



VCE & VCE-VM Policy

Rationale:

The Victorian Certificate of Education (VCE) provides the opportunity for all students in Year 11 and Year 12 to gain a common credential. Students enrolled in VCE and/or VCE VM must follow various rules and regulations set by the Victorian Curriculum and Assessment Authority (VCAA) and College VCE Policy, based on guidelines provided in the VCE Administrative Handbook published annually by VCAA.

Aim:

At Wallan Secondary College diverse pathways are provided to further study or training at university or TAFE and to employment. The VCE program includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications, designed to meet individual student needs and desired career pathways.

Student Support:

Students completing the VCE at Wallan Secondary College will have:

- ❖ an orientation program early in the academic year,
- ❖ an allocated study area in V Block,
- ❖ a Career/Pathways Manager to provide career guidance,
- ❖ an active Career Education Plan,
- ❖ study sessions (Year 12 students only),
- ❖ dedicated and qualified team of teachers,
- ❖ access to student wellbeing support staff,
- ❖ access to accelerated studies (Units 1 & 2 at Year 10 Units 3 & 4 at Year 11),
- ❖ leadership opportunities,
- ❖ career counselling after VCE results are released.

VCE Students Commitment:

Students should:

- ❖ undertake the minimum of ten (10) hours of home study per week. Home study does not include the completion of designated learning tasks. It includes, re-reading, pre- reading, summarising and revising material in preparation for SACs and examinations,
- ❖ strive to achieve their best in all classes and assessments,
- ❖ complete all designated learning tasks, school assessed tasks (SATs), school assessed coursework (SACs) and examinations,
- ❖ continue with all chosen subjects for the duration of the year unless otherwise agreed by the Senior School Team in consultation with parents/guardians,
- ❖ spend no more than fifteen (15) hours per week in employment and to attempt to revise and reduce employment hours close to examination periods,
- ❖ follow all College rules and uphold the College values,
- ❖ ensure availability to attend after-school classes and assessment sessions until 5pm,
- ❖ ensure attendance, with parent and or guardian at the VCE Information Night, Course Selection process, Parent/ Teacher interview and VCE related events,
- ❖ participate in holiday classes scheduled by the College
- ❖ access all academic and wellbeing supports provided by the College,
- ❖ use the Senior School planner appropriately,
- ❖ treat College staff and students with respect,
- ❖ adhere to the College VCE Attendance Policy by providing valid documentation in the case of an absence

VCE Programs

The VCE is a senior secondary certificate of education recognised within the AQF.

The VCE includes VCE curriculum components and programs from Vocational Education and Training (VET) qualifications.

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.

Satisfactory Completion of VCE:

The minimum requirement to complete VCE is the satisfactory completion of 16 units. 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.

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

Satisfactory Completion of the VCE VM Certificate:

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

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

As of 2024, All VCE VM students will participate in Work Experience and Structured Workplace Learning placements as part of their curriculum. They also have the option to engage in a School-Based Training & Apprenticeship (SBAT) placement. An SBAT provides part-time, practical workplace experience along with structured training from a Registered Training Organisation. This is subject to change at the school's discretion.

Please note that when a satisfactory completion of the VCE VM is attained, the student will receive a certificate stating the title of 'Vocational Major' on their VCE certificate. If a VCE VM student meets the requirements for a satisfactory VCE completion, but NOT the requirements for the satisfactory completion of the VM program, the student can still be awarded the VCE without the inclusion of a VM attainment.

Suggested VCE schedule at Wallan Secondary College:

1. Year 11 – 6 x Unit 1 and 2 Subjects, with the possibility of completing one Unit 3 / 4 sequence, if the appropriate prerequisites are completed in Year 10.
2. Year 12 - 5 x 3 & 4 sequenced subjects, with at least one being (English, English ESL, Literature).

Outcomes are the basis for satisfactory completion of a VCE Unit. Each Unit includes a number of outcomes. The College, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements, determines satisfactory completion of Units. The learning outcomes and associated assessment tasks are specified in the currently accredited VCE Study Designs.

A student will receive a Satisfactory (S) for a Unit, in VCE & VCE VM when it is determined that all outcomes are achieved satisfactorily.

