling must be given by the Leading Teacher – VCE Studies or Assistant Principal- Student Engagement, or their delegate, prior to the scheduled SAC time. Please note that family holidays, even overseas ones, are not an acceptable reason for rescheduling.

Any student who does not comply with these policy guidelines and misses a SAC without an acceptable explanation as outlined above will not receive a mark for that assessment task. They will still be required to complete the task to demonstrate satisfactory achievement of an Outcome to pass the Unit.

6.7 Redemption of Outcomes

If a student does not demonstrate the satisfactory completion of an Outcome through the coursework and SAC, they will be required to complete a redemption task, or a set of redemption requirements. The student will be given at least two opportunities to demonstrate an understanding of that key knowledge.

The redemption process is:

- Communication occurs to students and families via notification on Compass
- Tasks must be completed within timeframe provided by subject teacher
- SAC grade or level of achievement does not change
- The subject teacher determines the task which may include, classwork, home learning, discussions or additional learning tasks. The tasks will be different from the initial school-based assessment
- Further authentication of any work completed at home may be required before an S is awarded

A student who fails to complete redemption tasks to a satisfactory standard within the required timeframe will receive an N for the outcome and subsequent Unit.

The students' original school-based assessment score will stand and will not be altered following completion of the redemption.

6.8 Feedback and Storage of SACs

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

Students will be provided with their initial School-Based Assessment score for individual SACs. When initial scores are provided, teachers will inform students that their scores may change following statistical moderation.

To preserve assessment security:

- Original SACs will be stored at the college until the end of the academic year in secure storage.
- Students will have an opportunity to photograph their original SAC via their school device to maintain a digital copy. Students can also ask their subject teacher for permission to scan a copy of their SAC.

6.9 Lost, Stolen or Damaged Work

For VCAA School-Assessed Tasks (SATs) or externally assessed tasks, the school will follow the VCAA Lost, Stolen or Damaged School-Assessed Tasks process where required.

If a teacher or student has lost work, or had work stolen or damaged:

- A written statement explaining the circumstances must be provided
- The statement must be signed, dated and filed at the school by the party submitting the statement and signed and dated by the Leading Teacher – VCE Studies and Assistant Principal – Student Engagement
- The school keeps a record of the incident (not reported to VCAA)

The Principal (or delegate), acting on advice from the classroom teacher and existing evidence of learning, will determine the Unit result (S/N).

VCE SATs cannot be replaced with another task.

Any late submission of SATs, even by a matter of minutes, will result in the work being awarded an N/A. Students are, accordingly, strongly urged to submit School-Assessed Tasks by the afternoon of the day prior to the due date to minimise the chances of mishaps preventing the prompt submission of the work.

The awarding of a S/N may still be determined based on available evidence.

Section 7: Academic Integrity and Authentication

Academic integrity ensures fairness, credibility and authenticity in all assessment processes. Authentication is the term used to cover the procedures for ensuring that the work submitted by students is their own. It is the student's responsibility to produce evidence to help authenticate their work.

Beaumaris Secondary College upholds VCAA authentication requirements to ensure that work submitted for assessment is genuinely the work of the student. Students must sign an authentication record for work done outside class when they submit the completed task.

7.1 Academic Integrity Requirements

Students must produce and submit their own original work. Academic integrity applies to:

- School-Assessed Coursework (SACs)
- School-Assessed Tasks (SATs)
- Coursework and learning activities
- VCE VM applied tasks
- VET assessments
- Home learning and drafts submitted for authentication
- Any use of generative artificial intelligence or digital tools

Students must follow authentication requirements such as supervised work, checkpoints, draft submissions and documentation.

7.2 Examples of Academic Integrity Breaches

Breaches include, but are not limited to:

- Plagiarism (copying work without acknowledgement)
- Collusion (working with or sharing work with others)
- Submitting work not generated by the student
- Improper or undisclosed use of generative artificial intelligence or digital tools
- Using unauthorised notes, devices or calculators during assessment
- Failing to submit required drafts or attend authentication checkpoints
- Altering assessed work after submission
- Knowingly assist another student in a breach

Academic integrity breaches may affect a student's eligibility for a graded assessment or for achieving a Satisfactory (S) result.

7.2.1 Use of Generative Artificial Intelligence

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

Unattributed or disallowed use of AI in assessment may be a breach of academic integrity. It will be investigated per the Academic Integrity and Authentication process.

