

**Learn. Care.**  
*flourish*



2026

**SENIOR SCHOOL  
POLICY  
HANDBOOK**



## PREAMBLE

Sacred Heart College senior students are provided with a choice of pathways to suit their various learning styles and future aspirations. We aim to provide them with a range of options to enable personal success in the pursuit of tertiary education, apprenticeship or employment.

The Victorian Curriculum and Assessment Authority has extensive requirements to ensure the integrity of the senior school certificates. This handbook is designed to give senior students an outline of the College policies that align with VCAA requirements along with our College Mercy values.

Further information can be provided by members of the Senior Programs Panel, made up of the VCE Coordinator, the Vocational and Applied Learning Leader, the Year 10, Year 11 and Year 12 Level Leaders, the Head of Senior School (HOSS), and the Deputy Principal – Learning & Teaching.

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# IMPORTANT DATES 2025

Tuesday 17 -Thursday 19 March	Year 12 Retreat
Friday 6 March	Final day to submit Special Examination Arrangements Applications
Friday 3 April	End of Term 1 – 2.30pm Finish
Tuesday 21 April	Start of Term 2
Monday 11 – Tuesday 12 May	Year 11 Retreat
Tuesday 16 June	GAT (General Achievement Test) Part A & Part B
Friday 26 June	End of Semester One and Term 2
Tuesday 14 July	Start Term 3 - Semester 2
Monday 27 July	Release of Music Performance & Language & Extended Investigation Orals examination advice slips
Monday 24 – Friday 28 August	Year 10 Work Experience
Thursday 17 September	End of Term 3 – 3.30pm finish
Monday 28 September - Thursday 1 October	VCE Unit 3 & 4 Trial Examinations
Monday 5 October	Start of Term 4
Monday 5 October – Sunday 1 November	Performance, Language Examinations: Oral component
Friday 16 October	Last Day for Year 12 students
Friday 30 October	School Assessed Tasks in Arts/Technology may be returned to students
Monday 26 October – Wednesday 18 November	Unit 3 & 4 Written Examinations
Friday 20 November	Graduation Dinner - Lakeside Receptions
Friday 20 November – Thursday 3 December	Year 12 2027 Step Up
Friday 20 November – Thursday 3 December	Year 11 2027 Step Up
Thursday 3 December	Last Day for Years 10 & 11 students
Thursday 10 December	Release of VCE Units 3 & 4 results
Thursday 10 – Friday 11 December	Tertiary Entrance Course counselling

## SENIOR PROGRAMS @ SHC

The Victorian Certificate of Education (VCE) and Victorian Certificate of Education Vocational Major (VCE VM) provide a program of studies for students in their final years of secondary education. They build on students' previous years of schooling and are regulated by the Victorian Curriculum and Assessment Authority (VCAA). While they are an extension of the Year 10 experience, they have more formalised processes because of this external regulation.

### THE VCE PROGRAM

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). **In this Senior School Policy Handbook information relating to VCE includes the Vocational Major (VM).** It is designed to be completed over a minimum of two years, and includes VCE Units of Study and Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies are nationally and internationally benchmarked at Unit 1 and Unit 2 level to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study must be completed as a sequence.

At Sacred Heart College, to ensure our students achieve a breadth of experience and an adequate number of units to be awarded a Certificate, the following is the standard for Year 11 and Year 12 studies:

- *twelve Units 1 and 2, including two units of English, Literature, or English Language*
- *five Unit 3-4 sequences, including two units of English, Literature, or English Language*

This ensures the minimum requirement of a 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 for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory **completion of both Units 3 and 4 of an English** sequence is required.

Students who wish to obtain an ATAR must have a minimum of three scored assessed Unit 3-4 sequences as well as a Unit 3-4 sequence from the English group. Two additional Unit 3-4 sequences, completion of a total of 6 Unit 3-4 sequences, provide a further 10% contribution each towards the students ATAR.

### PROMOTION FROM YEAR 11 -12

*Students who do not satisfactorily complete a minimum of eight Units 1 or 2, or at least one unit from the English group, will be ineligible to progress and will be required to repeat Year 11 at SHC or consider an alternate pathway at another educational institution.*

## COMPLETION OF VCE UNITS WITHOUT CALCULATION OF A STUDY SCORE

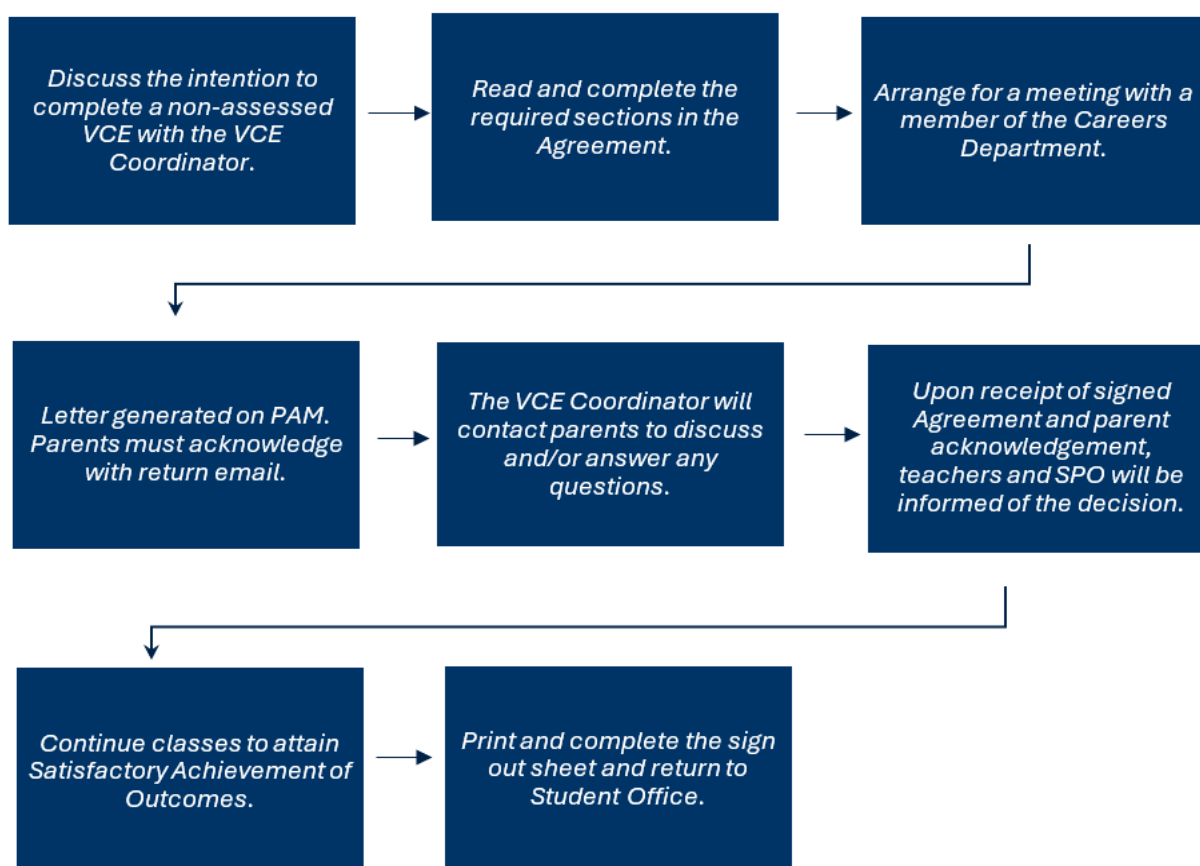
Study scores are attained for each scored Unit 3-4 sequence successfully achieved. These study scores are used to calculate a student's ATAR, the ranking system used by the VTAC for university entrance. All students are encouraged to undertake scored assessment as it is the best way to maximise opportunities and pathways to further education and training.