A student must:

- ❖ produce work that demonstrates achievement of the outcome(s),
- ❖ submit work on time,
- ❖ submit work that is their own,
- ❖ sign an Authentication statement,
- ❖ observe the VCAA and College rules,
- ❖ submit all course work by the dates set by the teacher.

NB: In order support students in the observance of VCAA and College rules, please refer to the VCE Attendance Policy that must be observed.

Teacher judgement will determine when all outcomes have been achieved and the Wallan Secondary College VCE Attendance Policy has been met. When this occurs, the student satisfactorily completes the Unit.

A student may not be granted satisfactory completion if:

- ❖ the submitted work is not of the required standard
- ❖ the student has failed to meet a school deadline for an assessment task including where an extension of time has been granted for any reason (including Special Provision),
- ❖ the submitted work cannot be authenticated,
- ❖ there has been a substantive breach of College rules.

If any of the outcomes are not achieved, the student will receive a Not Satisfactory (N) for the Unit.

When the student has completed work but there has been a substantive breach of class attendance, the student may be awarded a Not Satisfactory (N).

S – the student has met the requirements to demonstrate the key skills and knowledge in the outcome as outlined in the Study Design.

N - the student has not met the requirements to demonstrate the key knowledge and skills in the outcome as outlined in the Study Design.

Modified Work:

This will only occur in Special Provision cases at Unit 1 and 2. The term ‘Modified Work’ will appear next to the assessment task grade. In cases where a different task was set, teachers will be able to rewrite the task descriptor for the student concerned.

Unscored VCE:

Unscored or Non-ATAR VCE parents may elect for their son / daughter to complete a VCE without obtaining study scores and an ATAR. This option is only available where full parent consent is obtained. No student will be able to apply for unscored until **after the end of Unit Three and then only by an Academic Board**. Students will need to remain on task in every class for the change to be considered. Students undertaking Unscored VCE will not be awarded an ATAR therefore entry to University may not be available immediately following Year 12. Unscored VCE students will not be required to complete the end of year examinations and will not be awarded study scores for any of the studies they are completing.

When an ‘Unscored VCE’ is approved by the College Principal and the parent/guardian the student will still be required to:

- ❖ pass both Unit 3 and 4 of English and Unit 3 and 4 of at least 3 other subjects,
- ❖ complete SACs that are scored as satisfactory or unsatisfactory (from the time that the Unscored VCE is approved),
- ❖ complete all homework and other tasks as assigned by the Year 12 subject teacher.

Students are required to:

- ❖ maintain 90% attendance,
- ❖ complete a minimum of ten hours of homework per week including school holidays.

Any student considering an Unscored VCE is required to:

- ❖ meet with members of the Senior team (their parent/caregiver),
- ❖ consider that Unscored VCE will not be decided until Term Three – this is at the discretion of the Senior Team,
- ❖ sign an Unscored VCE contract once approval has been given,
- ❖ consider that final approval for an Unscored VCE is the decision of the Principal of Wallan Secondary College.

Wallan Secondary College VCE Attendance Policy:

All students undertaking VCE study must demonstrate a minimum of 90% attendance in each of their studies (this includes study sessions) in order to receive “Satisfactory” for their outcome(s). Exceptions will be made upon the provision of authentic medical certification or approved Special Provision.

Should a student’s attendance fall below 90% the College may assign a **N** for one or more outcomes and thus the Unit. Students may have approved reasons for not meeting the 90% attendance requirement; this will be at the discretion of the Senior Team. Approved reasons do not include family holidays, driving lessons, social occasions or other events that are of the student or family’s choosing.

Teachers will notify the Year Level Leader if they are concerned about a student’s attendance. Students who have not been formally withdrawn from subjects and have not completed school-based assessments will receive a **J** result for the unit, which is a non-satisfactory result.

On resumption of study following an absence a medical certificate must be provided so the roll can be adjusted on CASES21. If a SAC has been missed, the student must attend a Catch up session afterschool.

Students are not to leave the College grounds during the school day. If a student requires to leave, parental permission is needed and the student must sign-out at Student Services.

Students will not be given permission to attend non-compulsory excursions, including inter- school sports, at a time when they are required to complete a SAC, unless prior approval by the senior team.

Withdrawing from a Unit or Subject change:

Students wishing to withdraw or change a subject must first seek the advice of the Year Level Leader, Senior School Leading Teacher and the Career/Pathway Manager. Students will need to complete the change of subject form.

The modification must be approved and signed by:

- ❖ student,
- ❖ parent/guardian,
- ❖ Senior Team Member,
- ❖ classroom teacher,
- ❖ Career and Pathways Manager.

Students must continue to attend classes until approval has been given.

Study Sessions:

All VCE Students must ensure they are marked in attendance at the beginning of each of their study sessions. There is a designated VCE study area for students to complete their studies.

Students assigned to supervised study sessions must adhere to their timetables and direction given to them by the staff.

Study sessions are counted toward a student’s overall attendance and as such, they must attend school for the full school day regardless of when their study sessions are timetabled.

Assessment – Unit 1 – 4:

In order to determine a student has satisfactorily completed an outcome, teachers will set assessment task in accordance with the VCAA guidelines. Unit 1 and 2, students will be assessed and provided with a raw score for all assessment tasks-Unit 3 and 4 students will be assessed and provided with a raw score for all SACs and SATs.

NB: Students must be advised once results have been submitted to VCAA their total SAC scores may change following statistical moderation. Students will also receive feedback outlining particular problem areas and advice on where and how improvements can be made for further learning.

VCAA clearly states that students should be given the opportunity to demonstrate outcomes in a variety of ways. The overall S/N for each area of study is determined by whether or not students have demonstrated an understanding of the key knowledge and sufficiently demonstrated the key skills to meet the outcomes detailed in each subject study design.

School Assessed Course Work (SAC):

School assessed coursework is made up of a number of assessment tasks that are specified in the study design. The results from SACs contribute to a student's study score. The SACs are part of the regular teaching and learning program and are also important preparation for examinations. They are completed mostly during class time under teacher's supervision, and within a limited time frame.

A student can fail a SAC and still demonstrate an outcome through completion of 'designated learning tasks' to gain an S. This is often referred to as bookwork or course content, however, **the result from the first attempt of the SAC will count toward their study score for the subject.**

If a student is absent for the SAC and has an approved absence with the required documentation eg. Medical certificate, the student will complete the SAC after school under supervision.

If a student is absent for a SAC and is unable to validate their absence with the required documentation; such as a medical certificate, they will be awarded a 'zero' for that assessment task.

No SACs will be held in Term Four for Unit 3 and 4 as the course content will have been completed.

VCE VM Assessment

Each VCE VM unit has specified learning outcomes and is standards-based. All assessments are school-based and evaluated through various activities and tasks. Unlike other VCE studies, VCE VM Unit 3–4 sequences do not have external assessments and do not provide a study score. Students seeking study scores can choose from other VCE studies and scored VCE VET programs, which include both internal and external assessments. VCE VM studies do not count towards the ATAR.

Assessment within the VCE VM should be based on the pillars of Applied Learning as outlined in the VCAA document: 'Implementing the Pillars of Applied Learning.'

Assessment must:

- Motivate to engage in learning
- Include applied learning practices
- Involve student agency
- Be student centered with a flexible approach and
- Include assessment practices that promote success.

With this in mind, assessment tasks should be relevant and promote self-paced learning. Instructions must be clear and concise, and students should know what is expected of them for each learning outcome. Assessment tasks should be open-ended and flexible; valid, reliable and varied.

Redemption Process:

Purpose:

- to not rely on coursework for Redemption purposes,
- to promote a SAC as an important assessment tool,
- to improve academic rigour for VCE students,
- to reduce disengagement by students in SACs,
- to prepare students for test/ examination conditions,
- to not rely on coursework for assessment,
- to provide multiple opportunities for Redemption,
- to provide opportunities for Redemption (of a similar SAC).

The teacher will:

- ❖ notify the student verbally and via Compass of the need to do a Re-sit or Redemption and that this will be completed in their supervised study session.
- ❖ include the date of the original SAC and the full title of the SAC. For example, English Unit 3 Outcome 1, Task 2.
- ❖ include LT/Senior Year Level Leader and the student's guardians in the list of recipients.
- ❖ place the Redemption SAC papers to LT/Senior in the 'in tray' in the Senior office so that they can be organised and put in the system. The Redemption paper is a similar SAC to the original SAC.
- ❖ notify the student and staff via Compass. A notice will also be digitally sent out to families. