

Bright P-12 College VCE Policy 2025



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Development of VCE Policy & associated documents:

Development of VCE Policy documents

- This policy has been informed by the VCAA VCE Administrative Handbook 2025; <https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx>
- This policy has been developed in alignment with Bright P-12 College's Strategic Plan goals, as well as Bright P-12 College's Instructional Model

In this VCE Policy document, information relating to the VCE includes the VCE Vocational Major (VM), unless otherwise stated or when referring to scored school-based and external assessments and related processes and results.

This VCE Policy document will be published on Compass Newsfeed and key points explained to students, staff and parents/guardians by the end of Week 3, Term 1 of the academic year.

- Shorter summary documents to be provided to students in hard-copy:
 - [Student summary of VCE policy](#)
 - [Student poster of key points from VCE policy](#)

The [VCE Teacher Checklist](#) (VCAA document adjusted by Bright P-12 College) will be distributed to staff by the end of Week 3, Term 1.

Updating and reviewing VCE Policy

This policy will be reviewed annually to update changes from VCAA or more often if necessary due to updates and changes from VCAA or DET.

VCE eligibility and enrolment

VCE Eligibility and minimum requirements

The VCE includes the Vocational Major (VM), which replaces VCAL Intermediate and Senior levels. The accredited Victorian Pathways Certificate (VPC) also replaces VCAL Foundation level.

VCE	VCE VM	VCE Baccalaureate
<p>Satisfactory completion of 16 units, which must include:</p> <ul style="list-style-type: none">• three units from the English group, including a Unit 3–4 sequence• three Unit 3–4 sequences, which can include further sequences from the English group. <p><i>*For calculation of a student's ATAR, satisfactory completion of a scored Unit 3–4 sequence from the English group of studies is required</i></p>	<p>Satisfactory completion of 16 units, which must include:</p> <ul style="list-style-type: none">• three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)• two VCE VM Numeracy or VCE Mathematics units• two VCE VM Work Related Skills units• two VCE VM Personal Development Skills units• a minimum of three additional Unit 3–4 sequences, which can include other VCE or VCE VET studies• a minimum of 180 nominal hours of VET at Certificate II level or above. <p><i>*If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.</i></p>	<p>The VCE Baccalaureate is an additional form of recognition for students who choose to undertake the demands of studying both higher levels of mathematics and a language in their VCE program of study.</p> <p>The VCE program of study must include:</p> <ul style="list-style-type: none">• a Unit 3–4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3–4 sequence in EAL with a study score of 33 or above• a Unit 3–4 sequence in either Mathematical Methods or Specialist Mathematics• a Unit 3–4 sequence in a VCE Language• at least 2 other Unit 3–4 sequences.

Typical Enrolment at Bright P-12 College

VCE	VCE VM
<p>Year 11:</p> <ul style="list-style-type: none"> Students are required to be enrolled in six subjects (12 units) which may include a combination of Units 1&2 & Units 3&4 subjects No students will have timetabled study periods unless they undertake a Vocational Education & Training Delivered to Secondary Schools (VETDSS) subject or they are studying a subject via a virtual learning program such as Victorian Virtual Learning Network (VVLN), Centre for Higher Education Studies (CHES), Virtual Schools Victoria (VSV) or Victorian School of Languages (VSL) 	<p>Year 11:</p> <ul style="list-style-type: none"> Students are required to be enrolled in five VCE-VM subjects: <ul style="list-style-type: none"> Unit 1&2 Literacy Unit 1&2 Numeracy Unit 1&2 Personal Development Skills Unit 1 Structured Work-place Learning Recognition Unit 1&2 Work Related Skills Students must enroll in a VCE-VET subject (2 units), which may include a mix of Units 1&2 and 3&4. They will have timetabled classes three days a week and are expected to complete their VCE-VET subject and structured workplace learning (SWL) on the other two days.
<p>Year 12:</p> <ul style="list-style-type: none"> Students are required to be enrolled in five subjects (10 units) All students will have five study periods per week; some students may have more than five study periods per week if they are enrolled in a VETDSS subject or they are studying a subject via a virtual learning program, such as VVLN, CHES, VSV or VSL It is expected that students will remain at school for these study periods The Victorian Tertiary Admissions Centre (VTAC) advises that <u>satisfactory completion of a scored Unit 3–4 sequence from the English group of studies</u> is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR). Students undertaking atypical programs may have their previous studies or experience counted towards the award of the VCE. This applies to adult students with no Year 12 results, adult students with Year 12 results dating before the VCE, students with credit from interstate and overseas studies and students who previously attained VET qualifications or credit from a VCAL qualification. 	<p>Year 12:</p> <ul style="list-style-type: none"> Students are required to be enrolled in five VCE-VM subjects: <ul style="list-style-type: none"> Unit 3&4 Literacy Unit 3&4 Numeracy Unit 3&4 Personal Development Skills Unit 2 Structured Work-place Learning Recognition Unit 3&4 Work Related Skills Students must enroll in a VCE-VET subject (2 units), which may include Units 1&2 and/or 3&4. They will have timetabled classes three days a week and are expected to complete their VCE-VET subject and structured workplace learning (SWL) on the other two days.

Atypical VCE (including VM) Enrolment at Bright P-12 College

In very specific circumstances, it may be in the best interests of students to complete an atypical VCE enrolment. The Principal/Assistant Principal and Year Level Coordinator will consider atypical enrolments on a case-by-case basis and students who wish to apply for an atypical enrolment should make an appointment to discuss this with the Assistant Principal. During the meeting with the AP, a letter will be signed by the student and parent/guardians to acknowledge the agreement of the chosen pathway and demonstrate understanding of the expectations. Atypical enrolments are recorded on Compass via a chronicle post.

Possible atypical enrolments include:

- a reduced subject load
- completing the VCE certificate over 3 years instead of 2 years
- completion of one or more VCE Unit 3&4 subjects without calculation of a study score
- accelerating more than one VCE subject

VET (Vocational Education & Training)

VET allows students to work towards qualifications for all types of employment, and gain sector-specific knowledge and skills to assist their transition to further study and employment. Students who complete all or part of a VET course drawn from a training package or accredited course receive credit towards completing the VCE. VCE students typically undertake training at Certificate II or III levels.

Completion of VCE Unit 3&4 subjects without calculation of a study score

The VCE provides an option for individual students to complete one or more units without being assessed for levels of achievement in school-based and external assessments. A student may be eligible for the award of the VCE if they have submitted a range of set work (learning activities) and assessment tasks (including school-based assessments) for satisfactory completion of units but have not been assessed for levels of achievement in some or all school-based and external assessments. Students must still meet all requirements for satisfactory completion of the unit, including undertaking any school-based assessments.

Examples of circumstances where it is appropriate to offer this option include the following:

- illness and/or absence
- mental health and wellbeing issues
- clear and well-supported post-school aspirations that do not require an ATAR, for example, an offer of an apprenticeship
- other specific and personal circumstances (not based on academic results).

Students who complete VCE units without a study score are still required to:

- be assessed for satisfactory completion
- participate in school-based assessment for levels of achievement, even if a score is not provided to the VCAA. However, the conditions under which the school-based assessment is to be completed may be varied.

Bright P-12 College encourages and supports all students to undertake scored assessment, excluding students enrolled in the VCE VM, which does not include scored assessment. Scored assessment provides VCE students with a more detailed record of what they have achieved and is the best way to maximise their employment opportunities and transition to further education.

Where students have valid reasons for not undertaking scored assessment, Bright P-12 College may advise them to undertake one or more VCE units without being assessed for levels of achievement. In this case a study score will not be calculated for the study. A student must be assessed for levels of achievement in 2 of the graded assessments per study to receive a study score. If graded assessments are not provided, the students will not receive a study score.

It is important that when students, with parental support, make the decision to complete a unit without a study score, they arrange to meet with the Assistant Principal to discuss the possible restriction this places on future pathways to ensure that students fully understand the greater number of pathways available when scored assessment is completed. Students must consider the assessment requirements when making their enrolment selection, as not undertaking graded assessments for VCE studies (excluding VCE VM studies) may limit their pathway options. During the meeting with the AP, a letter will be signed by the student and parent/guardians to acknowledge the agreement of the chosen pathway and demonstrate understanding that they will not be receiving a study score.

Where a student makes the decision to complete a VCE unit without a study score after they have already commenced the unit, any scores that have already been entered cannot be removed after the VASS (Victorian Assessment Software System) due date. NA scores will be entered for the remainder of the study.

Acceleration into VCE (including VM & VET) subjects

Year 9 students may express an interest in doing one Unit 1 and 2 subject in Year 10 when completing their subject selections. These expressions of interest are distributed to secondary staff for their consideration and any concerns are passed onto the Assistant Principal. Year 10 students who are accepted into a VCE subject are expected to achieve satisfactory outcomes for the VCE subject. Failure to do so may result in the student moving back into a typical Year 10 program and/or not being able to study the subject at Units 3-4 level in Year 11. Students who successfully complete a Unit 3&4 subject in Year 11 will still be required to complete the standard five Unit 3&4 subjects in Year 12. Students who accelerate more than one Unit 1&2 or Unit 3&4 subject will need to have this pathway approved by a YLC/AP and have an atypical enrolment recorded on Compass chronicle.

Year 11 students who are undertaking two subjects at Unit 3-4 level will only be eligible to study a reduced load of subjects in Year 12 if the VCAA study scores achieved in these subjects are sufficient for the student's goals and pathways (to be discussed on an individual student basis with the Principal/Assistant Principal). If this requirement is not met, students will need to enrol in five Unit 3-4 sequences in Year 12.

Attendance

VCE Attendance (including VM & VET)

To meet VCAA requirements, all VCE units (except Unit 1&2 SWL-R) include at least 50 hours of scheduled instruction. Students must attend sufficient class to complete work and give the teacher enough opportunities to be able to authenticate their work. If a student has completed work but significantly breaches the school's attendance policy, the school may be unable to authenticate their work. Where the school chooses to assign a "Not Satisfactory" (N) result for the unit, the school must also assign an N for the outcome which cannot be authenticated.

Approved absences include but are not limited to:	Non-approved absences include but are not limited to:
<ul style="list-style-type: none">● absences covered by a medical certificate stating the student is unfit for school● specialist medical appointments where a certificate of attendance can be provided● absences due to bereavement● absences due to school-based events such as camps and excursions	<ul style="list-style-type: none">● medical absence not covered by a medical certificate● family holidays● non-medical appointments such as driver licence tests

In accordance with the Bright P-12 College attendance policy:

- Students are expected to cover all absences with written explanations from parents/guardians or with medical certificates to be given to the Bright P-12 College attendance officer which will then be stored on Compass
- In all cases of student absence students are required to make contact with their teachers to catch up on work missed
- Students are not to leave the College grounds during the school day; including during their scheduled study periods

VCE Head Start (including VM and VET)

The VCE Headstart program is designed to:

- introduce students to their new subjects, ensuring that any subject changes are made early in their VCE programs
- allow students and teachers to develop learning goals and work, assessment and classroom expectations
- allow students to begin learning introductory Unit 1/3 key knowledge and key skills before the start of the following year

Any Headstart programs must not include formal School-based Assessment for the assessment of levels of achievement.

Student attendance in the VCE Headstart program is compulsory, unless students are involved in alternative, approved College-based activities. In this case it is expected that students make contact with their teachers to catch up on work missed.

Assessment:

VCE Assessment overview

Each VCE unit involves 50 hours of scheduled classroom instruction; in addition, students undertake up to 50 hours of self-directed learning for each unit. VCE Structured Work-place Learning Recognition (SWL-R) is an exception, in the case of SWL-R, each unit involves at least 20 hours of scheduled classroom instruction and 80 hours of Structured Workplace Learning (SWL) placement.

VCE	VCE VM
<p>Unit 1&2: <u>Satisfactory achievement:</u> determined by schools and reported to VCAA. Students receive an S/N for each outcome and unit</p> <p><u>Achievement levels:</u> determined by schools and are not reported to the VCAA, and a % on all SACs and internal exams, reported via Bright P-12 College Compass</p>	<p>Units 1&2 and 3&4: <u>Satisfactory achievement:</u> determined by schools and reported to VCAA. Students receive an S/N for each outcome and unit</p> <p><u>Achievement levels:</u> VCE VM assessments are school-based and assessed through a range of learning activities and tasks. No formal achievement levels are measured or reported to VCAA. For school-based internal graded assessment in the VCE VM, students receive scores with a range of:</p> <ul style="list-style-type: none">● excelling● achieving● consolidating● beginning● not submitted <p>There are no external assessments of VCE VM Unit 3–4 sequences and students enrolled in VCE VM studies do not receive a study score. VCE VM studies do not contribute to the ATAR.</p> <p>If a student wishes to receive study scores and an ATAR, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.</p>
<p>Unit 3&4: <u>Satisfactory achievement:</u> determined by schools and reported to VCAA. Students receive an S/N for each outcome and unit</p> <p><u>Achievement levels:</u> Levels of achievement are assessed using school-based assessment (SACs and SATs) and external assessments (written, oral and performance examinations):</p> <ul style="list-style-type: none">● School-based internal graded assessment results (SACs and SATs) are reported to students as a percentage via Compass which is subject to statistical moderation by the VCAA and converted into a letter grade by VCAA (A+, A, B+, B, C+, C, D+, D, E+, E or UG)● External graded assessments (written, oral and performance examinations) are reported to students by the VCAA as a letter grade (A+, A, B+, B, C+, C, D+, D, E+, E or UG) <p>The VCAA uses these assessments to determine a study score (out of 50) for each unit. VTAC uses these study scores to determine the student's ATAR.</p>	
<p>All Unit 3&4 VCE students (including VM students) will be required to sit Section A of the General Achievement Test (GAT). Only Unit 3&4 students completing scored assessments will be required to sit Section B of the GAT.</p>	

The School-based assessments, i.e. School-assessed Coursework (SACs) and School-assessed Tasks (SATs) are used to assess each student's level of achievement in outcomes as specified in the study design. A student undertaking assessment under test conditions as part of School-based Assessment and/or external assessment in Units 1 to 4 must comply with:

- Bright P-12 College VCE Policy including conditions around [attendance](#), [rescheduling/extensions](#), [ICT acceptable usage policy](#) and [school procedures for dealing with allegations that students have breached rules](#)
- [VCAA examination rules](#)
- [VCAA Rules for authentication of School-based Assessment](#)

Determining satisfactory achievement of outcomes and units:

Satisfactory completion

- For all VCE units, teachers must inform each student in writing by the end of Week 3, Term 1 of the following:
 - all set work (learning activities) and assessment tasks (including school-based assessment) they need to complete in order to achieve an S for the unit and the conditions under which the work is to be completed
 - all work they need to complete for school-based assessment for the assessment of levels of achievement and the conditions under which the school-based assessment is to be completed
- To satisfactorily complete a VCE unit (including VCE-VM and VCE-VET subjects), students must demonstrate their achievement of the set of outcomes as specified in the study design
- The decision about the satisfactory completion of outcomes is based on the teacher's holistic judgment of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes
- The decision to award an S for the unit must be distinct from the assessment of levels of achievement
- Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve the outcomes for the unit
- Judgements regarding satisfactory completion must not be made based on a single school-based assessment.
- The VCAA encourages teachers to use a range of measures other than numerical performance on assessment tasks when determining the result of an outcome
- A teacher's judgement when determining the satisfactory completion of a VCE unit must be consistent for all students, including those who are completing the VCE without the calculation of a study score
- For the VCE (excluding the VCE VM) the teacher makes 2 separate judgements:
 - The S or N decision for an outcome is separate from the decision that assesses the student's level of achievement, which is used for the calculation of a study score and contribution towards an ATAR.
- Considerations for students who complete VCE units with or without a study score:
 - 'Unscored' students are still required to:
 - be assessed for satisfactory completion
 - participate in school-based assessment for levels of achievement, even if a score is not provided to the VCAA
 - A student may still be eligible for the award of the VCE if they have submitted a range of set work (learning activities) and assessment tasks (including school-based assessments) for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed external assessments

Satisfactory VCE unit result	Not satisfactory VCE unit result
<p>The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:</p> <ul style="list-style-type: none"> ● produced work that demonstrates achievement of the outcomes in learning activities and assessment tasks ● submitted work that is their own 	<p>The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:</p> <ul style="list-style-type: none"> ● the work does not demonstrate achievement of the outcomes (key knowledge and skills) ● the student has failed to meet a school deadline for the school-based assessment task or outcome task, including if an extension of time has been granted for any reason, including Special Provision ● the work cannot be authenticated, for example through a lack of attendance ● there has been a substantial breach of VCAA's rules and the school's rules and procedures
<p>Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.</p>	

Outcome Tasks

As SACs are not designed to assess student understanding of all key knowledge and key skills within an Outcome, teachers set Outcome Tasks to provide additional evidence to demonstrate student understanding.

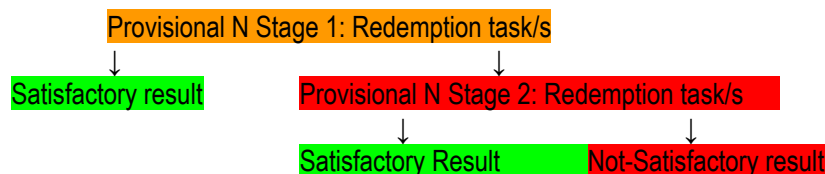
Outcome tasks should include a selection of:

- Completion of homework
- Classroom participation
- Class notes
- Written reports and data analysis
- Experiments and practical activities
- Textbook questions
- Quizzes
- Case studies
- Edrolo videos and/or quizzes

Redeeming outcomes – submitting further evidence for satisfactory completion via the Provisional N process

If a teacher deems a student's work incomplete or unsatisfactory, they must provide further and alternative opportunities for the student to demonstrate satisfactory completion, such as class work, homework, additional tasks, or discussions. The decision about satisfactory completion is delayed using the [Provisional N process](#) to allow a student to complete or submit further work. The other work considered by the teacher does not need to be completed under test conditions.

A student may only submit further work for reconsideration to redeem an N to an S outcome. Students may not resubmit a school-based assessment task to improve an initial school-based assessment score.



See following page for a detailed flow-chart of the process



Bright P-12 College VCE (inc. VM & VET) Redemption Process

REDEMPTION
<p>The student will receive a Provisional N (not satisfactory) for the unit when one or more of the following occurs:</p> <ul style="list-style-type: none"> • the work does not demonstrate achievement of the outcomes (key knowledge and skills) • the student has failed to meet a school deadline for the school-based assessment task or outcome task, including if an extension of time has been granted for any reason, including Special Provision • the work cannot be authenticated, for example through lack of attendance • there has been a substantial breach of VCAA's rules and the school's rules and procedures

Provisional N - STAGE 1
<ul style="list-style-type: none"> • The teacher completes an amber 'VCE/MMVET (Provisional N Stage 1) Compass Chronicle entry, making it visible to parents/guardians and the student to notify them and the Year 11/12 YLC of the unsatisfactory outcome/assessment tasks. This will result in an automatic email via Compass to the student and their parents/guardians.

PROVISIONAL N AWARDED Stage 1
<p>Student has one week from point of email notification (Compass chronicle generated) to submit the task/s to the required standard in order to redeem the N result to an S. Any student who has two current provisional Ns will need to attend a lunch-time reflection with their YLC. Students who have a current Provisional N may not be able to attend excursions.</p>

SUBMITTED – MEETS REQUIREMENTS	SUBMITTED – DOES NOT MEET REQUIREMENTS	NOT SUBMITTED
S	PROVISIONAL N Stage 2	PROVISIONAL N Stage 2
<p>Teacher resolves comment on existing chronicle entry and adds a new chronicle 'VCE/MMVET Provisional N now addressed' using the template</p>	↓	↓

Provisional N - STAGE 2		
<p>The teacher will:</p> <ul style="list-style-type: none"> • Clearly communicate Provisional N Stage 2 to student • Create new red 'VCE/MMVET Provisional N Stage 2 Compass chronicle entry to formally notify student, parents/guardian and YLC of Provisional N Stage 2 • Update YLC of progress by adding comment(s) under existing red chronicle entry • Update parents of progress via email 	<p>The YLC will:</p> <ul style="list-style-type: none"> • Communicate with the subject teacher to gather further information (as required) • Organise a formal meeting with the student and parent/guardian regarding the Provisional N and determine the process for final submission opportunity • Update teacher of progress by adding comment(s) under existing red chronicle entry • Update parents of progress via email 	<p>The student will:</p> <ul style="list-style-type: none"> • Participate in formal meeting with parent/guardian and YLC regarding the Provisional N Stage 2 • Complete required task/s by due date outlined in meeting • Submit completed task/s to the classroom teacher or YLC • Communicate with the classroom teacher or YLC if further support is required

SUBMITTED – MEETS REQUIREMENTS	SUBMITTED: DOES NOT MEET REQUIREMENTS	NOT SUBMITTED
S	N	
<p>Teacher resolves comment on existing chronicle entry and adds a new chronicle 'VCE/MMVET Provisional N now addressed' using the Compass template</p>	<p>Teacher notifies YLC and AP via comment under existing red chronicle entry. YLC contacts student and parent/guardian to arrange a formal meeting with student, parent/guardian, YLC and AP to inform all of the N result for the outcome and overall N result for the Unit and discuss future pathways for the student's VCE/MMVET program.</p>	

BRIGHT P-12 COLLEGE REDEMPTION PROCESS

Developing and delivering assessment for levels of achievement:

Development and delivery of School-Assessed Coursework (SACs)

- For all School-based assessment and Outcome Tasks for Units 1 - 4 (VCE, VM & VET), students must be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any support materials and technology are permitted. This should be done via the VCE Yearly Planners which need to be shared with students and parents by the end of Week 3, Term 1
- Teachers must ensure that across the SACs for the unit, students are provided with exposure to:
 - a range of command terms
 - the key skills from the study design
 - a range of question styles
 - a range of levels of difficulty to provide a balance which ensures that all students can access the assessment task and that the task will produce a range of student achievement allowing for accurate assessment and ranking of students
- Teachers must develop programs of study that include appropriate set work (learning activities) to enable students to demonstrate achievement of outcomes. To make sure that the work submitted by the students is clearly their own, undue assistance should not be provided to students while undertaking assessment tasks

Development and delivery of School-Assessed Taskwork (SATs)

- For all School-based assessment and Outcome Tasks for Units 1 - 4 (VCE, VM & VET), students must be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any support materials and technology are permitted. This should be done via the VCE Yearly Planners which need to be shared with students and parents by the end of Week 3, Term 1
- A SAT is set by the VCAA to assess specific practical skills and knowledge and is used to measure a student's level of achievement in Units 3 and 4
- Students must be provided with clear information about the scope, nature and criteria for SATs as well as authentication information, the Authentication record form and assessment sheet. These are found in the *Administrative information for school-based assessment*, published annually for each VCE study with a SAT component
- Teachers assess the student's level of achievement based on a rating against criteria for that task as specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against all examination scores in the study
- Assessing achievement:
 - Schools are responsible for the initial assessment of a student's level of achievement in SATs. The basis for this is the teacher's rating of the performance of each student against the set of criteria that is published each year by the VCAA. These criteria are mandated, and schools must use the descriptors when making assessment judgements.
 - The VCAA provides assessment sheets specifying the criteria for the awarding of initial scores. Schools should maintain access to work completed for assessment until the end of the academic year in which the work was undertaken.

Formal VCE Unit 3&4 Trial exams

It is expected that all students completing scored VCE will sit trial exams for all of their Unit 3&4 VCE subjects. These trial exams will replicate the structure and format of their formal Unit 3&4 VCE exams and will be held under formal exam conditions with external exam supervisors. Teachers will provide feedback to students to assist them in their exam preparation and will use student performance on these formal trial exams (amongst other data) to assist them in determining indicative grades to be provided to VCAA. The results of these formal trial exams will be shared with parents/guardians and students via Compass.

Assessment task scheduling, rescheduling and extensions:

Scheduling assessment tasks

By the end of Week 3 Term 1 teachers will give students a Yearly Planner which includes key assessment dates for the year and brief details of the structure of each assessment task. It is understood that timings and structure for assessment tasks may change slightly throughout the year and so it is expected that in addition to the Yearly Planner, teachers will give students and parents/guardians the dates for completion of each assessment task at least two weeks in advance via Compass, including details about the structure and timing of tasks and the conditions under which assessment tasks are to be conducted, including whether any support materials and technology are permitted

Rescheduling assessment tasks for an entire class

An extension of time for all students in a class may be given by the teacher on the condition that all students are given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

Rescheduling/providing an extension for an assessment task for an individual student due to absence

In specific circumstances outlined below, students may apply for an extension or to reschedule a Unit 3&4 assessment or outcome task due to absence. The following process must be followed in applying for and approving the extension/rescheduling:

	Unexpected absence	Expected absence
Applying for an extension or to reschedule	It is the responsibility of the student to contact their classroom teacher or Year Level Coordinator personally to apply for the extension/reschedule; this must be done as soon as possible.	It is the responsibility of the student to contact their classroom teacher or Year Level Coordinator personally to apply for the extension/reschedule, where possible this must be done in advance of the scheduled assessment task.
Permitted reasons to grant an extension/reschedule	An extension/rescheduling will not be granted unless current and appropriate documentation is provided, which includes: <ul style="list-style-type: none"> ● Medical Certificate or medical report ● Isolation based on Chief Health Officer advice, with accompanying documentation ● Reports from professionals such as social workers or youth workers ● School excursions and approved school activities 	Approved reasons for an extension or rescheduling include: <ul style="list-style-type: none"> ● Specialist medical appointments that cannot be changed. Students will be required to provide a certificate of attendance from the specialist upon their return to school ● Attendance at a funeral ● School excursions and approved school activities ● Competing in an elite sporting event
<p>Students who have unexpected absences due to personal circumstances such as bereavement, may be granted an extension/reschedule at the discretion of the Year Level Coordinator. In the case where it has not been possible to reschedule and/or complete a rescheduled SAC a student may apply for Special Provision for School-based Assessment.</p> <p>Students who are absent from an assessment task (SAC) due to a holiday will not be granted approval for rescheduling of the assessment task to be eligible for a score.</p>		
Timing	Students must come prepared to complete/submit the assessment/outcome task on the first day of their return , unless alternative arrangements have been approved.	Students must complete/submit the assessment/outcome task prior to their absence , unless alternative arrangements have been approved
<p>Note: students who have/will miss a SAC due to an approved, expected absence must complete the SAC on a date negotiated with classroom teacher in order to be eligible for a score. Students who miss an assessment task and who do not complete it at the agreed upon time and/or do not provide approved documentation will receive a zero on the relevant assessment task.</p> <p>The maximum period for an extension will be at the discretion of the Principal/Assistant Principal. Extensions cannot be carried over from one academic year to the next.</p>		

Feedback and retention of assessment:

Feedback via Continuous Reporting

SACs & SATs	VM & VET Outcome tasks
<p>In line with the Bright P-12 College Continuous Reporting guide, teachers are to provide students with feedback on all Units 1-4 SAC and SAT tasks and VM & VET Assessment and Outcome tasks using the Compass Learning Task template within two weeks of the task being submitted.</p>	
<p>Feedback must include:</p> <ul style="list-style-type: none">● Percentage (a note is included in the BP-12 reports footer stating that all Unit 3&4 scores are subject to statistical moderation by the VCAA)● Written comment:<ul style="list-style-type: none">○ advising on key knowledge and skills achieved○ advising on where and how improvements can be made for further learning○ reporting S or N decisions and providing written comments on students' performance against each outcome <p>Additionally for SATs: Feedback is provided to students at observation points throughout the SAT. These comments are noted on the SAT Authentication record form.</p>	<p>Feedback must include:</p> <ul style="list-style-type: none">● Grade: Excelling, achieving, consolidating, beginning, not submitted● Written comment:<ul style="list-style-type: none">○ advising on key knowledge and skills achieved○ advising on where and how improvements can be made for further learning○ reporting S or N decisions and providing written comments on students' performance against each outcome
<p>Teachers are also encouraged to regularly reflect on general progress as well as progress and achievement on SACs & SATs and Outcome tasks and VM & VET Assessment and Outcome tasks with students.</p>	