The VCE does, however, provide the flexibility to satisfactorily complete units without completing graded assessments. In some cases, where students are at risk of not completing or have other valid reasons for not undertaking scored assessment, they may decide to complete their VCE without study scores being calculated. This means that the student will receive their VCE with satisfactory achievement of the Units being studied, but they will not receive an ATAR.

If this alternative VCE is considered, parents and students will be informed of possible restrictions this may place on immediate future tertiary pathways. College Careers Practitioners will provide extensive support to ensure the student has an appropriate vocational pathway upon completing all study requirements.

The Non-Assessed option will only be available after students have completed their first SAC assessments or at the start of Term 2, unless there are significant medical or other circumstances.

If a student is considering this option, they must obtain a [Non-Assessed Student Agreement](#) form from the VCE Coordinator and complete the following process:



A copy of the [Non-Assessed sign out sheet](#) is linked here. Students must arrange to have it completed once they are no longer required to attend classes in Term 4.

# VICTORIAN CERTIFICATE OF EDUCATION – VOCATIONAL MAJOR

Students may only enrol in VM studies if they are completing the VM program. There are specific program requirements for the VCE VM.

To be eligible to receive the VCE, a student must satisfy the minimum VCE requirements – a minimum of 16 units which must include:

- three units from the English group (English, EAL, Literature, English Language and VCE VM Literacy) including a Unit 3–4 sequence
- at least three other sequences of Units 3 and 4 studies, which can include further sequences from the English group.

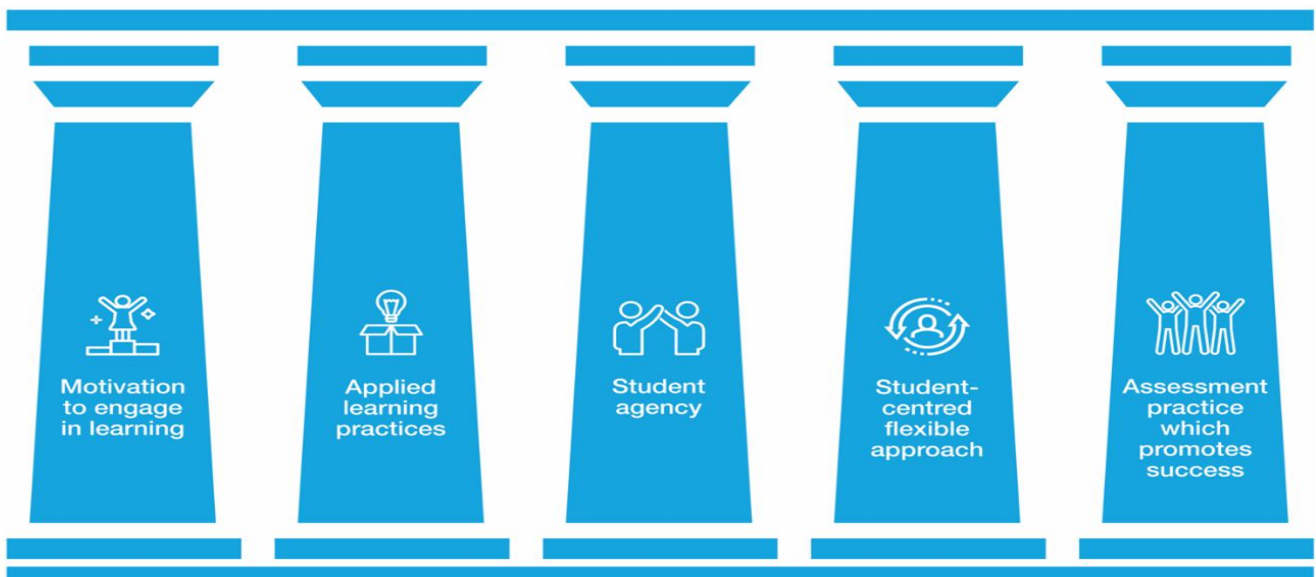
The program requirements for the VCE VM are in addition to the minimum requirements for satisfactory completion of the VCE – a minimum 16 units which must include:

- three VCE VM Literacy or VCE English units including a Unit 3–4 sequence
- two VCE VM Numeracy or VCE Mathematics studies units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units
- a minimum of 180 nominal hours of VET at Certificate II level or above.

## VET REQUIREMENTS IN VCE VM

- 180 hours of VET need to be successfully completed (usually over 2 years) as a requirement of the VCE VM appellation
- VET subjects can be completed either onsite (at SHC, built into the timetable) or externally / offsite (via an external provider).
- If a student does not meet the work requirements for their VET subject, they will not achieve their Vocational Major Certificate.
- If a VET teacher has concerns about a student's progress in a VET subject, students and families will receive communication via a VCE / VET Unsatisfactory progress letter on SIMON which will be generated by the VET teacher.

If three Unsatisfactory Progress letters are generated in a VET subject, a meeting will be arranged to discuss student achievement and consequences of not completing work requirements regarding the student's VCE VM completion.



