



St Francis
CATHOLIC COLLEGE

Student VCE/VCE VM/VET Policy Handbook 2026

St Francis Catholic College aims to provide all students with a pathway beyond their secondary education.

We give students the opportunity to achieve their potential and pursue further study, employment or an apprenticeship to enable them to be independent and successful in the future.

This handbook is designed to give VCE and VCE VM students an outline of the policies involved in this course of study.

It should act as a reference during 2026 and be referred to when information is required.



Satisfactory Completion of VCE and VCE VM Policy

Preamble

All students enrolled in VCE and VCE VM have the right to complete their course to the best of their ability without negative influence from their peers. This implies that every student is performing to their potential and not impacting 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/VCE VM/VET 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 seven days before the task. This includes the date and time of the task, length, nature of task, procedures and the marking criteria.
- Provide at least seven days notice of the assessment date.

Satisfactory SAC/Assessment Task result

To achieve a Satisfactory result in a SAC/Assessment Task, a student must:

- Show they have a satisfactory understanding of all outcomes associated with the task.
- Achieve at least 40% in the task.
- Submit/complete the work on the set date.
- Show that the work is clearly their own.
- Show there has been no breach of the VCAA rules.
- Sign the College *Declaration of Authenticity*.

Not Satisfactory SAC/Assessment Task result

A student will be assigned a Redemption Letter if they receive a Not Satisfactory result for a SAC/assessment task. They will have the opportunity to redeem their Satisfactory result as per the Redemption Policy. Under no circumstances is the work that is completed to redeem the S marked. It will be awarded an 'S' or 'N' only, the original score will be submitted to VCAA.

Attendance Policy

Preamble

All VCE units require 50 hours of scheduled class time a semester. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantive breach of attendance rules, and the school decides to assign Not Satisfactory (N) to the unit, the school must assign N for one or more outcomes and thus the unit.

A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. 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, grant Special Provision for school-based assessments.

College Expectations of Attendance:

- Students must attend at least 90% of their scheduled VCE, VET and VCE VM classes. Jump Start classes contribute to this count.
- This 90% attendance equates to a student only missing three periods per subject in one semester.
- Staff are required to keep a record (paper or electronic) of student absences throughout the year.
- Students must present their medical certificates to their House Leader.
- Once a student has two unexplained absences, the subject teacher will contact home via an Attendance Letter available on PAM.
- If the student has recorded three unexplained absences, an Attendance Review Panel will be convened. This panel will consist of the House Leader, VCE Coordinator, student and parent or guardian. This meeting aims to determine if the student will receive a Not Satisfactory result for the subject. A record will be kept of this meeting.

Students absent on holiday during regular school term

The College often gets requests from parents regarding 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/VCE VM/VET students are absent from during 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.
- St Francis Catholic 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 through the Simon (PAM) if requested 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 his/her departure. In the case of missing a SAC or SAT, the student must see the VCE Coordinator as a zero will often be awarded for that task.

- If the student does not submit the assessment work prior to his/her departure, he/she may receive a grade NS (not submitted) for each task. **VCE students will receive a zero.**
- If the student is absent for a period longer than two weeks, the assessment of his/her work will be made on the tasks completed for the period of the semester he/she has been in attendance at school.

These absences may have a detrimental effect in VCE and VCE VM studies.

Attendance Flowchart

VCE and VCE VM Students are permitted 3 unexplained absences per subject per semester before their attendance drops below 90%.

If a student misses two classes in a Term without reason -

1. The subject teacher contacts home.

2. The subject teacher emails the relevant House Leader.

NB: Staff members will need to keep either an electronic or hard copy attendance roll to monitor students.

Once a student has missed the third class without reason -

1. The subject teacher contacts the relevant House Leader.

2. An **Attendance Review Panel** is held with the student, parent/guardian, House Leader and VCE or VCE VM Coordinator.

ATTENDANCE REVIEW PANEL

- The student will receive a letter indicating that an Attendance Review Panel has been convened – parent signature will be required.
- The Head of House and Senior Years Leader or VCE VM coordinators will determine if the student will receive a Not Satisfactory result for the subject.
- The outcome of this meeting will be documented and kept as a record if required by VCAA.

VET/TAFE

Successful completion of a VET in Schools program allows VCE VM students to gain credit in the VCE VM Certificate in either the Industry Specific Skills strand or the Work Related Skills strand. The credit may be at Foundation, Intermediate or Senior level.

It is important to note VCE VM students must undertake a VET program to meet the minimum VCE VM course requirements of the Industry Specific Skills strand.

Work Placement/Structured Workplace Learning

Structured Workplace Learning (SWL) complements the training undertaken at school or at a Registered Training Organisation (RTO) and should be spread across the duration of the training program.

SWL is a compulsory component of VCE VM at the College. Before the commencement of Work Placement, students must return the *Work Placement Arrangement* form to the College. It is a legal requirement that all parties sign this form.

Unique Student Identifier (USI)

- A USI is a reference number made up of numbers and letters. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life. It is free.
- Create a USI at: <http://www.usi.gov.au/create-your-USI/Pages/default.aspx>

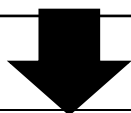
Victorian Student Number (VSN)

- The Victorian Government has legislated and implemented a VSN for students in Victoria.
- The VSN is necessary for enrolment at schools, TAFEs and Registered Training Organisations.

What to do if you miss a SAC/Assessment Task (VCE)

	Contact your subject teacher as soon as you know you are going to miss a SAC or Assessment Task.
	Get a blue form (Unit 3 & 4) or green form (Unit 1 & 2) from the VCE office in Padua or from your House Leader
	Fill in the form and arrange an alternative time to complete the SAC or Assessment Task. Give the completed form to the VCE Coordinator.

Medical Certificate provided or school approved activity

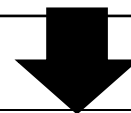


	Once you have handed in your blue/green form to the VCE Coordinator, you will receive a letter advising you of the alternative time to sit your SAC/Assessment Task.
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	Unit 1 & 2 students – SAC/Assessment Task will be completed on a Monday after school.
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	Unit 3 & 4 students – SAC/Assessment Task will be completed on a Monday after school or during a study period.
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No legitimate reason for having missed a SAC



	Once the blue/green form has been handed to the VCE Coordinator, you will be given an alternative time to sit your SAC/Assessment Task.
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	Once the SAC/Assessment Task has been completed, you are required to attend a Review Panel meeting. This panel will determine a consequence for having missed the SAC/Assessment Task without appropriate documentation.
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	A letter will go home advising your parents of the Review Panel.
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Unsatisfactory Performance vs Redemption Letters

Student has not completed set homework or class task(s)	Student has not achieved 40% in a SAC/Assessment Task and has not completed homework tasks or class tasks leading up to the SAC/Assessment Task.
An Unsatisfactory Performance Notice issued on PAM After the third Unsatisfactory Performance Notice, the subject teacher will make contact home and arrange a meeting. House Leader and/or Senior Years Leader will attend meeting if required.	Redemption Opportunity 1: Teacher-Directed Redemption The student will be provided with a first redemption opportunity within a reasonable timeframe, usually within 5 school days of being notified of the N outcome. This may include one or more of the following: • completion of missing or incomplete classwork • completion of a targeted redemption task • submission of homework or further written evidence • a teacher-student conference or oral discussion • completion of additional questions or activities linked to the outcome • practical demonstration of the required skill, where relevant. Redemption Opportunity 2: Formal Redemption/Academic Recall If the student does not satisfactorily redeem the outcome through the first redemption opportunity, the student will be provided with a second redemption opportunity. This may occur through Academic Recall, a scheduled catch-up session, a supervised redemption session, or another formal arrangement determined by the teacher, Domain Leader, or Senior Years Leader. The second redemption opportunity should provide the student with a further or alternative way to demonstrate the required outcome. This may include: • a different but equivalent task • a structured written response • a verbal explanation or interview • completion of selected classwork or coursework • a short-answer task focused on the required key knowledge and skills • completion of missing evidence required for the outcome. Final Decision A final N for an outcome should not be confirmed until the student has been provided with: 1. the initial assessment opportunity 2. a first redemption opportunity 3. a second redemption opportunity. Before a final N is recorded for an outcome or unit, the teacher should review all available evidence, including assessment tasks, classwork, homework, learning activities, attendance, teacher records and any redemption work completed.

Redemption Policy

Preamble

If a piece of required work (SAC/Assessment Task or SAT) is completed unsatisfactorily or submitted late, 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 SAC/Assessment Task

1. The subject teacher will assign a Redemption Letter outlining the piece of work that was unsatisfactory and the conditions for redemption of a Satisfactory result. This letter can be found on PAM.
2. The task, or the alternative task, must be completed and submitted by the new date, as set by the teacher. 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 or Assessment Task but assessing the same outcomes.
 - e. Completion of the same School Assessed Coursework or Assessment Task 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 a Not Satisfactory result for the task and the unit. A *Final N Notification* letter will be assigned and can be found on PAM.
5. If a student is required to redeem a Satisfactory result multiple times across a semester (in a subject or several), the House Leader and Senior Years Leader will meet with the student and parent or guardian to discuss the suitability of the chosen pathway.