Teachers will provide appropriate guidance to students to ensure there is no misunderstanding of the consequences if AI is used to misrepresent their learning.

7.3 Authentication Requirements

To meet authentication standards, students must:

- Retain evidence of developing their work (drafts, planning notes, documents)
- Attend classes regularly to demonstrate ongoing production of work
- Complete supervised portions of assessments
- Participate in teacher questioning, conferencing or evidence checks
- Submit drafts by designated due dates
- Store work securely to prevent unauthorised access

Teachers may also require digital evidence of authorship, such as screenshot logs or document version history (e.g., Microsoft file history).

Some studies require students to maintain logbooks, folios or developmental work as part of authentication. Students must keep these materials up to date and available for teacher review when requested.

7.4 Academic Integrity and Authentication Process

When an academic integrity or authentication concern arises, the following process will occur:

College Process

1. Subject Teacher Pre-investigation

The subject teacher:

- Reviews evidence and authenticates work completed to date
- May discuss the concern with the student to clarify the issue

If the student acknowledges the breach, the teacher finalises the matter in consultation with the Head of House and/or Leading Teacher – VCE Studies.

- A phone call will be made to parents/carers informing them of the breach and outcome
- Parents/carers may request a Student Support Group meeting if they wish to discuss the decision further

2. Referral to VCE Panel

If concerns persist or the student does not acknowledge the breach, the matter will proceed to a formal VCE Panel. The VCE Panel is appointed by the Principal and has the task of implementing the processes set out in this Handbook and the VCAA Administrative Handbook.

The VCE Panel will in most circumstances be chaired by the Leading Teacher – VCE Studies and consist of at least three members (one of which is the chair). Members of the VCE Panel may include Principal, Assistant Principal, Head of House.

The VCE Panel will:

- Investigate alleged student breaches of the policies set out in this Handbook or VCAA Administrative Handbook.
- If deemed necessary, conduct a VCE Panel Meeting where the student is required to attend. If a VCE Panel Meeting is to occur:
 - Student will receive 24 hours' written notice
 - Student may bring a support person (parent/carer or trusted adult)
- The purpose of the VCE Panel Meeting may include, but is not limited to:
 - Allow the student to explain their work
 - Review evidence
 - Determine whether the work is authenticIf a support person is present, they must not respond on behalf of the student.
- The VCE Panel will review all evidence and determine the appropriate outcome based on VCAA expectations and college policy.
- Advise the Principal of any breaches of the policies set out in this Handbook or VCAA Administrative Handbook

3. Determination by VCE Panel

The VCE Panel will:

- Advise the Principal as to whether consequences should be imposed on students who breach the policies set out in this Handbook or VCAA Administrative Handbook.
- Where appropriate, inform the student and parents/guardians of the determination and consequences imposed in writing. This will also set out any required next steps and information regarding school-level review or VCAA appeal avenues.

Lodging an Internal School Appeal

All students have the right of appeal the determination of the VCE Panel.

A statement of intention to appeal must be made in writing to the Principal no later than 7 days after the student is notified of the determination by the VCE Panel. The statement of intention to appeal should:

- Detail the grounds on which the student is appealing
- Provide evidence for the grounds on which the student is appealing

The principal will respond in writing within 48 working hours to the student acknowledging receipt of the appeal. It is at the Principal's discretion as to how the Internal School Appeal will occur.

Appeal to VCAA

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

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

7.5 Possible Outcomes of an Academic Integrity and Authentication Breach

Depending on the nature and severity of the breach, outcomes may include:

- Completion of an alternative assessment task
- Loss of the graded assessment for the task
- A Not Satisfactory (N) for the outcome
- Completion of additional authentication activities
- An official warning regarding future breaches

Any outcome determined will be based on VCAA principles of fairness, equity and evidence of learning.

The college will securely store records of all pre-investigations, VCE Panel processes, outcomes and appeals.

Section 8: Special Provision and Adjustments

Special provision ensures that students who experience significant disadvantage can still demonstrate their learning in a fair and equitable way. Adjustments are designed to provide access, not advantage, and must align with VCAA policy.