## VOCATIONAL PATHWAY CERTIFICATE (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to the VCE.

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning, and vulnerable students at risk of disengaging from their education. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course, or employment.

The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

## VET/TAFE

Successful completion of a VET in Schools program allows VM students to gain credit in the VCE VM. Students at SHC are required to complete a minimum of ONE VET program to contribute to their VCE VM certificate.

VCE students are also encouraged to include a VET in their program.

## WORK PLACEMENT/STRUCTURED WORKPLACE LEARNING (SWL)

Structured workplace learning complements the training undertaken at school or at a Registered Training Organisation (RTO) and is a recommended for all VM students at SHC to supplement their VET studies. However, students can complete their VCE VM studies without a SWL placement. SWL placement can be organised between the student and employer to be completed on either a Tuesday or a Wednesday.

Prior to the commencement of Work Placement students must return the 'Structured Workplace Learning Arrangement' Form and the 'Travel and Accommodation' Form to the College. This form must be signed by all parties/stakeholders, as it is a legal requirement/document. SWL placements should ideally align with one of the student's selected VET programs.

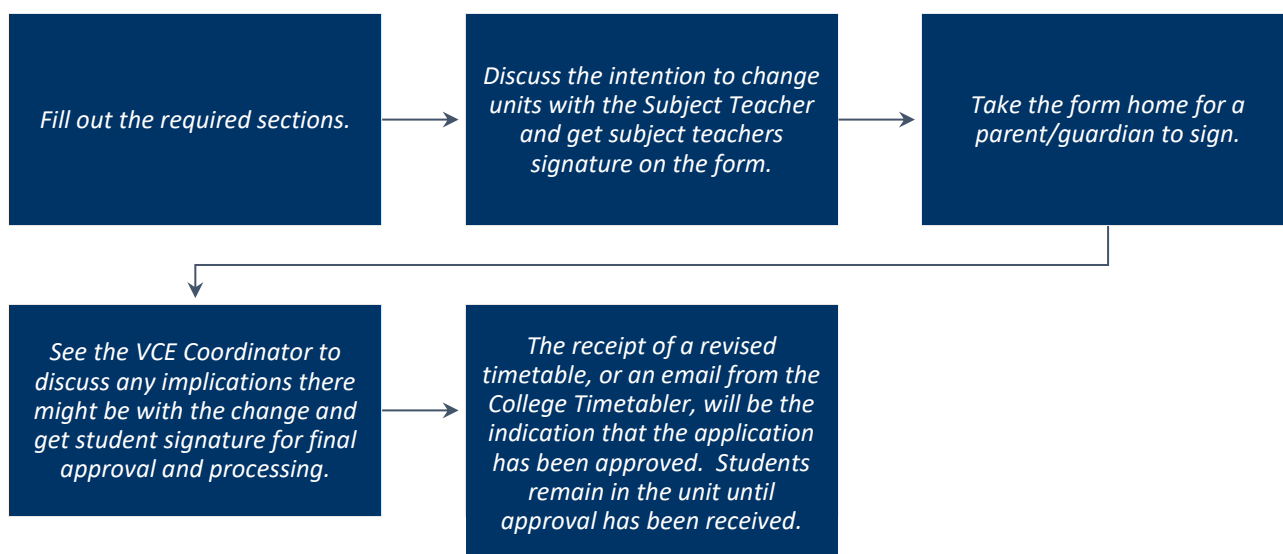
Students are responsible for sourcing their own SWL work placements, however, they may access support from the Careers practitioners at the College and the Vocational and Applied Learning Leader to do so.

## CHANGE OF SUBJECT

If enrolling in a new unit, the College requires that students do so no later than the end of the second week of the Semester in which that unit is taught. It is the student's responsibility to catch up on any work missed.

It is important for students to discuss any changes with the Subject Teacher and Head of Senior School. Any changes need to have the long-term consequences identified.

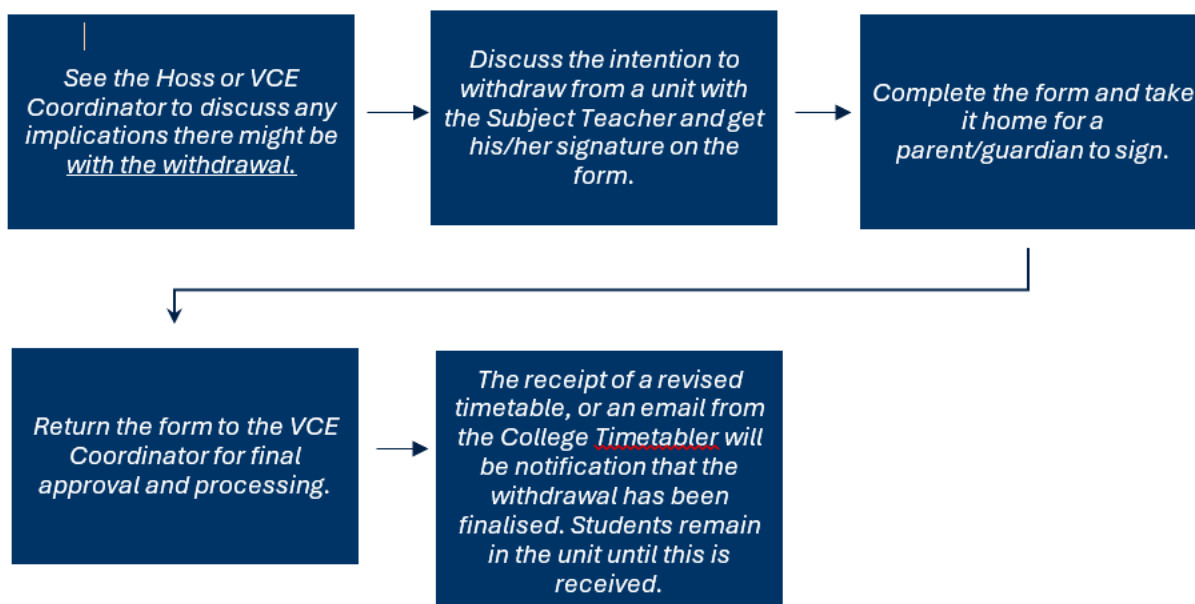
To change a subject, students must obtain the appropriate [Change of Subject form](#) from the Student Reception and complete the following process:



## WITHDRAWING FROM A UNIT

If withdrawing from a unit, it must be done before the first week in May (Unit 3-4 sequences) or before the first week in November (Units 1-2). Withdrawal is not possible after these dates and if coursework is not completed the VCE results transcript will show an 'N' (Not Satisfactory) for that unit.

To withdraw from a subject, students must obtain the appropriate [Change of Subject form](#) linked here or from the Student Reception and complete the following process:



## NOT SATISFACTORY ACHIEVEMENT

The VCAA requires enrolment in and completion of a minimum of four Unit 3 & 4 studies in sequence. If a student receives an 'N' in Unit 3, they will be withdrawn from Unit 4 and will not sit the final VCE examination. If a student receives an 'N' in Unit 4 they will not be able to sit the final examination. Refer to the [Redemption Policy](#) for further information regarding options if you receive an "N-Pending" in achievement of a Unit outcome.

If a student receives an 'N' in a Unit 1 or 2 subject, this Unit will not count towards the 16 Units required for successful completion of the VCE Certificate.

# SENIOR PROGRAMS POLICY AND PROCEDURES STATEMENTS



# SATISFACTORY COMPLETION OF THE VICTORIAN CERTIFICATE OF EDUCATION (VCE AND VCE VM) POLICY

## RATIONALE

All students enrolled in the VCE have the right to complete their course to the best of their ability with no negative influence from their peers. This implies that every student is performing to their potential and are not impacting on the learning of others. All assessments (SACs, project work, SATs etc) should be conducted under the same conditions, and students should all have equal chance to succeed in every task.

## TEACHER RESPONSIBILITIES

Teachers are required to:

- Ensure students in their class are familiar with the VCE Policies.
- Provide a course outline with a timeline of the study.
- Provide a list of assessment dates at the beginning of each unit.
- Provide specific information about the assessment task at least one week prior to the task. Information would include the date and time of the task, length, nature of task, procedures and the marking criteria.
- Provide at least one week's notice of the assessment date.
- Ensure School Assessed Coursework is authentic and unique (sufficiently modified if using commercial material or Past VCA examination questions etc).
- Ensure all materials are stored securely (both digitally and physically)
- Ensure students over multiple classes are not advantaged e.g. Minimal gap between classes completing the task or a school activity is requested, so that subjects with multiple classes complete the task at the same time and under the same conditions.

## SATISFACTORY COMPLETION OF A SAC/ASSESSMENT TASK

To achieve a satisfactory result in a SAC, a student must:

- Demonstrate they have a satisfactory understanding of all outcomes associated with the task.
- Submit/complete the work on the set date.
- Provide evidence that the work is clearly their own.
- Show there has been no breach of the VCAA rules.
- Sign the College 'Declaration of Authenticity' where required.

## NOT SATISFACTORY COMPLETION OF A SAC/ASSESSMENT TASK

Students and parents will be formally notified, by a N-Pending letter in PAM, if their attempt at a SAC or assessment task is deemed Not Satisfactory. They will have opportunity to redeem a satisfactory result as per the [Redemption Policy](#), however the original grade will stand.

NOTE: Students who have three SAC's in one day can apply to the VCE Coordinator to re-schedule one task. It is normal in Year 12 that students have two SAC's / SAT's scheduled in one day.

# ATTENDANCE POLICY

## RATIONALE

A student needs to attend sufficient class time to complete work. The VCAA advises that all VCE units require 50 hours of scheduled class time over the duration of the semester. The College 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 is unable to authenticate the student's work and where the school chooses to assign an N result for the unit, the school must assign an N for the outcome which cannot be authenticated.

When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, on application from the student, arrange special provision for school-based assessment in consultation with the student's teachers. Evidence and authentication of student ability, however, must be demonstrated for a satisfactory achievement.

## COLLEGE EXPECTATIONS OF ATTENDANCE:

- Students are required to attend a minimum of 85% of their scheduled classes at VCE, VCE VM, VET. Step Up classes contribute to this count. This is inline with VCAA attendance requirements.
- This 85% attendance equates to a student missing a maximum of 8 periods per subject in one Semester.
- Student absences are recorded electronically in SIMON.
- If students are absent for medical reasons they should provide a medical certificate to the Student Reception upon their return. This is particularly important if they are absent for an assessment.
- Once a student has five unexplained absences, the subject teacher will alert parents/guardians via an Attendance Letter that can be found in PAM.
- If the student has reached eight unexplained absences, an Attendance Review meeting will be convened with two members of the Senior Programs Panel, the student and parent/guardian. The purpose of this meeting is to discuss options and determine strategies to attempt to ensure satisfactory achievement.

## STUDENTS ABSENT ON HOLIDAY DURING REGULAR SCHOOL TERM

The College often gets requests from parents re: taking students out of school time for extended holiday periods. The following procedures have been in place to meet these requests

- **It is not advisable that VCE and VCE VM students are absent from school for extended periods during the school term.**
- Parents need to write to the Principal providing details of why and when the student will be absent from school. The College will acknowledge this correspondence.
- College teaching staff will **not** be required to provide work for students who are absent from class and miss learning due to holidays taken in term time.
- Course outlines will be provided by the subject teacher and available in an online platform (SIMON or Google Classroom) so that parents can deliver/arrange appropriate instruction through a tutor.
- It will be the responsibility of the student to arrange alternative dates for assessment task completion prior to their departure.
- If the student does not submit the assessment work prior to their departure, the student may receive a grade NS (not submitted) for each task and consequently a Not Satisfactory for the Unit.
- If the student is absent for a period longer than two weeks, the assessment of their work will be made on the tasks completed for the period of the Semester they attended school.

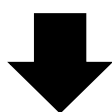
## WHAT TO DO IF YOU MISS A SCHOOL-BASED ASSESSMENT (VCE)

	Contact your subject teacher as soon as you know you are going to miss a School-based Assessment
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	Get a <a href="#">Reschedule form</a> from the Student Reception
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	Fill in this form with your teacher, arranging an alternative time to complete the AT or SAC Task – Submit at Student Reception.
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**Medical Certificate provided or school approved activity**



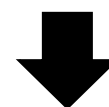
	Once you have handed in your form to Student Reception, you will receive a letter advising you of the alternative time to sit your task.
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	Unit 1 & 2 students – Assessment Tasks will be completed during a Period 5 time after school (alternate Tuesdays and Thursdays)
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	Unit 3 & 4 students – SACs can be completed in Period 5 or during study periods
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**No legitimate reason for having missed a School-based assessment**



	Once you have handed in your form to Student Reception, you will receive a letter advising you of the alternative time to sit your task.
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	Once the task has been completed, you will be required to sit a Review Panel – this Panel will determine a consequence for having missed the task without appropriate documentation
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	A letter will go home advising your parents of the Review Panel meeting date/time.
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	The Panel will consist of yourself, your subject teacher, the VCE Coordinator, YLL or HOSS.
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**Note:** The AT or SAC Task must be completed as soon as possible (usually the next day back at school) as determined by your subject teacher. You must be available and willing to sit the SAC at the time set.

# LATE SUBMISSION POLICY

## RATIONALE

The College has the responsibility to ensure all students have the same conditions to complete their SACs / Assessment Tasks. The late submission policy ensures that students who do not complete work by the set due date are prevented from gaining an advantage over other students.

## COLLEGE EXPECTATIONS

- All students are entitled to the same conditions to complete their SACs and Assessment Tasks
- Teachers must provide students with submission dates and these should be published on SIMON / PAM at the start of the Semester.
- The student is responsible for ensuring that they meet the set deadline.
- Students can apply for special consideration for a legitimate reason that prevents them from completing the work by the due date. This must not be within 24hrs of the due date. Special consideration will only be granted to students with legitimate cause, substantiated by a Doctors certificate or other independent documentary evidence in the event of family / personal crisis. Students who have a legitimate reason must apply to their subject teacher and the VCE Coordinator in writing.
- A student who fails to submit an extended SAC/SAT by the due date and who has not been granted an extension by the VCE Coordinator may either:
  - have a SAC/SAT accepted late and graded for the purposes of determining an 'S' for the Unit. The student will however be awarded a ZERO grade for the Coursework mark calculation.
  - Not have the SAC/SAT accepted late and be given an 'N' for the work and, in effect, for the Unit.
- A student who is absent on the due date of a SAT needs to make contact via phone with the VCE Coordinator in the morning to discuss alternate submission arrangements. This may involve the student / parent / guardian / friend delivering the assessment directly to the VCE Coordinator at the College.
- Students must submit the task within 48hrs of the due date in order to achieve a 'Satisfactory' for the task.

# REDEMPTION POLICY

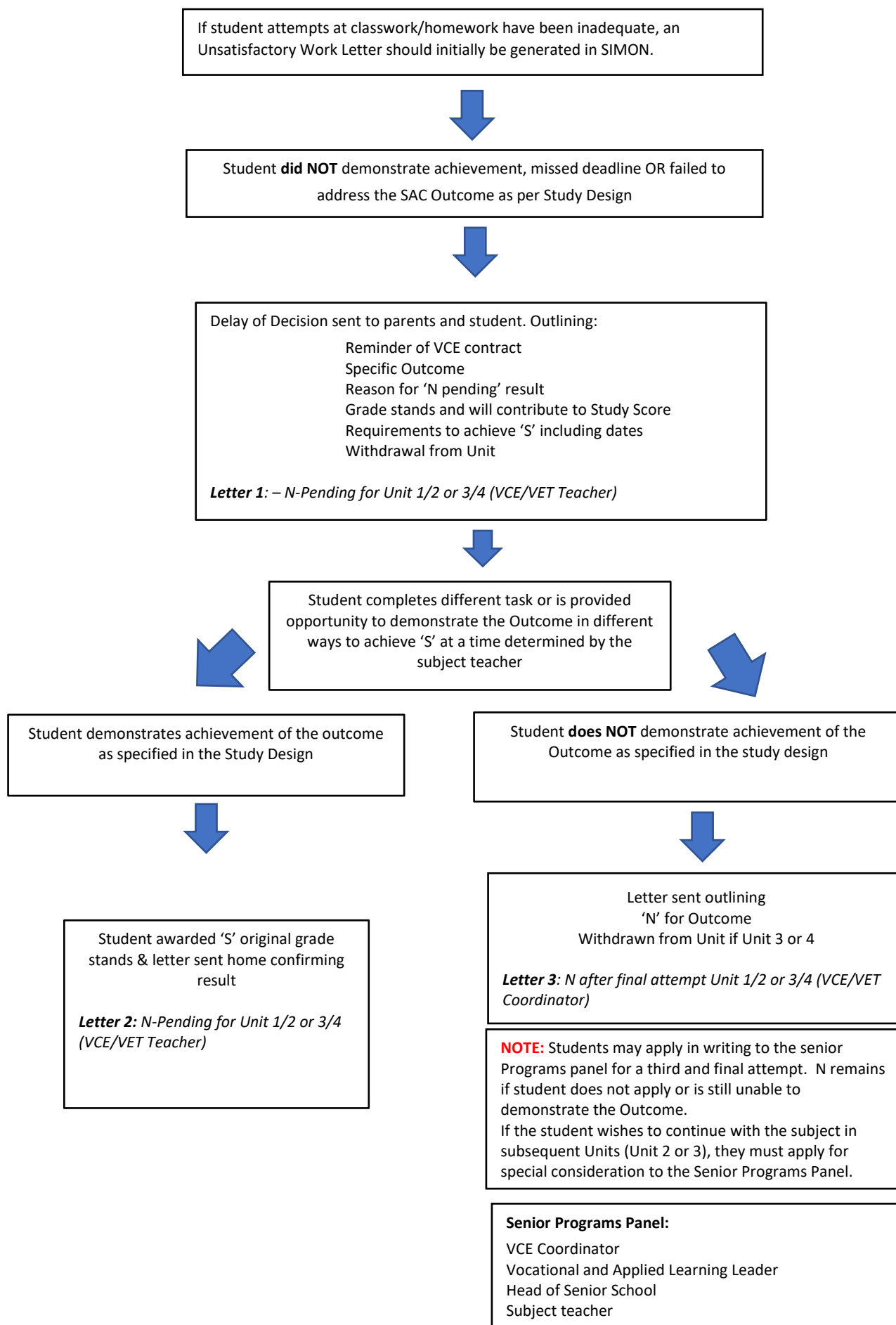
## RATIONALE

If a piece of required work (SAC or SAT) is completed unsatisfactorily the student will have one opportunity to redeem the work. The redemption work must show a satisfactory understanding of the selected outcomes.

## PROCEDURE FOR REDEEMING A SATISFACTORY RESULT FOR SCHOOL-ASSESSED COURSEWORK AND TASKS

1. The subject teacher will assign a N-Pending letter outlining the piece of work that was unsatisfactory and the conditions for redemption of the Satisfactory results. This letter will be generated in SIMON and accessible via the Parent Access Module (PAM).
2. The task, or the alternative task must be completed by the new date, as set by the teacher and submitted. If the work is completed and submitted by the agreed date, it will be recorded as 'Satisfactory'. The original score/grade will be awarded for the task.
3. Subject teachers may use a number of criteria to assess whether the student has successfully met the outcomes of that task. These include:
  - a. The ability of the student to verbally demonstrate knowledge of the outcomes
  - b. Written work
  - c. Homework tasks
  - d. Completion of a different School Assessed Coursework, but assessing the same outcomes
  - e. Completion of the same School Assessed Coursework using all available materials to demonstrate knowledge
4. If the work remains unsatisfactory or is not submitted by the agreed date, the student will receive NOT SATISFACTORY for the task and for the unit result. A 'Final N Notification Letter' will be assigned and can be found on the Parent Access Module (PAM).
5. A student can apply to the Senior Program Panel for a third and final attempt, if they believe there are reasonable grounds for a final attempt. The Senior Program panel will meet and inform the student of the outcome of their application.
6. If a student is required to redeem a satisfactory result multiple times across a semester (in a subject or several), the Year Level Leader and VCE Coordinator will meet with the students and parents to discuss the suitability of the student's chosen pathway.

## DELAY OF DECISION VCE SAC/ASSESSMENT TASK FLOWCHART



# LOST, STOLEN OR DAMAGED SCHOOL-ASSESSED COURSEWORK POLICY

## RATIONALE

It is the responsibility of the student to ensure that they secure their School-assessed Coursework to protect it from damage, theft and loss. Once submitted, teachers have the same responsibility.

## PROCEDURE FOR LOST, STOLEN OR DAMAGED SCHOOL-ASSESSED COURSEWORK

1. The student, or teacher, must submit a signed and dated statement explaining the circumstances to the VCE Coordinator.
2. The VCE Coordinator will investigate.
3. The Principal will be informed of the situation and will determine the score for the assessment task. He will consider advice from the teacher and previous learning data to determine the score.

**Please note:** In some circumstances, the student may be required to resubmit/resit the Task.

## COMPUTER USE

The VCAA state that:

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

- Hard copies of the work are produced regularly to meet drafting and authentication requirements.
- Each time changes are made the work is saved onto a backup file / USB. The backup file should not be stored with the computer.

# AUTHENTICATION OF STUDENT WORK POLICY

## RATIONALE

Students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers must be confident that any student work submitted for assessment is a valid representation of their ability. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

## TEACHER RESPONSIBILITIES

- Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes.
- Undue assistance should not be provided to students while undertaking assessment tasks.
- Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted
- Where work is completed outside class, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records.
- For SAC tasks where work is completed outside class, teachers are required to use the Authentication Record to record monitoring of each student's development of work.
- For School-assessed Tasks (SATs), teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish between individual student's work, and therefore to assist in the authentication process.
  - Teachers must monitor and record student work, from planning and drafting through to completion, in the specific Authentication Record for School-assessed Tasks for their Study (download from VASS. This requires regular sightings of the work by the teacher).

## STUDENT RESPONSIBILITIES

- In order to ensure authentication of work, students must do some/all of the work in class, and show drafts to the teacher.
- If using an electronic device, students need to save each draft of their work
- Students must acknowledge all resources used, including: text, websites and source material, the name and status of any person who provided assistance and the type of assistance provided
- Students must not receive undue assistance from another person in the preparation and submission of work
- Unacceptable forms of assistance include: use of, or copying, another person's work or other resources without acknowledgement; corrections or improvements made or dictated by another person
- Students must not submit the same piece of work for assessment in more than one study, or more than once in a study
- Students must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
- Students must not knowingly assist another student in a breach of the rules
- Students must only use permitted materials / resources.
- Students should not bring mobile phone or smart watches into any assessment space.

## PROCESS

If a teacher cannot be sure that the work is genuinely a student's work, then the following will apply:

1. The Subject Teacher will alert the VCE Coordinator and an authentication meeting time will be determined. The Authentication Panel will consist of the Subject Teacher, VCE Coordinator, and the Year Level Leader.
2. The student will be informed of the meeting at least 24 hours prior to the determined time (also recorded on SIMON letters).
3. Students will be asked to produce evidence to show that the work is genuinely their own and/or demonstrates understanding of the work.
4. If the student is unable to provide adequate evidence that the submitted work is their own, an appropriate course of action will be determined by an independent decision maker (usually the Deputy Principal – Teaching and Learning).
5. Students and parents will be notified about the matter with a letter generated in SIMON and PAM.

Depending on the extent of unacknowledged material in the submitted work, one of the following may happen:

1. Students may be officially reprimanded.
2. If there is sufficient time, they may be given the opportunity to resubmit work for satisfactory completion. This work may be the same as, or different from, the original work.
3. The teacher may refuse to accept that part of the work which infringes the rules.
4. The teacher may base a decision to award an 'S' or 'N' upon the remainder of the work.
5. The teacher may base the score for the Coursework on the assessment of the remaining acceptable work.
6. The teacher may refuse to accept any part of the work submitted and award an 'NA' for the School-assessed Task or School-assessed Coursework.
7. Students and parents will be notified in writing about the decision made via SIMON/PAM
8. If any of the penalties 3 - 6 are applied to School Assessment, then the Principal has to inform VCAA in writing. Students have the right of appeal to the College within 14 days of receiving written notification of the penalty, but can only appeal if they can provide evidence that plans or drafts of the work have been sighted during the time the work was to be completed.
9. If this appeal is unsuccessful, students have the right to appeal to the VCAA within 14 days of receiving notification of the Authentication Panel's decision. To appeal the schools decision the appeal must be lodged in writing to the VCAA Chief Executive Officer

# YEAR 10 CERTIFICATE

## RATIONALE

To recognise students' achievements and facilitate accountability for effort and consistency in their academic studies. The Certificate indicates a student's readiness to commence the Victorian Certificate of Education, Academic or Vocational major, and is a document that could be used to begin other courses, apprenticeships or paid employment.

### Award Requirements:

A student must attain a Satisfactory achievement of a minimum of six Units per Semester, including Religious Education, English, and Mathematics

Satisfactory achievement of Units is based on:

- Completion and submission of all Assessment Tasks
- Achievement of the Success Criteria for each topic
- Attend a minimum of 80% of all scheduled classes\*

Please note that students will have the opportunity to redeem a Not-Satisfactory Unit result through redemption/resit as negotiated with the subject teacher.

A Year 10 Certificate may be awarded in exceptional circumstances if there is documented evidence about pastoral or learning needs that may have prevented a student from achieving the criteria. This decision will be made with consultation by the Senior Programs Team.

\*Some extracurricular activities and programs will count towards attendance percentages.

# YEAR 10 CERTIFICATE

## UNSATISFACTORY PROGRESS FLOWCHART

1. Subject teacher/s generate unsatisfactory progress letter in SIMON



2. Subject teacher/s generated N-Pending letter if AT not submitted or not satisfactory. Students provided with the opportunity to redeem task for a satisfactory outcome.



3. YLL to contact home if multiple letters generated  
4. YLL creates a record of flagged students – communicated with staff



Where redemption is required for one or more subjects at the end of the semester, a redemption week/days will be scheduled (after exams) either on student free days or class withdrawal.

Where a student is at risk of not achieving their Year 10 Certificate, the following will be applied based on individual student circumstances:



For individual subjects:

- Where redemption is required the EOY examination may be utilised ie Exam questions to reflect success criteria.
- For RE a set date (possibly Assembly time) and redemption task is to be provided
- Where satisfactory achievement has not been met for Advanced Mathematics, students will be encouraged to complete an exam at the Year 10 standard to attain a S. Further to this, progression into VCE Mathematical Methods will not be a recommended option for these students.

Head of Senior School & YLL panel meeting arranged with parents to discuss options for progression, dependant on promotions policy options may include:

- Academic Student Support Procedure
- Repeat Year 10
- Investigate career pathway options e.g., apprenticeship, traineeship
- VET alternative options e.g., Pre-app or other Certificate
- Where significant wellbeing concerns are present a modified VCE program will be discussed/recommended

# ACCELERATION POLICY

## RATIONALE

At Sacred Heart College, students are encouraged to strive for excellence. For many students this will occur through the process of acceleration. The policy states the criteria that students in Years 9 and 10 need to meet in order to accelerate when in Years 10 and 11.

## PRINCIPLES

- For the purposes of this policy, acceleration refers to the situation where a student is enrolled in a VCE subject one year ahead of the usual practice.
- The experience of studying a VCE subject, particularly a Unit 3 and 4 sequence, one year ahead can better prepare students as they experience the types of assessment, the GAT and learn associated study skills
- Accelerated students often study six Unit 3 and 4 sequences which adds to their ATAR and opens up more Tertiary study opportunities
- Acceleration can provide students with motivation to succeed

## IMPLEMENTATION

Students need to have achieved the following:

- An average of 80% + in a minimum of four subjects\*
- Work Habits that are 'good' or better in all subjects
- Victorian Curriculum levels that are 'At Standard' or higher

\* The subject into which the student wishes to accelerate should be similar to at least one of these subjects. For example, if a student wishes to accelerate into Units 1 & 2 Biology while in Year 10, their results for Year 9 Science should be at an 80%+ average. Where the subject into which the student wants to accelerate is not studied at the lower level (e.g. Legal Studies), then subjects that would have similar skills will be considered. Students who meet these criteria can apply for acceleration if they wish to do so.

Students who wish to accelerate into two or more subjects must apply directly to the HOSS who will meet with relevant subject teachers and the student to consider the request and make a recommendation to the Deputy Principal - Learning and Teaching, who will decide on the outcome.

Students who were enrolled in an accelerated subject while in Year 10 will still have to meet the same acceleration criteria in order to accelerate in Year 11 – even if it is accelerating into Units 3 and 4 of the same subject.

In some cases, students who do not exactly meet these criteria may apply to the HOSS to accelerate. After consultation with the Year Level Leader and/or relevant subject teachers, the HOSS will decide on the outcome.

Please note: If a student would like to accelerate into a University subject, they must have previously been approved for acceleration and must be achieving an average of 80%+ in their accelerated subject.

# SCHOOL-BASED ASSESSMENT SPECIAL PROVISION POLICY

## RATIONALE

Students enrol in VCE studies with a reasonable expectation of being able to achieve the outcomes of the study design, and to demonstrate their achievement fairly in both the school assessment program and the external examinations. A student is expected to submit all specified work requirements for each unit.

## CIRCUMSTANCES AND CONDITIONS

Special provision can be granted in **exceptional** circumstances. [Special Provisions for Classroom Learning and School-based Assessment Policy can be accessed here.](#) It is intended to allow students who cannot meet all of the regular course requirements the opportunity to satisfactorily complete the unit. A student is eligible for Special Provision at any time while studying for the VCE if they're adversely affected in a **significant way** by:

- Severe health impairment
- Significant physical disability
- Hearing impairment
- Vision impairment
- Learning disability
- Severe language disorder
- Illness
- Impairment or injury
- traumatic personal incident
- family circumstances

## PROCEDURE FOR APPLYING FOR SCHOOL-BASED SPECIAL PROVISION

The College has a comprehensive support network for students with chronic medical conditions. The Learning Support and Wellbeing teams ensure documentation is provided in student notes and PLP information in SIMON.

Families of students with known conditions will be contacted by the VCE Coordinator in Term 4 of the year prior to students attempting VCE studies.

All students enrolled in Units 3-4 will be informed of the application process for special provision early in the school year. Students will be required to provide official evidence of their circumstances.

Assistance may take one or more of the following forms:

- rescheduling assessment tasks
- setting alternative or substitute tasks
- allowing more time to complete a task
- allowing the use of different arrangements to complete an assessment.

The application will be discussed by the VCE Coordinator, YLL and/or HOSS and the Director of Learning Support. Once approved, a subsequent application will be made to the VCAA Special Provision Unit to ensure the student is supported with the same or similar arrangements in their VCAA GAT and external examinations.

Students with new conditions or circumstances must meet with a member of the Wellbeing team, VCE Coordinator or Director of Learning Support, depending on the Year Level of the student. The Provisions for Classroom Learning and School-based Assessment Policy will be followed.

## ALTERNATIVE ENROLMENT ARRANGEMENTS

If a student wishes to apply to complete a VCE subject not offered or available at Sacred Heart College, they apply in writing to the VCE Coordinator. The College will complete the enrolment process for students completing a subject through Virtual Schools Victoria (VSV) or the Victorian School of Languages (VSL). Any additional costs will be added to the student's family account. Once approved student timetables will be amended.

Some students may require a partial or individualised enrolment. Arrangements for these students sit within the College's Partial Enrolment Policy and Procedures (under development). Until these are confirmed in 2026, students and parents should liaise with their relevant Head of School.

# APPENDICES

## YEAR 10 CERTIFICATE – STUDENT CONTRACT

1. I understand that if I miss **more than six** Year 10 classes for any subject it will result in an interview with the VCE Coordinator and jeopardise my success in this subject.
2. I understand that if I must satisfactorily complete 11 units (Semester) subjects to progress to Year 11 VCE – Academic or Vocational majors.
3. I understand that the only legitimate reasons for missing an Assessment Task are illness, bereavement or College extracurricular activities.
4. When I know that I will be away for an Assessment Task, my parent/guardian must inform the Student Reception of the Assessment Task I am missing and the subject teacher involved.
5. I understand when I have been away for an Assessment Task I must submit a Medical Certificate, Statutory Declaration, or other required evidence to the SPO on **the day I return to school**.
6. I understand that it is my responsibility to arrange to complete the missed Assessment Task within **one week** of the original date or at a time set at the discretion of the subject teacher.
7. I must be able to demonstrate an understanding of the task at, or about the time of, submission of the work. If any part or all of the work **cannot be authenticated**, the matter will be dealt with as a breach of rules.

*As a student of Sacred Heart College Kyneton, I have read the Senior School Policy Handbook Year 10 - 12 2026 and the responsibilities above. I agree to abide by the rules and responsibilities required and administered by Sacred Heart College Kyneton whilst undertaking my Year 10 studies.*

Student Name:

Student Signature:

Date:

Parent Signature:

## VCE STUDENT DECLARATION – YEAR 11 (PROVIDED IN PAM)

1. I understand that if I miss eight VCE or VCE VM classes for any subject it will result in an interview with the VCE Coordinator and jeopardise my success in this subject.
2. I understand that I can only miss an Assessment Task for legitimate reasons such as illness, bereavement or College extracurricular activities.
3. I understand that by missing an Assessment Task for illegitimate reasons, such as driving licence lessons or test, sleeping in, missing the bus, family holiday etc, it may result in me being unable to complete the task. This will result in a N/A for the Assessment Task and may result in an 'N' for the outcome and unit.
4. When I know that I will be away for an Assessment Task, my teacher and SPO must be informed prior to the date as per the Attendance Policy
5. I understand when I have been away for an Assessment Task I must submit a Medical Certificate, Statutory Declaration, or other required evidence to the SPO on **the day I return to school**.
6. I understand if such evidence is not provided the Assessment Task will be marked for Satisfactory completion of the Outcome, **but a mark will not be provided**.
7. I understand that the missed Assessment Task must be completed as soon as possible and at a time set at the discretion of the subject teacher or the VCE Coordinator.
8. I must be able to demonstrate an understanding of the task at, or about the time of, submission of the work. If any part or all of the work **cannot be authenticated**, the matter will be dealt with as a breach of rules.

*As a student of Sacred Heart College Kyneton, I have read the Senior School Policy Handbook 2026 and the responsibilities above. I agree to abide by the rules and responsibilities required by the Victorian Curriculum and Assessment Authority (VCAA) and administered by Sacred Heart College Kyneton whilst undertaking my VCE and VCE VM studies.*

Student Name:

Student Signature:

Date:

Parent Signature:

## VCE STUDENT DECLARATION – YEAR 12

1. I understand that if I miss eight VCE or VCE VM classes for any subject this will result in an interview with the VCE Coordinator and jeopardise my success in this subject.
2. I understand that I can only miss School Assessed Coursework (**SAC**) or a School Assessed Task (**SAT**) for legitimate reasons such as illness, bereavement or College extracurricular activities.
3. I understand that by missing a SAC or SAT for illegitimate reasons such as driving licence lessons or test, sleeping in, missing the bus, family holiday etc, it may result in me being unable to complete the SAC. This will result in a N/A for the SAC/SAT and may result in an ‘**N**’ for the outcome/criteria and unit.
4. When I know that I will be away for a SAC, my teacher and SPO must be informed prior to the date as per the Attendance Policy
5. I understand when I have been away for a SAC or SAT, I must submit a Medical Certificate or Statutory Declaration, or other required evidence **to the SPO on the day I return to school.**
6. I understand if such evidence is not provided the SAC/SAT will be marked for Satisfactory completion of the Outcome, **but will not be scored.**
7. I understand that the missed SAC or SAT must be completed within as soon as possible and at a time set at the discretion of the subject teacher or the VCE Coordinator.
8. I must be able to demonstrate an understanding of the task at, or about the time of, submission of the work. If any part or all of the work **cannot be authenticated**, the matter will be dealt with as a breach of rules.

*As a student of Sacred Heart College Kyneton, I have read the Senior School Policy Handbook 2026 and the responsibilities above. I agree to abide by the rules and responsibilities required by the Victorian Curriculum and Assessment Authority (VCAA) and administered by Sacred Heart College Kyneton whilst undertaking my VCE and or VCE VM studies.*

Student Name:

Student Signature:

Date:

Parent Signature

## FORMS (EDITABLE PDFS)

[Year 10 Change of subject form](#)

[Change of Unit 1 or 2 form](#)

[Change of Unit 3 or 4 form](#)

[School Assessed Coursework – Reschedule form](#)

[Non-Assessed VCE – Student Agreement](#)

[Non-Assessed VCE – Student Sign-out form](#)

## GLOSSARY OF TERMS AND ACRONYMS

ATAR	Australian Tertiary Admission Rank
GAT	General Achievement Test (Section A & B)
HOSS	Head of Senior School
PAM	Parent Access Module of SIMON
Period 5	Class after school hours (3.45pm – 5.25pm) where students complete assessment tasks that they have missed due to approved absence. Classes are held every week alternating between Tuesday and Thursday. Formal arrangements are made by the Subject Teacher and parents are notified by letter.
RTO	Registered Training Organisation
SAC	School Assessed Coursework
SAT	School Assessed Task
SBAT	School Based Apprenticeship and Traineeship
SIMON	College Intranet
SPO	Student Programs Office
SWL	Structured Workplace Learning
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VCE VM	Victorian Certificate of Education Vocational Major (VM)
VET	Vocational Education & Training
VPC	Victorian Pathways Certificate
VQA	Victorian Qualifications Authority
YLL	Year Level Leader

# NOTES