Procedure for redeeming an N Outcome

This process outlines how the school provides students with fair and reasonable opportunities to redeem an N outcome in a VCE or VCE- VM unit.

The purpose of redemption is to allow a student to provide further or alternative evidence that they have demonstrated the required outcome. Redemption is used to determine satisfactory completion only. It does not allow a student to improve their original school-based assessment score.

Initial Assessment Opportunity

Students are provided with an initial opportunity to demonstrate satisfactory completion of an outcome through the scheduled assessment task, SAC, SAT, classwork, coursework, learning activities or other evidence as determined by the teacher.

If the teacher determines that the student has not yet demonstrated the required key knowledge and key skills for the outcome, the student will be recorded as having a potential N or N outcome requiring redemption.

The teacher will inform the student of:

- the outcome that has not yet been satisfactorily demonstrated
- the specific knowledge and/or skills that need to be shown
- the evidence required to redeem the outcome
- the timeframe for completion
- the fact that redemption is for S/N purposes only and does not alter the original assessment score.

Parents/guardians may also be notified, particularly for Unit 3/4 subjects or where there are ongoing concerns.

Redemption Opportunity 1: Teacher-Directed Redemption

The student will be provided with a first redemption opportunity within a reasonable timeframe, usually within 5 school days of being notified of the N outcome.

This may include one or more of the following:

- completion of missing or incomplete classwork
- completion of a targeted redemption task
- submission of homework or further written evidence
- a teacher-student conference or oral discussion
- completion of additional questions or activities linked to the outcome
- practical demonstration of the required skill, where relevant.

The redemption task does not need to be completed under SAC/test conditions unless the teacher determines this is necessary for authentication or fairness.

The teacher will review the evidence and determine whether the student has now demonstrated the outcome satisfactorily. If successful, the outcome is changed from N to S for satisfactory completion purposes.

Redemption Opportunity 2: Formal Redemption/Academic Recall

If the student does not satisfactorily redeem the outcome through the first redemption opportunity, the student will be provided with a second redemption opportunity.

This may occur through Academic Recall, a scheduled catch-up session, a supervised redemption session, or another formal arrangement determined by the teacher, Domain Leader, or Senior Years Leader.

The second redemption opportunity should provide the student with a further or alternative way to demonstrate the required outcome. This may include:

- a different but equivalent task
- a structured written response
- a verbal explanation or interview
- completion of selected classwork or coursework
- a short-answer task focused on the required key knowledge and skills
- completion of missing evidence required for the outcome.

The second redemption opportunity must be documented by the teacher, including the task provided, the date, whether the student attended or submitted the work, and the outcome of the redemption attempt.

Additional Support or Further Opportunity

Where appropriate, the school may provide an additional opportunity beyond the two required redemption opportunities. This may occur where there are approved absences, wellbeing concerns, Special Provision considerations, significant interruptions to learning, or other individual circumstances.

Any further opportunity should be approved in consultation with the classroom teacher and, where appropriate, the Domain Leader, or Senior Years Leader.

Final Decision

A final N for an outcome should not be confirmed until the student has been provided with:

1. the initial assessment opportunity
2. a first redemption opportunity
3. a second redemption opportunity.

Before a final N is recorded for an outcome or unit, the teacher should review all available evidence, including assessment tasks, classwork, homework, learning activities, attendance, teacher records and any redemption work completed.

Where a final N may result in a student not satisfactorily completing a unit, the decision should be reviewed by the classroom teacher in consultation with the Domain Leader and/or VCE Coordinator/Senior Years Leader.

Communication and Record Keeping

The school will keep records of:

- the original assessment or evidence considered
- the reason the outcome was initially assessed as N
- communication with the student and parent/guardian
- details of the first redemption opportunity (letter generated on SIMON)
- details of the second redemption opportunity
- any additional support or further opportunities provided
- the final teacher judgement
- any appeal or review process, if requested.

Important Note

Redemption is provided to allow a student to demonstrate satisfactory completion of an outcome. It does not allow a student to resubmit or repeat a school-based assessment task to improve their original score or level of achievement.

Lost, stolen or damaged SAC/Assessment Task Policy

Preamble

Students are responsible for ensuring they secure their SAC/Assessment Task to protect it from damage, theft and loss. Teachers have the same responsibility.

Procedure for lost, stolen or damaged SAC/Assessment Task

1. The student, or teacher, must submit a signed and dated statement explaining the circumstances to the Senior Years Leader.
2. The Senior Years Leader will investigate.
3. The Principal will be informed of the situation and will determine the score for the assessment task. They will take into account 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 SAC/Assessment Task.

Breach of Conduct Policy (VCAA)

VCAA rules for the conduct of VCE external assessments under test conditions and authentication of student work

A student undertaking assessment under test conditions as part of School-based Assessment in Units 1 to 4 must comply with VCAA examination rules, where relevant. Schools should have a policy and procedures for managing allegations of breaches of these rules, dealing with matters including:

- the delegation of responsibility for investigations
- communicating with students and parents or guardians
- reporting investigation outcomes to the school administration.

Further guidance on school investigation of alleged breaches of rules for School-based Assessment is provided as follows:

In addition, students must observe and schools must apply the following rules for authentication of School-based Assessment:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student 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.
3. A student must not receive undue assistance from another person in the preparation and submission of work.
4. Acceptable levels of assistance include: – the incorporation of 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 and/or self-correction.
5. 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.
6. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
7. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
8. A student must not knowingly assist another student in a breach of rules.

Investigation of breaches of School-based Assessment rules

Teachers who believe that a breach of VCAA rules has occurred should report the incident in accordance with the school's policy and procedures.

The school principal, or the Senior Years Leader, must be notified of the allegations immediately. **In this instance, contact the Senior Years Leader.**

An investigation of the breach of the VCAA rules will take place. If this investigation supports the allegations, the investigating person should interview the student and allow them to respond to the allegations. If this interview suggests there is substance to the allegations, the matter should be referred to a hearing.

The student's parents or guardians may be advised of the nature of the allegations. Detailed records of the investigation should be kept and may be used at any later hearing.

Review Panel Meetings

If, following its preliminary investigation, the school believes that there is evidence that the allegations against the student have substance, the student should be asked to attend a Review Panel Meeting in which they will have the opportunity to respond to the allegations against them.

Review Panel Meeting Policy

Preamble

A Review Panel Meeting may be called for two main reasons:

1. Breach of VCAA rules: Students and teachers who believe that a breach of VCAA rules has occurred should report the incident to the subject teacher or the Senior Years Leader. An investigation of the breach of the VCAA rules will then take place. If this investigation supports the allegations, the investigating person should interview the student and allow them to respond to the allegations. If this interview suggests there is substance to the allegations, the matter should be referred to a Review Panel Meeting.
2. Students who are underperforming and/or need a strategy to ensure a successful path forward in gaining their VCE certificate.

The student's parents or guardians may be advised of the nature of the allegations. Detailed records of the investigation should be kept and may be used at any later hearing.

Review Panel Meeting Procedures

If, following its preliminary investigation, the school believes that there is evidence that the allegations against the student have substance, the student should be asked to attend a Review Panel Meeting in which they will have the opportunity to respond to the allegations against them. This meeting must be conducted using the following guidelines.

Establishing a Review Panel

The review panel must consist of at least two, but no more than three teachers. All members of the panel must understand the purpose of the hearing and, if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions.

Inform students of the need for a hearing

The Senior Years Leader should give the student at least 24 hours' written notice of the hearing. This notice should state:

- the allegations against the student
- the purpose of the hearing
- the date, time, place and expected length of the hearing
- the composition of the panel
- advice that a parent or friend may accompany the student to the hearing in a support role (though not as an advocate)
- the name of the person with whom the student may clarify procedures
- if applicable, that the student look at the copy of their work prior to the hearing and bring their copy of the work to the hearing. (The school should still be in possession of the original work.)

At the Review Panel Meeting

The panel must:

- explain clearly to the student the purpose of the hearing, the rules allegedly breached and the possible outcomes
- present any necessary evidence collected earlier to support the case

- give the student an opportunity to respond to the allegations against them
- pose questions and conduct the hearing in a way that allows the student to feel as comfortable as possible in the circumstances.

Penalties and appeals

If the Principal is satisfied that the allegations against the student are proven, there are a number of possible outcomes, according to the gravity of the student's conduct. The principal may do one of the following:

- reprimand the student
- give the student the opportunity to resubmit work for satisfactory completion, if there is sufficient time before the due submission dates set by the VCAA
- refuse to accept the part of the work that infringes the VCAA rules and decide whether to award the outcome an N or an S based upon the remainder of the work. The score submitted for the School-based Assessment will be based on an assessment of the remainder of the work.
- refuse to accept any part of the work if the infringement is judged by the principal to merit such a decision; in this case an N will be awarded for the outcome, and an NA will be submitted for the School-based Assessment.

If the breach is discovered after the submission of the work

If a breach of VCAA rules is discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted.

Notification of penalty to the student

If a decision is made to impose a penalty, the Senior Years Leader must notify the student in writing within 14 days of the decision being made.

This notification must include:

- the nature of the breach of VCAA rules by the student
- the reasons for making the decision and the supporting evidence
- the penalty that will be imposed
- advice about the student's right to appeal to the VCAA
- advice that the appeal must be lodged not later than 14 days after the student receives written notice of the decision from the school.

Internal Appeal Process against a School decision

Preamble

Students may request an internal review of a school decision where they believe a VCE/VCE VM assessment or administrative decision has not been made fairly, consistently or in line with VCAA and school requirements.

This process applies to school-based decisions, including:

- an S/N outcome or unit result
- an initial school-based assessment result, including a SAC or SAT score
- a decision not to grant an extension or rescheduled assessment
- a decision relating to Special Provision for classroom learning or school-based assessment
- a decision relating to authentication, breach of rules or penalties.

Clarification with the teacher

The student should first seek clarification from their classroom teacher within 2 school days of receiving the decision or result. The teacher will explain the decision, including the relevant evidence, assessment criteria, rubric, attendance requirements, authentication records or VCAA/school rules used to make the decision.

This step is intended to clarify the decision, not to provide an opportunity to resubmit work to improve an assessment score.

Lodging an internal appeal

If the student remains concerned, they may lodge a formal internal appeal in writing to the Senior Years Leader within 5 school days of receiving the decision.

For Special Provision decisions, the school will accept an appeal within 14 days of the student receiving the written decision, consistent with VCAA guidance.

The written appeal should include:

- the decision being appealed
- the reason for the appeal
- any relevant evidence or documentation
- the outcome the student is seeking.

Appeals may be based on grounds such as procedural error, inconsistent application of school/VCAA policy, relevant evidence not being considered, administrative or calculation error, or special circumstances affecting the decision.

Acknowledgement and documentation

The school will acknowledge receipt of the appeal within 2 school days.

The Senior Years Leader will gather relevant documentation, which may include:

- the assessment task, rubric, marking guide or performance descriptors
- teacher records and feedback
- attendance records
- authentication records
- extension or Special Provision documentation
- copies of relevant correspondence
- the student's written appeal and supporting evidence.

The VCAA requires schools to keep records of decisions relating to unit completion, graded assessments, student appeals, Special Provision, extensions, absences and any interviews with students.

Internal review panel

The appeal will be considered by an internal review panel. This may include:

- the Senior Years Leader
- a relevant Domain Leader or experienced teacher not directly involved in the original decision
- a member of leadership, where appropriate.

The original teacher may provide evidence or clarification but should not be the sole decision-maker in the appeal. For breach of rules matters, the VCAA indicates that the decision-maker should not be the investigator.

Student meeting

Where appropriate, the student will be invited to a meeting to explain their concerns. The student may bring a parent/guardian or support person.

The panel will consider:

- whether the school's published process was followed
- whether VCAA requirements and the relevant study design were followed
- whether the decision was based on appropriate evidence
- whether the decision was applied consistently and fairly
- whether any new or relevant evidence should be considered.

Outcome of the appeal

The school will provide the student and parent/guardian with a written outcome, usually within 5 school days of the appeal meeting.

The outcome may be to:

- uphold the original decision
- amend the decision
- correct an administrative or calculation error
- provide a further opportunity to demonstrate an outcome, where appropriate
- approve an extension, rescheduled task or Special Provision arrangement
- refer the matter for further investigation
- reduce, amend or remove a penalty in a breach/authentication matter.

The written response will include the outcome, reasons for the decision, any next steps and the student's right to appeal to the VCAA.

Further appeal or complaint options

Where the matter relates to a breach of VCAA assessment rules or school-based assessment authentication rules, the student has a statutory right to appeal against the school's decision and any penalty imposed. In accordance with Section 2.5.21 of the Education and Training Reform Act 2006 (Vic), This appeal must be made in writing to the VCAA Chief Executive Officer (CEO) no later than 14 days after the student receives written notice of the school's decision. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

Where the concern is about the school's compliance with VCAA requirements, students and parents/guardians must first follow the school's complaints process. If the matter remains unresolved, the complaint may be escalated to the school's governing authority. For Catholic schools, this is the Victorian Catholic Education Authority (VCEA). If concerns remain after the governing authority's review, the matter may be referred to the VCAA for consideration.

Acceleration Policy (VCE Units)

Preamble

Acceleration at St Francis Catholic College is available to Year 9 and 10 students who can choose VCE units in the following year. Acceleration requires the student to work at a level that would suggest they are at least 12 months in advance of their age in terms of academic ability and maturity; hence, this policy aims to outline a clear set of criteria for acceleration. Students who accelerate will have a well-documented and proven work ethic and stress management plan. They must demonstrate a sound ability to cope with the challenge of acceleration academically and personally in all their current subjects.

Opportunities for acceleration

- Students are invited to accelerate in one subject only. Only in exceptional circumstances approved by the College Leadership Team will students be invited to accelerate in two or more subjects.
- Students must average at least 80% in the related subject they wish to accelerate in. Students should also be exceptional in English, averaging 80% in their assessments.
- Students must meet the requirements of the application process by the set date once they have received an invitation to accelerate. Late applications will not be considered.
- All candidates are required to prepare a formal application letter and attend an interview with members of the Acceleration Interview Panel as part of the application process. In Year 9, this consists of the Middle Years Leader and Domain Leader.

Note:

- Year 10 Religious Education is not considered an acceleration unit for the purposes of this document.
- VET is considered an acceleration unit and will be chosen on advisement from the VET coordinator.

Promotion Policy (VCE excerpt)

Preamble

St Francis Catholic College offers a range of elective subjects in Year 9 and 10, and VCE, VET and VCE VM options in Year 11 and 12. Students are required to meet a set of standards to gain entry to particular subjects. Standards are set on academic ability and work ethic. The College expects all students to strive to reach their full potential academically and submit work that always reflects their best efforts.

Promotion into Year 11 and 12

When choosing a course of study for Year 11 and 12, students have two options:

1. VCE VM, which involves applied learning, work placement and VET study
2. VCE

To continue to undertake a VCE unit of study students must:

- Meet the attendance requirement in the previous semester.
- Show an aptitude for and interest in the study.
- Have a recommendation from the teacher of the related study.
- Show a commitment to all aspects of the study, including excursions, camps, home study requirements and out of school hours expectations.

Students will **not** be eligible to continue into Unit 2, 3 or 4 if an N is achieved in the previous unit.

If a student wishes to continue with a course of study but has not met the above requirements for promotion, they must:

1. See a Pathways Coordinator to:
 - a. Explore careers options and pathways into courses without the subject.
 - b. Explore other career options of interest which don't require the subject.
2. Make an appointment with the selection team, consisting of a combination of the Deputy Principal of Teaching and Learning, Senior Years Leader and Vocational Pathways coordinators, Domain leaders, House leaders and subject teacher to discuss the subject application. Parents or guardians are also invited to attend this meeting.
3. Ensure that the follow-up on their part is complete by the set date according to subject selection guidelines.

School-based Assessment Special Provision Policy

Preamble

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.

Special provision can, however, be granted in **exceptional** circumstances. 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

A School-based Special Provision VCE Panel will be established to inform the student of assistance available and make appropriate arrangements. 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 student will be required to provide official evidence of the circumstance.

The Panel will consist of a combination of the following members of staff:

- Senior Years Leader
- House Leader and Coordinator of Student Support Services
- Director of Learning and Teaching
- Member of the welfare team

VCE Student Declaration

Name: _____

Homeroom: _____

I acknowledge that I have:

- Received the 2026 VCE/VCE VM/VET Policy Handbook
- Read and understood the VCAA and St Francis Catholic College regulations and procedures particularly the sections relating to:
 - Late submission and authentication of SAC/Assessment Tasks and SATs
 - Workplace responsibilities including bullying and harassment
 - Driving a vehicle to school
 - Uniform and personal appearance
- Understood the consequences if I do not abide by the rules outlined in the VCE/VCE VM/VET Policy Handbook
- Received the 2026 VCE SAC/SAT calendar dates.

Signed: _____

Dated: _____