8.1 Purpose of Special Provision

Special provision supports students who experience:

- Ongoing medical conditions
- Short-term illness or injury
- Disability or learning needs
- Personal hardship, trauma or severe stress

Adjustments allow students adequate opportunity to demonstrate achievement of learning outcomes. Possible special provisions and the type of evidence required for an application are prescribed by VCAA and vary, depending on the impairment or disability. These special provisions may take the form of:

- Extra reading or writing time
- Appropriate rest periods
- Alternative seating arrangements
- Use of a clarifier, reader or scribe
- Use of a computer or other assistive technology

Special provisions are not granted due to circumstances that are of a student's own choosing, such as involvement in social or sporting activities or school events.

8.2 School-based Special Provision

School-based special provision applies to learning activities, coursework and school-based assessment.

Receiving school-based special provision does not guarantee approval for VCAA Special Examination Arrangements (SEA).

The college will endeavour to align VCAA approved Special Examination Arrangements to classroom-based assessments for VCE and VCE VM Unit 3–4 Studies.

8.3 VCAA Special Examination Arrangements (SEA)

Special Examination Arrangements apply only to Unit 3–4 VCAA external assessments.

Key points:

- Applications must be submitted within the first few weeks of Term 1 for timely processing.
- Applications are facilitated by GOAL Mentors with support of the Inclusion Team and Leading Teacher – VCE Studies.
- VCAA often requires a specific medical or specialist proforma, completed by qualified professionals.

- Adjustments may include rest breaks, extra working time, separate rooms, use of technology and other supports appropriate to the documented condition.

Special Examination Arrangements applications are assessed and approved solely by VCAA, not the college.

Further information is available on the VCAA [website](#).

For students approved to use a computer in VCAA examinations, internet access, spellcheck, predictive text, grammar assistance and other automated correction tools must be disabled in accordance with VCAA rules.

8.4 Emergency Special Examination Arrangements (Emergency SEA)

Emergency SEA may be available if a student experiences a sudden illness, injury or unforeseen circumstance after the SEA application deadline and up to the day of the specific VCAA examination.

Key features:

- Facilitated by the Leading Teacher – VCE Studies
- Applications must be submitted immediately once the issue is identified
- Supporting medical or specialist documentation may be required
- Approval is at the discretion of VCAA, not the school

Possible adjustments are dependent on the nature of the emergency.

8.5 Derived Examination Score (DES)

A DES may be applied for when a student:

- Is unable to attend a VCAA examination due to illness, injury or personal circumstance, or
- Attends, but is significantly disadvantaged during the exam

Students and families will receive detailed DES information before and during the Unit 3–4 examination period.

Applications must be submitted promptly and must include appropriate supporting documentation.

Further information is available on the VCAA [website](#).

Please note that students are encouraged to sit VCAA exams under all circumstances. The only instance where a student is not encouraged to sit an exam is when under medical advice.

Section 9: Reporting and Communication

Clear and timely communication supports student progress and wellbeing. Beaumaris Secondary College uses Compass as the primary platform for reporting, updates and communication with students and families.

9.1 Progress Updates

Teachers provide ongoing feedback throughout a Unit via:

- Learning tasks
- Progress reports
- Comments on achievement and area for improvement
- Notifications about incomplete or overdue work
- Verbal and written feedback on specific tasks

The college also monitors student programs to ensure they continue to meet VCAA eligibility requirements for VCE and VCE VM completion.

Students and families are expected to check Compass regularly.

9.2 Semester Reports

Formal reports are issued at the end of each semester and include:

- Attendance percentage
- Satisfactory/Not Satisfactory (S/N) outcomes
- Assessment task results
- Written comments

9.3 SAC Communication

Teachers will:

- Provide SAC dates at least two weeks in advance
- Outline required materials, conditions and expectations
- Communicate any concerns promptly

Students must check Compass, Teams, OneNote and their school email daily to stay up to date with assessment information.

9.4 At Risk of N Notifications

A student may be 'At Risk of N' at the end of an outcome when:

- Required learning outcomes have not been demonstrated
- Attendance falls below expectations
- Assessment work is incomplete
- Authentication checkpoints are missed
- Engagement or participation is of concern

Families receive an email outlining:

- The area of concern
- Required actions for improvement
- Timeframes for completing work or demonstrating progress
- Expected follow-up or check-in arrangements

9.5 VET and SBAT Communication

The Careers Team communicates with students and families regarding:

- Attendance concerns
- Competency completion and assessment progress
- Behavioural or engagement issues
- Program changes, disruptions or scheduling updates

Where necessary, the Careers Team will be supported by GOAL Mentors and Heads of House.

For any absences or issues affecting participation, families must notify both the school and the relevant RTO or employer.

Section 10: Completion and Progression

Beaumaris Secondary College ensures that decisions are fair, consistent and aligned with VCAA requirements.

10.1 Satisfactory Completion of Outcomes and Units

VCAA requires that students receive:

- **S (Satisfactory):** The student has demonstrated achievement of the outcome for the Unit as specified in the Study Design
- **N (Not Satisfactory):** The student has not demonstrated achievement of the outcome for the Unit as specified in the Study Design
- **J (No Completion):** Used when a student ceases attendance and submits no work but has not formally withdrawn. A J result is not printed on the Statement of Results but is treated similarly to an N for tertiary purposes

Satisfactory (S)

To achieve an S for a Unit, all outcomes as specified in the [VCAA Study Design](#) must be satisfactorily completed. Evidence may include:

- Coursework and learning activities
- SACs/SATs
- Class discussions
- Home learning
- Redemption tasks
- Authentication conversations

Students do not require a graded SAC to receive an S.

Not Satisfactory (N)

The student will receive an N 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, including if an extension of time has been granted for any reason
- The work cannot be authenticated, for example through lack of attendance
- There has been a substantial breach of rules

S/N decisions are determined using holistic evidence, separate from graded achievement.

Where a student has completed work, but the minimum requirement of 90% attendance has not been met, the student may be awarded an 'N'.

For VCE (excluding VCE VM), the decision about S/N is separate from the decision about a student's grade/percentage on assessment tasks.

Students Completing Units Without the Calculation of a Study Score

Students who are completing Units without the calculation of a Study Score will still be required, per the VCAA VCE Administrative Handbook, to:

- Attend classes regularly and complete the coursework to an acceptable standard in order to satisfy the outcomes for each Unit (like all other students)
- Complete SACs (school-assessed coursework) under conditions determined by the subject teacher

10.2 Progression from Unit 1 to Unit 2

Students generally progress from Unit 1 to Unit 2 unless there are significant concerns relating to:

- Attendance
- Engagement or participation
- Completion of assessment and learning tasks
- Learning readiness or wellbeing
- Behaviour patterns
- Repeated N results

Where concerns exist, a meeting may be held with the student, family, GOAL Mentor, Head of House or Leading Teacher – VCE Studies.

Possible pathway adjustments include:

- Repeating Unit 1
- Transitioning to completion of VCE Unit(s) without the calculation of a Study Score
- Moving to VCE VM (where appropriate)
- Amending subject selection

10.3 Progression from Unit 2 to Unit 3–4 (Year 11 to Year 12)

Progression into Year 12 requires students to demonstrate readiness for the demands of Unit 3–4 studies.

Students are expected to:

- Achieve S results in the majority of Unit 1–2 Outcomes
- Maintain 90 percent attendance (unless exempt)
- Complete classwork, set tasks and assessments
- Engage consistently in their learning, including home learning
- Uphold responsible behaviour and college values
- Meet authentication and assessment expectations

Students may be reviewed for pathway adjustments if:

- Multiple N results are recorded
- Attendance is below expectation without exemption
- Disengagement is persistent
- Significant assessment or authentication issues arise
- Wellbeing concerns substantially affect learning

Possible outcomes of a progression review include:

- Promotion to Unit 3–4
- Promotion with conditions, such as:
 - Academic Improvement Plan
 - Attendance or engagement conditions
- Adjusted pathway, such as:
 - VCE without the calculation of a Study Score
 - VCE VM
 - Reduced subject load
 - Repeating Unit 1–2

Decisions are made collaboratively to support long-term student success.

10.4 Completion of the Victorian Certificate of Education (VCE)

To complete the VCE, students must satisfactorily complete:

- A minimum of 16 units, including:
 - Three Units of English, including a Unit 3–4 sequence
 - Three additional Unit 3–4 sequences in any subjects

Only students completing scored VCE receive Study Scores.

Students undertaking the scored VCE must complete:

- VCAA external examinations
- Both Part A and Part B of the GAT

Students completing 'VCE without the calculation of a Study Score' do not receive graded assessments or an ATAR.

10.5 Changing Pathways

Pathway changes may occur when:

- Post-school goals or aspirations evolve
- Learning needs indicate a more suitable pathway
- Wellbeing considerations require reduced demand
- Attendance or engagement concerns impact learning
- Students reconsider their need for an ATAR

Possible pathway changes include:

- Scored VCE → Completion of VCE Unit(s) without calculation of a Study Score
- VCE (scored or unscored) → VCE VM
- VCE VM → VCE (rare and case-by-case)
- Adjusted subject loads

All pathway and subject changes must be submitted before VCAA VASS deadlines. Late changes cannot be guaranteed and may limit available options.

Approval Process

Pathway changes must be approved by:

- Careers Team, in consultation with families and GOAL Mentors and Heads of House
- Leading Teacher – VCE Studies and Assistant Principal – Student Engagement

10.6 Early Exit Pathways

Some students may transition to:

- TAFE
- Apprenticeships
- Traineeships
- Full-time employment

An early exit requires:

- Consultation with the Careers Team
- Involvement of the Head of House, Leading Teacher – VCE Studies and Assistant Principal – Student Engagement
- Completion of all required DET documentation
- Confirmation of a sustainable post-school plan

This process ensures student safety, informed decision-making and appropriate transition support.

Section 11: Examinations

Students participate in a range of internal and external examinations designed to build assessment readiness, develop exam literacy and meet VCAA requirements. This section outlines expectations and procedures for all major assessments.

11.1 Internal Examinations – Unit 1–2

Internal examinations help prepare students for the demands of Unit 3–4 external assessment.

During internal exams, students must:

- Arrive at least 20 minutes prior to the exam and be seated promptly
- Follow all exam rules and supervisor instructions
- Use only permitted materials
- Not bring mobile phones, smart watches or unauthorised devices into the exam room

Absences must be supported with documentation (e.g., medical certificate issued by a medical practitioner).

Unapproved absences may result in missed assessment evidence and may require a meeting with a student's GOAL Mentor and/or Head of House as well as completion of the examination at another time.

11.2 Practice Examinations – Unit 3–4

Practice examinations aim to:

- Develop exam technique and stamina
- Provide revision opportunities
- Familiarise students with timing and conditions
- Identify areas for improvement

Practice examinations will occur during the Term 3 holidays and attendance is strongly encouraged.

Practice exams support success in VCAA external assessments.

11.3 General Achievement Test (GAT)

All students undertaking any Unit 3–4 sequence must complete the GAT.

- Part A: Literacy and numeracy (required for all students, including VCE VM)
- Part B: General knowledge, critical thinking and writing (required for scored VCE)

The GAT contributes to:

- Checking the accuracy and integrity of school-based assessments
- Calculating the Derived Examination Score (DES) when needed
- Certifying literacy and numeracy components of the VCE VM

Completion of the GAT is a VCAA requirement.

11.4 VCAA External Examinations

VCAA external examinations apply to all scored VCE Unit 3–4 subjects.

All students enrolled in any Unit 3–4 study will receive access to the VCE Exams Navigator, which outlines detailed VCAA rules, permitted materials, and conduct expectations.

Students must:

- Arrive at the venue at least 30 minutes early
- Follow assigned seating plans
- Bring only approved materials
- Ensure no phones or smart watches enter the exam room under any circumstances
- Follow all instructions given by supervisors

Breaches of VCAA examination rules may result in:

- Loss of marks
- Loss of exam results
- VCAA-imposed penalties

11.5 Conduct During Examinations

During any internal or external examination, students must:

- Remain silent unless instructed otherwise
- Follow all supervisor directions
- Avoid communication or interaction with other students
- Not use unauthorised materials or devices
- Only access approved calculators or tools as specified

Misconduct during exams may lead to consequences under the college's academic integrity procedures or VCAA penalties for external assessments.

Students completing VCAA external examinations may be required to bring a valid photographic ID (e.g., student card).

A full list of VCAA VCE written examination and the GAT examination rules can be found [here](#).

11.6 Dress Code for Examinations

Students are required to wear the full academic uniform for all examinations. Healthy Lifestyles uniform is not permitted.

Section 12: Behaviour

Beaumaris Secondary College is committed to providing a safe, respectful and inclusive learning environment. Students are expected to demonstrate maturity, leadership and responsibility, and to model the college values of Curiosity, Optimism, Respect and Excellence. These values underpin all senior school expectations for learning, behaviour, and wellbeing.

12.1 Behaviour Expectations

Students are expected to:

- Contribute positively to the learning environment
- Follow reasonable staff instructions promptly and respectfully
- Communicate appropriately with peers and staff
- Meet deadlines and complete learning tasks to the best of their ability
- Demonstrate safe, responsible conduct
- Engage appropriately in online and digital learning spaces
- Be focussed on their studies while making a positive contribution to all their classes

These expectations apply:

- In learning spaces
- On the school grounds
- On excursions, camps and senior activities
- During VET and SBAT programs
- In any community context where the student represents the college

Where student conduct does not meet any of the above expectations, fair responses will be enacted.

Section 13: Year 12 Privileges

13.1 Year 12 Permanent Lunch Pass

Year 12 students will be permitted to leave the school grounds to go home or have lunch off-site. A Compass consent form is required before the Principal can grant a Permanent Lunch Pass.

The following conditions apply:

- Students must not drive, ride bikes or use public transport
- Students must adhere to safe pedestrian practices when crossing roads
- Students must wear their Year 12 jumper so they are identifiable to staff
- Students are expected to return to the college before the end of lunchtime
- Students must not be late to Session 4
- Students are expected to remain on-site for Session 3, even if they have a study session
- School values and expectations continue to apply while students are off-site

Students who fail to comply with these requirements will have their lunch passes withdrawn. Students are not required to sign in and out of the college at lunch time. Parents are encouraged to discuss these expectations with their child prior to providing consent.

13.2 Year 12 Senior Lounge

The Year 12 Senior Lounge is a space provided to support Year 12 students in managing the increased independence and responsibility that comes with their final year of schooling. Access to the Senior Lounge is a privilege that recognises the maturity and leadership expected of Year 12 students at the college.

Year 12 students will be granted access to the Senior Lounge once they have demonstrated to the Assistant Principal – Student Engagement and Heads of House that they are prepared to take ownership of the space. This includes using the area responsibly, maintaining the space in a clean and respectful condition, and contributing to a positive environment for all Year 12 students.

Students are expected to show leadership by modelling behaviours that align with the college values of Curiosity, Optimism, Respect and Excellence. By using the Senior Lounge, students acknowledge that this privilege is dependent on maintaining appropriate behaviour. If behaviours occur that do not align with the college's values, access to the Senior Lounge may be restricted or the space may be closed.

Section 14: Maintenance of College Records

The college will securely keep records and documentation of decisions relating to, but not limited to:

- Unit completion and graded assessments (including VCE school-based assessments)
- Student appeals and resulting decisions
- Applications and decisions relating to VCE Second Language and EAL eligibility
- VCE Modern Languages student declarations and statuses
- Agreements to work in partnership with other providers in determining initial school-based assessments
- Applications for extensions of time, with supporting documentation
- Applications for, and approvals of, Special Provision, with supporting documentation
- Student absences, and whether these have been approved
- Any interviews with a student and any resulting decisions

The college will store personal information about students and their parent(s) or guardian(s) securely and protect it from misuse, loss, unauthorised access, modification and disclosure, and in accordance with applicable privacy legislation and college privacy policies and procedures.

Copies of student's results will also be held separately from collections of student work. Duplicate master records should also be stored separately. Information stored electronically, on databases or portable storage devices, will be kept securely and in such a way that records are not accessible by unauthorised persons.

Section 15: Useful Links

- [Victorian Curriculum and Assessment Authority \(VCAA\)](#)
- [Beaumaris Secondary College Policies](#)
- [Compass](#)

Section 16: Glossary

ATAR (Australian Tertiary Admission Rank)

A numerical rank used for university entrance. Only applies to students completing the scored VCE. Students in VCE Without Study Score or VCE VM do not receive an ATAR.

Assessment Task

Any activity used to assess learning, including SACs, SATs, coursework, applied tasks or VET competency tasks.

At Risk of N

A formal notification indicating that a student may receive a Not Satisfactory (N) for an outcome or Unit unless improvement occurs.

Authentication

The process of confirming that a student's submitted work is genuinely their own. May involve supervised work, drafts, conferencing, digital trace evidence or documentation.

Completion of VCE Without the Calculation of a Study Score

A VCE program where students complete outcomes (S/N) but do not undertake graded assessments or external exams. No Study Scores or ATAR are awarded.

Derived Exam Score

Provision available to students who missed an external Units 3 & 4 examination or whose external Units 3 & 4 examination performance is significantly affected by adverse circumstances. See further VCAA information <https://www.vcaa.vic.edu.au/administration/special-provision/Pages/DerivedExaminationScore.aspx>

External Examinations

External assessments are set by the VCAA. Most written examinations are held in October and November. Oral and performance examinations commence in early October.

GAT (General Achievement Test)

A compulsory assessment for all students enrolled in any Unit 3–4 sequence.

- Part A: Literacy and numeracy (all students, including VCE VM)
- Part B: General knowledge, reasoning and writing (scored VCE students only)

Used for quality assurance, DES calculations and VCE VM literacy/numeracy certification.

Home Learning

Work undertaken by students outside of school hours to consolidate their learning and reinforce concepts introduced in class.

Learning Outcome

The knowledge and skills students must demonstrate to achieve an S (Satisfactory) for a VCE or VCE VM Unit.

Level of Achievement (Grades)

A mark, grade or percentage awarded for graded assessments such as SACs and exams. Grades contribute to Study Scores and are separate from S/N decisions.

Mobile Phone Policy

A Department of Education requirement that all mobile phones must be switched off and securely stored during school hours.

RTO (Registered Training Organisation)

An external training provider that delivers VET programs (e.g. TAFE, industry training organisations).

Redemption

Students will have the opportunity to complete further assessment in an area where their performance was previously unsatisfactory.

SAC (School-Assessed Coursework)

A supervised assessment used in VCE studies.

- Contributes to Study Scores in Units 3–4
- Supports S/N decisions in Units 1–2

SAT (School-Assessed Task)

An extended practical assessment used in subjects such as Art, Media and Design. Includes multiple stages and authentication checkpoints.

SBAT (School-Based Apprenticeship or Traineeship)

A program combining schooling, training and paid employment toward an apprenticeship or traineeship qualification.

SEA (Special Examination Arrangements)

Adjustments approved by VCAA for students with disability, illness or other conditions affecting performance in Unit 3–4 external exams.

SEAS (Special Entry Access Scheme)

A VTAC process that allows tertiary institutions to consider educational disadvantage when assessing applications. Does not change the ATAR but may increase a selection rank, improving chances of an offer.

Satisfactory Completion of an Outcome

Achieved when a student demonstrates the required skills and knowledge through evidence such as coursework, SACs, class activities, homework or authentication discussions.

S/N (Satisfactory / Not Satisfactory)

Determines whether a student has successfully completed a VCE or VCE VM Unit.

- S: Outcomes met
- N: Outcomes not met

Separate from graded assessment.

Scaling

The statistical process used to determine the degree of competition in each study by comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a Study Score.

Sequence (Unit 3–4 Sequence)

Units 3 and 4 must be completed together in the same year to receive a Study Score.

Special Provision

Special Provision is available to students completing the VCE for classroom learning, School-based Assessment and VCE external assessments. VCAA approves Special Exam Arrangements.

Statement of Results

The document issued by the VCAA showing whether a student has successfully completed the VCE or VCE VM.

Statistical Moderation

The process used to ensure that schools' assessments are comparable throughout the State in Units 3 & 4 studies. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study for the VCE. This does not apply to the VCE VM.

Structured Workplace Learning (SWL)

Workplace-based learning that forms part of VET or VCE VM programs.

Study Design

The prescribed document published by the VCAA that contains the curriculum information for the subject (Units 1 – 4). Available online at www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx. Schools must adhere to the requirements in the Study Designs.

Study Score

A score from 0–50 calculated by VCAA for students completing a Unit 3–4 sequence in the scored VCE.

TAFE

A vocational training provider offering certificate and diploma qualifications.

Unit (VCE or VCE VM Unit)

A semester-long component of a study, labelled Unit 1, 2, 3 or 4.

VCAA (Victorian Curriculum and Assessment Authority)

The organisation responsible for curriculum, assessment, examinations and certification across Victoria.

VCE (Victorian Certificate of Education)

An academic senior secondary certificate completed as either scored (with Study Scores and ATAR) or unscored (S/N only).

VCE VM (Victorian Certificate of Education – Vocational Major)

An applied learning pathway focusing on vocational skills, projects, community engagement and workplace readiness. No Study Score or ATAR.

VET (Vocational Education and Training)

Nationally recognised industry training delivered by an RTO alongside school studies.

VTAC (Victorian Tertiary Admissions Centre)

Manages university and TAFE applications, ATAR release, SEAS applications, scholarships and course offers.

Policy review and approval

Policy last reviewed	March 2026
Approved by	Mr Stephen Bourbon
Next scheduled review date	January 2027