

**VICTORIAN
CERTIFICATE
OF
EDUCATION**

VCE INFORMATION HANDBOOK



2026

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VCE Information Handbook

The following is a summary of the major points from the VCE Administrative Handbook and current Horsham College VCE policies.

About the VCE

The VCE (Victorian Certificate of Education) is a senior secondary certificate of education.

Students have 2 options in the VCE:

- the **VCE**, which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR)
- the **VCE VM**, a vocational and applied learning program which includes studies with school-based assessments that do not provide a study score towards an ATAR. VCE VM students can include other VCE studies and VET units as part of their VCE VM program, including [Structured Workplace Learning Recognition for VET](#).

The VCE is normally completed over 2 years; however, students may accumulate units over any number of years. Most students will undertake 16–20 units over a period of 2 years.

Each VCE unit involves at least 50 hours of scheduled classroom instruction. Students also undertake up to 50 hours of self-directed learning for each unit.

Satisfactory Completion of VCE Units

To satisfactorily complete a VCE unit (including VCE VM units), a student must demonstrate that they have achieved the set of outcomes as specified in the relevant study design. The decision about satisfactory completion of outcomes of a unit is entirely the decision of the school. It is based on the teacher's holistic judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) for each of the outcomes in the study design. Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve those outcomes.

Eligibility for VCE

Minimum Requirements

VCE

The minimum VCE requirement is satisfactory completion of 16 units that must include:

- 3 units from the English group, including a Unit 3–4 sequence and
- 3 Unit 3–4 sequences, which can include further sequences from the English group.

Note: VCE VM Literacy is only available to students enrolled in an eligible VCE VM program.

The [Victorian Tertiary Admissions Centre](#) (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies (excluding VCE VM Literacy) is required to calculate a student's ATAR.

VCE VM

The minimum VCE VM requirement is satisfactory completion of 16 units that must include:

- 3 VCE VM Literacy units or 3 units from other English studies group (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or other units from the Mathematics studies group
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency (UoCs) to the total of 180 nominal hours drawn from multiple VET courses).

In addition to their Unit 3–4 sequence from the English group, students must complete a minimum of 3 other Unit 3–4 sequences as part of their program.

Students will receive the appellation of 'Vocational Major' on their VCE certificates upon satisfactorily completing the VCE VM program.

A VCE VM student will be awarded the VCE, without the VM appellation, if they meet the minimum requirements for satisfactory VCE completion,

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but not the minimum requirements for the satisfactory completion of the VCE VM appellation.

Satisfactory VCE Unit Result

The student receives an **S** for a unit when the teacher determines that **all** outcomes are achieved satisfactorily. A student must:

- produce work that demonstrates satisfactory achievement of the outcome/s
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules.

Not Satisfactory VCE Unit Result

Students receive an **N** for the unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a Special Provision or both)
- the work cannot be authenticated, for example, through lack of attendance
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

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.

VCE VM studies are not assessed for levels of achievement and do not contribute to calculation of an ATAR. If a student wants to receive a study score, they can choose from the wide range of VCE studies and scored VCE VET program units that include both internal and external assessment.

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA's rules and the school's rules and procedures. For all VCE units, schools must specify all set work (learning activities) and assessment (including school-based assessment) that a student must complete to achieve an S for a unit and the conditions under which the work is to be done.

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If a student has received an N for an outcome, they must be given the opportunity to redeem the outcome.

If, in the teacher's judgement, work submitted by a student is incomplete or does not meet the requirements for satisfactory completion of an outcome, the teacher must provide further and alternative opportunities for the student to demonstrate satisfactory completion. These opportunities may include class work, homework, or additional tasks or discussions.

The school should delay the decision about satisfactory completion 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.

PLEASE NOTE

- Outcomes of the study are purely for 'S' or 'N' i.e. students have achieved the required outcomes or they haven't.
- The decision to award an S for the unit is distinct from the assessment of levels of achievement.
- If students cannot demonstrate an understanding of an outcome in a unit or whose attendance records breach school rules, they should receive an N result.
- If students have not yet achieved the outcomes they may redeem work until the teacher is satisfied the outcome has been achieved.
- It does not matter to what level the outcome has been achieved.
- It is school policy not to use exams to assess outcomes (S or N)
- Teachers are to establish guidelines within which work will be undertaken.

Planning/Policy Documents

Students **MUST** be given a copy of the subject scope and topic summaries for each unit. These documents should provide information about the outcomes, work requirements, the assessment tasks and the date they will be completed.

Assessment Records

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Accurate and detailed records of student results are to be kept for all work requirements and assessment tasks.

Attendance Records

Teachers **MUST** complete an accurate **class attendance roll** on SEQTA at the beginning of each class.

Assessment

Units 1 and 2

For all studies, the school decides whether a student has satisfactorily completed a unit by achieving learning outcomes. For Units 1 and 2, this is the only form of results that is required to be forwarded to the VCAA. It is recommended that for units 1 & 2 subjects that you score individual assessment tasks. These scores will appear on SEQTA and on the Horsham College report, however, are not reported to VCAA.

Assessment tasks at Year 11 are preparation for Year 12 and a 'ranking process' for Year 11 teachers as an indication of a level of performance for parents and the students themselves.

For units 1 & 2, subjects do not refer to assessment tasks as SACs. They are common assessment tasks. SACs are assessed tasks for determining the school component of the students final Study Score and are **only** in Units 3&4 subjects.

Units 3 and 4

In the VCE, there are two kinds of school assessment. The first is called **school- assessed coursework, SAC**. It assesses how well students have performed on the assessment tasks specified in the Study Design. These tasks are done mainly in class time and the scores are forwarded to the VCAA. All studies include coursework assessment.

The second kind of school assessment is a **School-assessed Task, SAT**. Only six studies have School-assessed Tasks: Art Creative Practice, Product Design and Technology, Media, Systems Engineering, Visual Communication and Design and Computing. The School-assessed Task will be the same for every school, and the specifications will be set by the VCAA. The teacher will match the task to what students have been taught. The VCAA specifies how marks and

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grades are to be awarded. The teacher does the marking, and the school will send the VCAA a score to show how students performed in each assessment task.

There is also a third kind of school assessment, but this only applies to Music Composition.

School Assessed Coursework (SACs)

The VCAA policy is to inform students of their performance in SACs as soon as these become available. It is recommended that for units 3 & 4 you give the students either their actual score or a score range for the task. The Assessment Handbook for each study gives examples of these two methods of scoring.

Do not give graded assessment (A+ to UG) as these may be misleading. You must emphasise the conditional nature of any marks, which may change as a result of statistical moderation after they complete their exams. Tell the students that any scores they receive are not final and may change with the moderation process.

If you need more information on statistical moderation speak to the Year 12 Team, or visit the <https://www.vcaa.vic.edu.au/assessment/vce-assessment/how-vce-assessment/how-pages/Pages/StatisticalModeration.aspx> website.

For units 1 to 4 studies, the original score counts on an assessed task.

A student cannot resit an assessment task to further improve the score on that task. The student does not need to complete a redemption for an assessment task once it has been completed and a score has been achieved.

What is the difference between SACs and satisfying the outcomes for Units 3&4?

VCAA has specified that satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance (eg, homework, classwork/discussions, workbook entries, practical work, investigation, reports etc) which should be different from SACs. Assessment of students should be continuous throughout the outcome and in fact, should be achieved before the final SAC. VCAA have also noted that teachers must develop a course that includes appropriate learning activities to enable students to demonstrate achievement of the

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outcomes. This is not specifically SAC work. A SAC should not be used to satisfy the learning outcomes. The VCAA have made it quite clear that your scored tasks should be different from the tasks that are being used to achieve an S for the learning outcomes. The SAC should only be used to provide part of the study score (moderated) and not be used to satisfy any learning outcomes.

Feedback

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.

Students should also be provided with their initial school-based assessment score for individual SACs. When initial SAC scores are provided, teachers must advise students that their scores may change following statistical moderation.

Schools should include in student VCE handbooks advice about:

- the conditional nature of any SAC marks given to students
- how statistical moderation can impact total scores for SAC.

Refer to the [Retention of school-based assessments](#) section for guidance on returning SACs to students.

Students are to be given feedback on their performance in assessment tasks after they have been submitted and marked.

Appropriate feedback includes:

Advice on any problem areas, advice on how improvements can be made, reporting of S or N decisions and/or written comments on students' performance against each outcome.

Schools must 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 for feedback 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.

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As part of the school-based assessment audit program, the VCAA may request copies of specific items of school-based assessment completed by students.

Scheduling Assessment Tasks

Teachers are advised to give students the dates for completion of assessment tasks in advance, taking into account the VCAA important administrative dates.

Schools should take into account the issues of authentication and student workload in deciding when specific details of tasks are given to students.

An extension may be needed to account for circumstances in which an individual student or group of students has not been given appropriate time to undertake or complete school-based assessment.

Rescheduling Assessment Tasks for Entire Class

If teachers wish to reschedule a task because the students are not ready to be assessed or due to other circumstances, adequate notification should be provided to all students in the class or classes at the school. An extension of time for all students in a class should only be given on condition that all students are given adequate notice and that no student in the class or in another class is advantaged or disadvantaged by the change.

Rescheduling an Assessment Task for an Individual Student

This should only be granted in special circumstances as outlined below.

If a student has not sat tasks due to prolonged absences and more serious circumstances then the student should apply for special provision.

The process this year for rescheduling an assessment task will be as follows:

If a student is absent from the dates/periods set aside for assessment tasks due to illness

- The student must provide the teacher with a medical certificate specifically stating that illness made it impossible for them to attend as soon as possible.

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- If the certificate presented is considered acceptable to the teacher, it will entitle the student an opportunity to redeem the assessment task in the next available redemption class. Medical certificates are to be placed on SEQTA and also in the student file.

If a student is absent from the dates/periods set aside for assessment tasks due to some other circumstances

- The student must provide the teacher with specific details of the absence and a note from a parent or guardian will be needed specifically stating the circumstances that made it impossible for them to attend. The Year 12 team will then follow up with student and parent.
- If the circumstances presented are considered acceptable to the teacher, it will entitle the student an opportunity to redeem the assessment task in the next redemption class. All notes to be placed on SEQTA and in student file.

If a student is absent without an approved reason from an assessment date/period, they will receive a zero score for that task. The student will then need to demonstrate to the teacher in some other agreed way that the outcome has been satisfactorily met, for the purpose of receiving an S.

If approval is given to redeem the assessment task the subject teacher in consultation with the student will need to determine which Monday or Thursday they will be redeeming the SAC.

If a student does not attend a redemption class/session it is the responsibility of the subject teacher to follow through the issue with the student. The subject teacher in consultation with the Year 12 Team may then decide to give the student a zero score.

The redemption session is not to be used by students who are unprepared for a SAC on the specified date.

Teachers in consultation with the student should not arrange an alternative time and venue. SAC's are not to be completed at lunchtimes, during study periods in the Study Centre or the next time they are in class.

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Redemption of Assessment Tasks (unit 1&2) and for SACs (units 3&4)

This year students can redeem assessment tasks from 3:30pm to 5:10pm in S10 every Monday and Thursday. The Senior Team will be in charge of organising redemptions.

Assessment tasks must be completed in class on the specified dates/periods set.

The redemption session can be used for students that have not been able to complete an assessment task in class and have an approved reason.

The redemption session can also be used for students that have received an N and need to resit tasks to obtain an S.

What is an **approved** absence?

Approved absences include: Illness, a serious circumstance has occurred, a student is representing the school in sport or a student is attending a subject related camp or excursion.

If you organise a student to complete a redemption, please make sure that the work is provided by lunchtime on the Monday or Thursday redemption class.

Internal and Small Group Moderation

Where two or more teachers are teaching the same unit it is important that the students complete the same assessment tasks. It is also very important that an internal moderation process occurs. Cross marking should occur to achieve a ranking of students for the entire cohort completing the unit. Remember that for assessments at units 3&4 the ranking of students across the whole unit is very important. Small classes (less than 5) will be required to moderate with other schools in the region. Funding is available to meet travelling costs.

VCE School-Assessed Coursework Audit

As part of the VCAA ongoing monitoring and quality assurance program for the VCE, an online questionnaire and in some cases copies of the assessment tasks for School-assessed Coursework tasks in each VCE Unit 3&4 study and scored VCE VET program can be requested for audit from schools.

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Supporting documentation from teachers can include:

- copies of each task set by the teacher.
- details of the marking scheme used by the teacher for each task
- the conditions under which the task/s were undertaken.

The audit will examine school-based assessments for irregularities, for example cases where the VCAA's requirements have not been followed. A checklist for the audit is published each year as the 'Administrative advice for school-based assessment' supplement to the February *VCAA Bulletin VCE, VCAL and VET*. This checklist should be completed for each audited study.

The VCAA will draw any irregularities identified by the auditing process to the attention of the principal. In the event of serious irregularity, the Executive Committee of the VCAA will determine whether disciplinary or other procedures will apply and may alter schools' assessments in the light of evidence presented.

This year, the first stage is an administrative audit and will be completed by The Senior School Assistant Principal and overseen by the Principal.

Unit 3 Subject teachers will be informed by The Senior Team if they are being audited

Unit 4 Subject teachers will be informed by The Senior Team if they are being audited

[Completing VCE Units Without Calculation of a Study Score](#)

The VCE provides an option for individual students to complete units without being assessed for levels of achievement in some or all school-based and external assessments.

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

- illness and/or absence
- mental health and wellbeing issues

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- 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.

Teachers must base their decision about satisfactory completion of units through holistic judgement of the student's achievement of the outcomes. This decision is based on evidence gained through the student's overall performance on assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) related to these outcomes and must be consistent for all students.