Feedback via Semester Reporting:

Feedback via Semester Reports includes:

- The results from each SAC/SAT/Outcome task from Continuous reporting:
 - VCE SACs & SATs: percentage and comment
 - VCE-VM: grade and comment
- Satisfactory or Not satisfactory result for each Outcome and each Unit
- An exam percentage for the Semester 1 and Semester 2 Unit 1&2 exams
- A note is included in the BP-12 reports footer stating that all Unit 3&4 scores are subject to statistical moderation by the VCAA

Assessment Weighting

Unit 3&4: Assessment weighting of each SAC, SAT and exam is outlined by VCAA in the relevant subject's Study Design and must be provided to students within the VCE Headstart program and revisited by the end of Week 3, Term 1.

Retention of school-based assessments:

- students must be provided with a copy of each completed school-based assessment. For SATs, the date on which they may be returned to students is published annually on the VCAA's [Important administrative dates](#) webpage.
- schools must also have access to work completed for assessment until the end of the academic year in which the work was undertaken. Schools must maintain digital or physical copies of student work or supervise the storage of student work for this purpose. Schools who decide to return original copies of school-based assessments to students should advise students that they need to retain work completed for assessment until the end of the academic year in which the work was undertaken.
- work assessed as N, or is the subject of dispute, must be retained at the school. Such work may be retained in photocopied and digital or physical (original) form.
- As part of the school-based assessment audit program, the VCAA may request copies of specific items of school-based assessment completed by students. The school-based assessment audit dates are published as part of the [Important administrative dates](#).

Authentication of assessment

Authentication of school-based assessment:

- Teachers must carefully plan, develop, document and implement plagiarism, cheating and authentication policies, processes and strategies to make sure that student work completed is the student's own and completed without undue assistance from another person, including their teacher:
 - Teachers should devise a teaching and learning program that provides opportunities for students to develop the key knowledge and skills required to produce work that is clearly their own, without undue assistance from another person, including their teacher
 - A significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student
 - Students should document the stages of work development, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research
 - Copies of each student's written work should be filed at given stages in their development
 - Students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.
- In considering if a student's work is their own, teachers should consider if the work:
 - is atypical of other work produced by the student
 - is inconsistent with the teacher's knowledge of the student's ability
 - contains unacknowledged material
 - has not been sighted and monitored by the teacher during its development

Strategies to prevent authentication issues with SACs

- Teachers must take the following steps to ensure the security of School-based assessments:
 - follow professional responsibility to ensure the integrity and security of school-based assessments
 - keep assessment tasks, including tasks in development, out of the reach, view and access of students until they are delivered
 - store assessment tasks on secure school networks such as the Bright P-12 College google drive and Compass account and avoid storing assessment tasks on open school networks and unsecured media such as USB sticks where possible, and avoid sending assessment tasks by unsecured means such as emails
 - minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. If this is not possible, the assessment task should be suitably modified for each class
 - assessment tasks should not be recycled from one academic year to another, to prevent student use of other student work from previous academic years, including previous assessed tasks that were not returned to students
 - suitably modify commercially produced materials and publicly available materials to ensure the school can authenticate student work
 - where publicly available materials are being used for School-based Assessment, the school should make sure the tasks meet the study design requirements and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated
- Where there are multiple classes of the same subject:
 - teachers should minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. If this is not possible, the assessment task should be suitably modified for each class
 - teachers should apply internal moderation or cross-marking to ensure consistency of assessment and identify possible authentication breaches
 - teachers are advised to apply the same authentication and record-keeping approach. Early liaison on topics and sharing of draft work between teachers enables possible authentication problems to be identified earlier and appropriate action to be taken sooner

Strategies to prevent authentication issues with SATs

- Studies with School-assessed Tasks and Externally-assessed Tasks have study specific authentication records. They are available as VASS Downloads and the individual study pages on the VCAA website.
- As part of the authentication process through observations, teachers are required to provide feedback to students on work in progress for a SAT. These comments are to be noted on the Authentication record form.
- Teachers must make sure that there is a sufficient range of topics within their SATs to distinguish each student's work and, therefore, to assist in the authentication process.
- Teachers are required to follow the authentication advice in the relevant *Administrative information for school-based assessment* for their VCE study, available on the VCAA website. This is to make sure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student's authorship or ownership of the work.
- Teachers must monitor and record each student's work development, from planning and drafting through to completion, in the study-specific Authentication record form, also available on the relevant VCE study webpage. This requires regular sightings of the work by the teacher.
- Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.
- For Units 1 & 2, where required for folio tasks, teachers must monitor and record each student's development of work, from planning and drafting through to completion.

Use of generative artificial intelligence

The rapid emergence of generative artificial intelligence (genAI) presents both challenges and opportunities for schools 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.

- Students should be provided clear information about the conditions of each assessment and permitted materials and technologies, including (where relevant) appropriate guidance as to the extent of permitted use of genAI. This should ensure there is no misunderstanding of the consequences if genAI is used to misrepresent their learning
- Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity. It must be investigated according to the [Procedures for dealing with breaches of the rules of School-based Assessment](#).
- Teachers should draw on the range of strategies already in place to authenticate learning, building an informed relationship with students as they observe and guide their engagement. These strategies support the importance of tasks that promote transparency in student decision-making, reflection, feedback and collection of evidence of learning.

Drafting

- Teachers are not required to formally sight drafts or record students' completion of drafts unless it is a requirement of the VCE study design and/or for authentication purposes
- Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for SACs. However, students and teachers must follow the [VCAA authentication rules](#) regarding acceptable levels of assistance when providing feedback on the draft, in order to maintain the integrity of the SACs and ensure the authenticity of each student's work

Class-work, SACs and SATs completed outside class

- Most work to demonstrate achievement of unit outcomes will be completed in class. However, this does not preclude normal teacher expectations for students to complete research and set work (learning activities) that contribute to gaining key knowledge and skills outside of class time
- Additional work and study completed outside class will be required as part of the student's regular learning program
- The setting and marking of work with a formative focus allows students to develop their knowledge and skills, and allows teachers to provide diagnostic and timely feedback
- An assessment task may require preliminary preparation and activities associated with the task (for example, gathering necessary research data). The teacher decides the amount of work to be completed as homework considering the nature, scope and purpose of the task. Students should be advised just before beginning the task that some information or data may need to be collected outside the classroom

SAC work completed outside class	SAT work completed outside class
<ul style="list-style-type: none"> For SACs undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher Students who complete school-based assessment work outside class must sign and submit the VCAA Authentication record for school-based assessment form 	<ul style="list-style-type: none"> Teachers must monitor and record each student's work development, from planning and drafting through to completion, in the study-specific Authentication record form, also available on the relevant VCE study webpage. This requires regular sightings of the work by the teacher Studies with School-assessed Tasks and Externally-assessed Tasks have study specific authentication records that need to be completed for all work done both inside and outside of class. They are available as VASS Downloads and the individual study pages on the VCAA website.

Remote assessment and authentication

To be used in atypical situations where school-based assessment has been undertaken outside class time (such as when a student is studying a modified program or has an extended, approved absence or school shut-down due to COVID-19), teachers must monitor and record each student's progress through to completion.

In these situations, students will be made fully aware that school-based assessment will still follow both the [VCAA examination rules](#) and the [VCAA Rules for authentication of School-based Assessment](#) in addition to the extra requirements outlined in this policy. If any part, or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules and will follow [Procedures for dealing with allegations that students have breached the rules of School-based Assessment](#).

SAC set up, implementation and monitoring

- Students will be provided with clear instructions on SAC conditions, including how to access the SAC, using authentication and monitoring methods such as:
 - SAC released on either Compass or Google shared drives at a specific time
 - SAC completed using Google docs in different folders, using Google forms OR printing/writing a hardcopy
 - SAC completion monitored via WebEx meetings - camera & sound on
- Students will be provided with practice questions/trial SAC to model the experience for the actual SAC, including:
 - How to access and submit the SAC
 - How students will be monitored whilst completing the SAC
 - This will help both staff and students to become confident with the process

SAC submission

- Students will upload all of their SAC responses to the relevant Compass Learning Task or Google folder at the completion of the SAC
- Students are to promptly advise the teacher of any 'difficult circumstances' that they experience during the SAC on the day they have experienced it, via email
- Unit 3&4 subjects only: as soon as they have submitted the SAC, students are to complete the *Bright P12 College Authentication Record for School-based Assessment for Unit 3&4 subjects only*: <https://forms.gle/ySBL7BigqXJvxWrd8>
 - Students will need to log in to the form with their school email address and they will automatically receive a copy of the form once they have submitted it
 - NOTE: the authentication form only needs to be completed at the end of the SAC, not at the end of each section of the SAC if it goes across multiple days/sessions

SAC grading and feedback

- Percentage grades and comments will be uploaded to the relevant Compass Learning Task within 2 weeks from the time of completion of the assessment

Special provision for assessment:

Special Provision

In specific circumstances, students may be eligible for special provision for classroom learning and School-based Assessment.

Acceptable grounds for special provision	Non-acceptable grounds for special provision
<ul style="list-style-type: none">● an acute or chronic illness● a long-term impairment or disability● personal circumstances● experiencing severe hardship that may result in prolonged absence	<ul style="list-style-type: none">● matters or situations of the student's choosing, such as involvement in social or sporting activities or school events● prolonged absence from school or study● personal circumstances
Students who have Disability Inclusion funding may not necessarily meet the eligibility criteria for Special Provision in the VCE.	

- Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit.
- Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.
- Decisions on whether to approve special provisions will be made by the Principal/Assistant Principal/Year Level Coordinator/Student Well-being Leader in line with VCAA Special Provision Policy and must be evidence based and made using a range of appropriate sources.

Special exam arrangements

Special Examination Arrangements may be approved to meet the needs of students with disabilities, illnesses or other circumstances that affect their ability to access a VCE external assessment. Special Examination Arrangements applications are made to the VCAA through the student's school and must be endorsed by the principal. Such applications will be considered by the VCAA in accordance with its policies.

Rules of assessment:

VCAA examination rules

At the start of the academic year, schools must ensure students are made aware of the VCAA examination rules, to ensure the integrity of VCE external assessments. Students will declare that they will abide by and observe the rules and instructions relating to VCE external assessments when they complete and sign the annual **Student Declaration and VCE Personal Details form**. To uphold the integrity of VCE external assessments, students are expected to provide responses that are authentic and relevant to the questions asked rather than rely on pre-prepared responses that are not their own.

Students are required to observe the following rules for the conduct of School-based Assessment under test conditions.

1. Students must not cheat or assist other students to cheat.
2. Students must not take any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
3. Students must not allow, induce or assist any other person to present for a VCE assessment in their place.
4. Students must not present for a VCE assessment in another student's place.
5. Students must not present for a VCE assessment under the influence of alcohol or drugs.
6. Students must obey and observe all proper instructions or directions given by their supervisor.
7. Students attending a VCE assessment may bring only materials and equipment approved for that external assessment into the examination room.
8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE assessment.
9. Students detected with any device defined in Rule 8 must, upon the discretion of a supervisor, surrender that device for inspection. Any confiscated device will be retained, pending any investigation into an alleged breach of VCAA rules.
10. Students must not bring into or possess in the examination room any drinks or food except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.
11. Students must not communicate with any other student while the VCE assessment is being conducted.

12. Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.
13. Students must not remove or tear out any part of a bound reference, question/task book, question and answer book or answer book, except where permitted, for example formula sheets.
14. Students must not remove any response material, used or unused from the examination room.
15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. Students must raise their hand if they wish to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor
18. Students must cease writing when instructed to do so by a supervisor
19. Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.
20. Water bottles are to be clear and no larger than 1.5L
21. There is a visible clock in every room to alleviate the wearing of smart watches
22. All stationery is to be brought in only in a clear pencil case
23. All books should be placed on the floor during the SAC / exam and only items allowed should be on the table / desk
24. Watches are taken off and left on the desk / table

VCAA Rules for authentication of School-based Assessment:

Students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules. In atypical situations where School-based assessment has been undertaken outside class time (such as when a student is studying a modified program or has an extended, approved absence), teachers must monitor and record each student's progress through to completion. Please refer to the [Remote Assessment and Authentication](#) section for more detail.

1. Students must observe and apply rules for the authentication of School-based Assessment.
2. Students must sign an authentication record for work done outside class when they submit the completed task.
3. The VCAA authentication rules for school-based assessment state that a student must:
 - make sure that all work submitted for assessment is their own
 - not plagiarise the work of someone else or other source
 - not cheat
 - acknowledge all resources used, including:
 - texts, websites and other source material
 - the name and status of any person or source who provided assistance and the type of assistance provided
 - not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work
 - not submit the same piece of work for assessment in more than one study, or more than once within a study
 - not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
 - not knowingly assist another student in a breach of rules.
4. Acceptable levels of assistance include:
 - incorporating ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
 - prompting and general advice from another person or source, which leads to refinements or self-correction or both.
5. Unacceptable forms of assistance include:
 - use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement
 - use of or copying sample answers provided by their teacher, another person or another source
 - corrections or improvements made or dictated by another person, including their teacher.

Lost, stolen or damaged work

Lost, stolen or damaged outcome task work

If a teacher or student has lost work, or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record, but they are not required to report the loss, theft or damage to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Lost, stolen or damaged School-assessed Coursework

If a teacher or student has lost a School-assessed Coursework task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. The principal will determine an initial score for the assessment task, acting on advice from the teacher and on the basis of records kept.

Lost, stolen or damaged School-assessed Tasks

If a teacher or student has lost a School-assessed Task, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed and dated. The school must complete the Report on Lost, Stolen or Damaged School-assessed Tasks and Externally-assessed Tasks form, enter an estimated score on VASS, and send the form by email to school.assessment.vcaa@education.vic.gov.au. The principal, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment.

Procedures for dealing with breaches of the rules of School-based Assessment

A student undertaking assessment under test conditions as part of School-based Assessment in Units 1 to 4 must comply with Bright P-12 College VCE Policy, [VCAA Rules for authentication of School-based Assessment](#) and [VCAA examination rules](#).

Reporting alleged breaches of rules in School-based Assessment

Allegations regarding a student breaching School-based Assessment rules may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor. All allegations regarding a breach of rules should be passed on to the Year Level Coordinator/Assistant Principal who will assess the allegation, and conduct a preliminary investigation to determine if there is any substance to the allegation. On receipt of an allegation, the student work will not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school and the student should be given a copy of the work.

Preliminary investigations

The purpose of the investigation is to determine whether there is any substance to an allegation that the student has breached [VCAA School-based Assessment rules](#) – if so, the evidence should be put to the Principal for determination whether the allegations are supported, or not supported. The investigation may include discussions with the subject teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

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

If the investigation suggests there is any substance to any allegation, the student will be informed in writing of the nature of the allegation and be invited to attend a meeting to respond to the allegation. The student's parents or guardians will be advised of the nature of the allegations via email.

The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the Principal. The notice should include:

- the date, time, place and likely duration of the meeting or hearing
- the allegation/s against the student
- advice that the student may bring a support person to the meeting or hearing. The support person is there not to represent the student or to speak on their behalf, but to provide moral support.
- the name of a contact person if the student has queries about the meeting or hearing
- a copy of any evidence that the Principal will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
- the possible outcomes, including penalties

Panel meeting

The meeting will be held at the school with the Year Level Coordinator/Assistant Principal, the Principal and subject teacher of the study in which the alleged breach has occurred. At the meeting, the Principal will explain the purpose of the meeting to the student, and confirm the allegation/s against the student and the possible outcomes. The student will be given the opportunity at the meeting to respond to the evidence against them and to ask questions of any witnesses present at the meeting. The Principal may also ask questions of the student.

If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements. The student may be asked to:

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

Decision-making

The Principal will consider all evidence carefully, including the student's response and whether the allegations are supported by evidence that is relevant and credible. The Principal must decide on the balance of probabilities whether any allegation is proven – the allegation does not have to be proven beyond a reasonable doubt. In relation to any allegations against a student found to be proven, the Principal will decide whether a penalty should be imposed and, if so, what penalty is appropriate.

Possible penalties include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to resubmit the work in order to meet the outcome, if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome

The Principal will inform the student of the decision and any penalty to be imposed at the meeting and of the student's capacity to appeal the decision to the VCAA. After the meeting, the school must write to the student to confirm

- the findings of the Principal in relation to any allegation against the student
- the reasons for the decision on each allegation, and the supporting evidence
- the penalty that will be imposed
- information about the student's right to appeal to the VCAA

Student appeals against school decisions about breaches of VCAA rules

Information about the student's right to appeal to the VCAA will be included in the letter given to the student following the panel meeting. Any appeal must be lodged in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision from the school.