The VCAA observes that schools demonstrate best practice when they adopt a collaborative approach to determining student suitability. The VCAA expects schools to have a clear process, such as outlined in the relevant [Guidance for schools](#), when considering an individual student's suitability for completing VCE units without the calculation of a study score. This must include:

- **Step 1:** Using the checklist in the [Guidance for schools](#) support material to help with the decision-making process.
- **Step 2:** Obtaining informed written consent from the student and their parent(s) or legal guardian(s).
- **Step 3:** Providing ongoing support to the student through follow-up discussions and a review of their support needs.

When students, with support from parents or guardians, decide to complete a unit without a study score, it is important that schools communicate to all parties the greater number of pathways available when scored assessment is completed.

See also [Special Provision](#).

Scored Assessment

Schools are encouraged to support 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.

The VCE provides the flexibility to satisfactorily complete units without being assessed for levels of achievement in any or all graded assessments (2 graded assessment scores are required to achieve a study score).

Where students have valid reasons for not undertaking scored assessment, a school may advise them to undertake one or more VCE units without being assessed for levels of achievement or sitting external assessment.

Students must still meet all requirements for satisfactory completion of the unit, including undertaking any school-based assessments.

All graded assessments will be entered as NA (not assessed) on VASS. In this case, a study score will not be calculated.

Completing VCE units without calculation of a study score

When to consider completing VCE units without calculation of a study score. The VCE provides an option for individual students to complete units without being assessed for levels of achievement in some or all school-based and external assessments.

This option should only be applied in response to individual student needs, and not as an alternative VCE program for a cohort of students. 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).

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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.


Teachers must base their decision about satisfactory completion of units through holistic judgement of the student's achievement of the outcomes. This decision is based on evidence gained through the student's overall performance on assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) related to these outcomes and must be consistent for all students.

The VCAA observes that schools demonstrate best practice when they adopt a collaborative approach to determining student suitability. The VCAA expects schools to have a clear process, such as outlined in the relevant [Guidance for schools](#), when considering an individual student's suitability for completing VCE units without the calculation of a study score. This must include:

- **Step 1:** Using the checklist in the [Guidance for schools](#) support material to help with the decision-making process.
- **Step 2:** Obtaining informed written consent from the student and their parent(s) or legal guardian(s).
- **Step 3:** Providing ongoing support to the student through follow-up discussions and a review of their support needs.

When students, with support from parents or guardians, decide to complete a unit without a study score, it is important that schools communicate to all parties the greater number of pathways available when scored assessment is completed.




See also [Special Provision](#).

Detailed requirements for school-based assessment are included in the [2026 VCE Administrative Handbook](#). The handbook also includes a  [Teacher's checklist](#) to support effective delivery of the VCE.

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Support materials

The VCAA has designed the following support materials to assist school staff, students and parents or carers when deciding whether to complete VCE units without calculation of a study score:

-  [Guidance for Schools: completing VCE units without calculation of a study score](#)
-  [Student and Parent/Carer Fact Sheet](#)
- An  [Example Student Consent form](#) for schools to document a student's informed decision to complete a VCE unit without calculation of a study score.

Student Attendance

There is an 80% attendance requirement for all VCE classes (approved absences will be taken into account).

While the opportunity for Special Provision remains in place, failure to meet the attendance requirement or to account for absence will lead to a student receiving an N for the units affected.

A student who is absent (non-approved) from a significant number of classes (more than 12 periods in a unit i.e. more than 20% in a semester) will be awarded an N. A student needs to attend at least 80% of the classes in any one unit.

Teachers should notify Form Group Teachers and Year Level Leaders if student absences are becoming frequent in a unit of study.

It is also most important that you keep accurate class attendance records for this purpose and that you inform Form Group Teachers immediately if a student begins to miss class on a regular basis.

A student who has breached the attendance requirements in two or more units will have their continued enrolment at the College reviewed.

Year 11 Examinations

It is College policy that all unit 1 & 2 subjects have exams in November. These are organised and run under the same conditions as those they will have in year 12. These exams are not to be used to determine satisfactory completion (S/N) of the unit but can be used to determine the assessment grades.

Year 12 Examinations

The GAT will take place on the 16th of June.

Final exams are from October 26th- November 18th

Year 12 exam data was provided at the end of last year to all units 3&4 subject teachers. Georgie will reissue you with this student performance information and will meet with every teacher in 2026 to discuss their 2025 data as part of the VCE improvement role. Georgie will distribute to teachers more detailed data to inform this process.

The Study Centre

We have been developing the study centre as a better place to study, which means maintaining quiet in there at all times and encouraging good study habits in students whilst they are in there. This has worked particularly well over the past few years and we hope the same will apply this year under Vicki and Petar's leadership.

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.

Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity. It must be investigated under the school's policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment.

Students should be provided with appropriate guidance to ensure there is no misunderstanding of the consequences if genAI is used to misrepresent their learning. 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.

The [VCAA website](#) has additional resources for teachers, including approaches to authentication in the era of genAI.

Authentication

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.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether there is provision for the use of support materials and technology.

Work 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.

A 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.

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 and maintaining records in the Authentication record for school-based assessment form, which is on VASS and provided to staff at the beginning of the school year.

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

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providing feedback on the draft, in order to maintain the integrity of the SACs and ensure the authenticity of each student's work.

Authentication of school-assessed tasks

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.

Strategies for avoiding authentication problems

The following strategies will reduce the risk of authentication problems and must be adhered to.

- Teachers to 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.
- Teachers are to make sure that tasks are stored securely before delivery within staff offices, to avoid unauthorised release to students that would compromise the assessment. Tasks should not be sent or stored electronically without due care. All tasks are to be stored on our school's secured network.
- 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.

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- Students should document the stages of work development, starting with an early part of the task, such as the topic choice, list of resources or preliminary research.
- Copies of each student's written work should be filed at given stages in their development.
- Assessment tasks must not be recycled, unless sufficient modifications are made to ensure that students cannot use other students' work from a previous academic year.
- Where commercially produced materials are being used for school-based assessment, the school/Learning Area/Teachers must 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 publicly available materials are being used for school-based assessment, the school/Learning Area/Teachers must 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.
- If there is more than one class of a particular study in the school, the school must minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. This means that scope and sequences match delivery. If this is not possible, the assessment task must be suitably modified for each class. Please note that the study of English will have their assessment tasks completed at the same time.
- If there is more than one class of a particular study in the school, teachers will also need to apply internal moderation and/or cross-marking to ensure consistency of assessment and identify possible authentication breaches.
- Teachers need to apply the same authentication and record-keeping approach as outlined in this handbook. 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.

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- 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 tutors understand the authentication requirements. Similar advice applies to students who receive regular help from a family member.

Where assessment is spread over a number of days, assessable material will be collected at the end of each timetabled period.

Teachers will return coursework assessments without comment at each subsequent assessment class until the assessment timeframe is completed.

Where it is not practical to collect work on a regular basis, teachers must be able to authenticate that work.

Use the Authentication record sheets for School-assessed coursework.

Remember if group work is involved eg. like a Chemistry prac, you need to explain that students cannot submit the same piece of work (they must submit their own version of shared results).

Authentication appears to be less of a problem as the vast majority of the assessment is carried out in the class. We need to make sure that students understand very clearly that it is not at all right to share and submit the same work as someone else. Please follow up on any instances as soon as you become aware, and prevent major upset and disappointment during the year.

Teachers need to be vigilant when running an assessment task (make sure students are not wearing apple watches, set up your room to not allow any collusion, book a bigger room if you need to, make sure students do not bring in concealed notes, if a student misses an assessment task don't run the catch up outside of the redemption class).

Please be aware that students are frequently using AI such as ChatGPT. If you suspect that this is the case, you may need to investigate thoroughly any breaches.

Any breaches need to be reported to the Year 12 Team led by the Assistant Principal ASAP via a locked SEQTA note that has been tagged.

Special Provision

Special provision is where certain factors have affected a student's performance in a study and they need special consideration to complete a VCE study.

Where a student has a disability, or has been ill, or if personal circumstances have affected their work to a significant degree in any semester of VCE studies they may be able to have this taken into consideration.

The following gives an overview of the Victorian Curriculum and Assessment Authority's (VCAA) policy on Special Provision.

Schools will make arrangements for students' school based assessments and the VCAA may approve arrangements for their examinations. These provisions will not be reported separately as estimated grades and scores as they were in previous years under Consideration of Disadvantage. Instead, any special provisions granted to a student will be incorporated into the calculation of the student's final grades.

All students receive a single study score for each study, regardless of whether or not they are given special provision for their assessments.

What Special Provisions are available for students?

Students who are affected by illness (physical or psychological), by a disability or impairment (including learning disabilities) or by factors relating to their personal circumstances are eligible to apply for one or more of the following special provisions:

1) Special provisions and arrangements for the student's learning program

Schools are responsible for determining whether students are eligible for special provisions in their learning program and what these provisions should be. Students must apply to the school for these provisions using the application form contained in the VCE Administrative Handbook. Supporting medical or other specialist evidence will be required.

2) Special provisions and arrangements for School-assessed Coursework (SACs) and School-assessed Tasks, (SATs)

Schools may approve alternative arrangements to enable students to complete their SACs and SATs. This could be an extension of time and/or an adjusted score. Teachers must take into account the extent and level of the Special Provision and determine the actual mark accordingly. Students must apply to the school for these provisions using the application form contained in the VCE Administrative Handbook. Supporting medical or other specialist evidence will be required.

3) Special arrangements for VCE examinations

Schools may apply to the VCAA for special arrangements for students who, because of illness or disability, are unable to complete their VCE examinations in the same way or under the same conditions as other students. Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation. The VCAA will not approve special examination arrangements for students who have long-term impairments if they have not been given similar arrangements by their school during the year.

4) The use of a Derived Examination Score

This provision is for students who are prevented from attending an examination, or whose performance on an examination is adversely affected as a result of illness, accident or personal traumatic event occurring immediately before or during the examination period.

Students must apply for a Derived Examination Score to their school Principal who will consider their application and make a recommendation to the VCAA.

Students must complete the VCAA application form for a Derived Examination Score and provide independent professional evidence to support the application.

The VCAA will consider each student's application and may approve or refuse the application. Students will be advised of the outcome of their application when they receive their final results in December.

PLEASE NOTE: Subject teachers need to understand the special provisions and arrangements for the student's learning program,

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including School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs).

- Students have to apply to the Year 12 TEAM to be granted Special provision. If you feel a student should be covered by Special Provision please bring this to the attention of the Year 12 TEAM.
- A unit teacher is not to grant consideration for Special Provision unless advised by the Year 12 TEAM. This will normally be done in writing through SEQTA.
- Special provision is not a process to give students an advantage by providing more time or delaying a SAC because they are not ready for it. Generally it allows students extra time to complete work, because of the factors affecting their performance, but must be organised between the student and their teacher. The teacher decides the amount of extra time allowed, generally in consultation with the Year 12 TEAM.
- The Special Provision applies to both assessment tasks and the completion of outcomes. In determining the score for an assessment task, teachers must take into account the extent and level of the Special Provision and determine the actual mark accordingly.
- Official notification of Special Provision to VCAA will only occur where the school has been unable to adequately compensate a student for their disadvantage. For example, where a student has been unable, because of illness, or other serious cause, to do sufficient work for a reliable estimate to be made.
- It is up to the student and classroom teacher to negotiate a new date for assessment items that were not completed while a student was under Special Provision.
- Where students have a permanent disability, they may be granted Special Provision for the whole year, and may apply for special conditions to sit external exams.
- Students granted special provision must meet the requirements for Satisfactory Completion of the VCE, and must be assessed against the same standards as all other students.

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- The policy does not allow alternative courses of study with standards of achievement that are different from those specified in VCE study designs.

Right of student to appeal against adverse decision for School-based Special Provision

If a student's application for Special Provision for school-based assessment is rejected totally or in part, the student should be advised in writing of the reasons for the decision within 14 days.

The student has the right of appeal to the school within 14 days of receiving the decision.

SCHOOL ASSESSED TASKS (SATs).

School assessed tasks apply to the following Unit 3&4 studies:

- Art Creative Practice
- Product Design and Technology
- Media
- Systems Engineering
- Computing
- Visual Communication and Design

Assessment Advice for School-assessed Tasks

The VCAA provides annual written advice to help teachers assess SATs. Go to www.vcaa.vic.edu.au/ then select VCE study designs then select your subject.

Go to Assessment and select relevant SAT information. Detailed advice on the interpretation and application of the mandated criteria for each task is provided. Further advice may be provided from time to time for particular studies, details of which will be published in the *VCAA Bulletin VCE, VCAL and VET* and on the relevant study page of the VCAA website. Teachers should use this advice and attend any relevant professional development activities that may be available. Teachers need to make sure that they collect all relevant assessment material and that they use the current year's assessment criteria and advice published in the *VCAA Bulletin VCE, VCAL and VET* to accurately assess their students' work.

Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish individual student's work and therefore to assist in the authentication process. Teachers must monitor

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and record in the Authentication Record for School-assessed Tasks form each student's development of work, from planning and drafting through to completion.

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. If the school is being reviewed this sheet should be included with the work.

Assessment Sheets for School-Assessed Tasks

The VCAA provides assessment sheets to all schools, specifying the criteria for the award of grades, which are available on the VCAA website and published annually. Schools must use the current year's assessment sheets. They must not use assessment sheets from previous years.

Each criterion has a numerical scale of 0–10, and schools award a score for each criterion. The sum of these scores is to be entered in the VASS and must be submitted by the relevant date .

Schools are advised to retain their copies of assessment sheets until the final results date in 2026.

Feedback to Students

Schools may disclose to students their grades for School-assessed Tasks. It must be made clear to students that these may change as a result of the review process.

Return of SATs

SATS can be returned to students on October 30th.

Lost, stolen or damaged School-assessed Tasks

If a teacher or student has lost a SAT, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed, dated and filed at the school. 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 email the form to the [School-based assessment audit team](#).

The principal, acting on advice from the teacher and on the basis of records kept on the Authentication record form, will determine an initial assessment.

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[Assessment & Mobile Phones and Other Electronic Devices](#)

Mobile phones and other electronic communication devices, such as iPods, iPhones, MP3 players, that are capable of storing, receiving or transmitting information or electronic signals are not permitted in a room where a SAC or assessment task is being undertaken.

Students are to leave mobile phones in their lockers and other electronic devices must be surrendered to the teacher before the commencement of the task. Teachers are to place the device in the tray for the duration of the task and the device given back to the student at the completion of the task.

Earbuds need to be removed while students are completing assessment. All watches (in case students have a smart watch) need to be taken off and placed on the front of the student's desk.

[School-Based Assessment: Breaches of Rules and Investigations](#)

Schools are responsible for ensuring that students comply with VCAA rules for school-based assessment. For advice on school-based assessment, refer to:

- [Work completed outside class](#) in the [Authentication of school-assessed coursework](#) section
- [Strategies for avoiding authentication problems](#) in the [Authentication of school-assessed tasks](#) section.

Schools have their own policy and procedures for responding to allegations that students have breached [VCAA examination rules](#) or [school-based assessment authentication rules](#). The policy and procedures are clear about roles and responsibilities and who the decision-maker is in relation to any alleged breaches. The school policy and procedures follow the principles of procedural fairness and describe:

- the process that will be followed when an allegation is received
- the communication that can be expected from the school during the process of investigation and decision-making
- the opportunities that will be available for the student to respond to allegations
- the timeframe for investigating and resolving alleged breaches
- the possible penalties and the avenues of appeal.

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The school policy and procedures are made available and explained to students and others in the school community at the start of the academic year.

A student undertaking assessment under test conditions as part of school-based assessment in Units 1–4 must comply with VCAA examination rules and school rules. The VCAA examination rules are published on the VCAA website and distributed to all VCE providers and students in both the GAT brochure and *VCE Exams Navigator* each year.

Investigation of breaches of school-based assessment rules

The following guidance on processes for responding to breaches of VCAA examination rules or breaches of VCAA rules for authentication of school-based assessment is provided to assist schools in developing their own policy and procedures that are contextualised for their student community. However, this is not a substitute for schools developing and familiarising students with the school's own policy and procedures.

Reporting alleged breaches of rules in school-based assessment

The school's policy and procedures will inform who is responsible for receiving reports of allegations of breaches of rules in school-based assessment. The principal or an authorised member of the principal class may want to be the initial point of contact for reports and delegate the conduct of investigations to a person of appropriate seniority and experience. All reports at Horsham College will be through the Senior School Assistant Principal and in conjunction with the Year 12 Leading Team. Our processes will be followed.

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

Allegations will be handled sensitively and confidentially.

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

Preliminary Investigation

On receipt of an allegation, the person appointed to investigate alleged breaches of rules will conduct a preliminary investigation to determine if there is any substance to the allegation that requires further, more rigorous investigation. Detailed records of the preliminary investigation

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should be kept and may be used in any later decision-making. The school may decide it is appropriate to appoint an external person to carry out the investigation and report back to the school decision-maker. The student should be advised in writing that an investigation is to take place.

Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment, including the rules for authentication of student work. If so, the evidence should be put to a decision-maker for determination.

The investigator must approach the investigation with an open mind and act fairly and without bias. They should consider the allegation against the student, the evidence of anyone who might have something relevant to say about the allegation, and any documents or information that may shed light on whether an allegation has substance. Some or all the information and evidence gathered during the investigation may show that the allegation against the student is unfounded; this evidence should not be discounted.

The investigation may include discussions with the 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
- copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
- 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 part of the allegation, the student should be informed in writing of the nature of the

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allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The student's parent(s) or guardian(s) may be advised of the nature of the allegation, depending on the school's policy in relation to reporting discipline matters and communication with parent(s) or guardian(s), and the school's knowledge of the student's personal circumstances.

If an allegation suggests 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 or was completed in accordance with VCAA requirements or both.

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 school's policy and procedures should make clear who in the school has the authority to decide if a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment. The principal may want to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may want to delegate their authority to make decisions about alleged breaches of VCAA examination rules and VCAA authentication rules for school-based assessment to a hearing panel of members appointed by the principal.

It is important that the decision-maker is not the same person as the investigator. The material gathered during the investigation should be provided to the decision-maker, including evidence that suggests the

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allegations are not proven, as well as any responses the student provided during the investigation.

If the decision-maker forms an independent view that the evidence against the student is insufficient to establish the allegations against the student, the decision-maker should confirm this in writing to the student and advise that no further action will be taken.

If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a meeting or hearing should be convened so that the evidence can be considered, and the student given an opportunity to be heard. The decision-maker should reserve their judgement until they have heard from the student at the meeting or hearing.

The following principles apply to whoever is given the authority to make the decision regarding alleged breaches of rules:

- The decision-maker must act fairly and without bias.
- The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker. The notice should include:
 - the date, time, place and likely duration of the meeting or hearing
 - the allegation(s) against the student
 - the names of all decision-makers
 - advice that the student may bring a support person to the meeting or hearing (see below)
 - the name of a contact person if the student has queries about the meeting or hearing
 - a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
 - the possible outcomes, including penalties.

It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any interview, meeting or hearing. The meeting or hearing should be conducted at the school, in an environment that is not intimidating but is appropriate given the nature of the allegation.

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At the meeting or hearing, the decision-maker must explain the purpose of the meeting or hearing to the student and confirm the allegation against the student and the possible outcomes.

The decision-maker may ask questions of the student.

The student must be given the opportunity at the meeting or hearing to respond to the evidence presented and to ask questions of any witnesses present at the meeting or hearing.

The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation (and the student's defence) is supported by evidence that is relevant and credible.

The decision-maker must consider all relevant factors and no irrelevant factors.

The decision-maker must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt.

The decision-maker must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Subject to the school's policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:

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

The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision of the school to the VCAA in accordance with

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section 2.5.21 of the *Education and Training Reform Act*. The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

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

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

The school should retain all material related to the allegation in case the student wants to appeal a decision.

If the student's work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the SAS.

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a school-based assessment task conducted under test conditions.

Student Appeals

The school's policy and procedures about breaches of VCAA examination rules or school-based assessment authentication rules should include information about the student's statutory right of appeal against the school's decision.

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

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

Notice of school decision following the resolution process

Following the interviews conducted by the VCAA-nominated representative, the school must notify both the student and the VCAA, in writing and within 7 days, that it has either:

- rescinded its decision and any penalty imposed
- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

Student Appeal

If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn.

The VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed if the school has:

- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

Appeal Hearing

If a student elects to proceed with an appeal, the VCAA CEO must refer the appeal to be heard and determined by a review committee. An appeal of this nature is conducted as a re-hearing. This means that the review committee hears evidence from both the student and the school

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and makes its own decision on the evidence. It is not a review of the school's procedures and handling of the allegation(s) against the student.

If the review committee is satisfied on the balance of probabilities that the student has breached VCAA rules relating to school-based assessment, it may decide to:

- reprimand the student
- permit the student, if practicable, to resubmit the schoolwork required for either
 - assessment in the study or the course
 - satisfactory completion of the study or the course
- refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
- amend the student's school-based assessment results.

This decision must be conveyed to the student in writing.

Maintenance of School Records

Schools must establish procedures to keep records and documentation of decisions relating to:

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

Retention of VCE School-Based Assessments

Students will be provided with a copy of each completed school-based assessment, and the initial school-based assessment results for each assessment task. In such circumstances, students will be advised that initial school assessments for Units 3 and 4 may change following statistical moderation of school-based assessments. 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](#).

Lost, Stolen or Damaged School-Assessed Work

A teacher or student who has lost work, or where work has been stolen or damaged, must complete a written statement of the circumstances. The statement must be signed, dated and filed at 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, shall determine the unit result for the student based on records kept. If the work is a SAC the school must complete the Lost/Stolen/Damaged School Assessed coursework form and enter an estimated score on VASS, and send the form to the VCAA. The principal, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment. The initial assessment may be adjusted as a result of the review process. Where the SAC is required for review, the Study Record Form for that student must be annotated as Lost/Stolen/Damaged (LSD) by the school.

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2026 IMPORTANT DUE DATES

Description	Date
Special Exam Arrangements due (2025 conditions rolled over)	23rd February
VCE Initial Enrolments units 1-4	23rd February
VCE Enrolment units 3&4 Final Date VCE VET scored units 3&4 Final date	1st May
Special Exam Arrangements due - known/ongoing	6th March
AUDIT - Stage 1 (Admin)	1st May
VCE and Scored VCE VET Unit 3-4 Enrolments	1st May
Partnerships for units 3 Course work due	1st May
GAT	16th June
VET assessment plans due	24th July
Last day to withdraw VCE & VCE VM Unit 4	27th July
UNIT 3 SAT Results	27th July
Unit 3 and 4 Scored VCE VET Withdrawal	27th July
S and N results for units 1 & 3	
Partnerships for units 4 Course work	14th August
Unit 3 SAC results	31st August
Indicative Grades for Performance exams due	7th September
Indicative Grades for all VCE Exams due	8th October
Arts Performance & LOTE Oral exams	5th October - 1st November
October/November Exams	26th October - 18th November
Unit 4 SAC Results	28th October
Unit 4 SAT Results	28th October
SATs can be returned to students	30th October
S and N results for units 2 & 4 Due	16th November
Final date for all VCE & VET Unit results 1-4, VET Units of competency, Unit1&2 enrolments	16th November
Final VCE results available	10th December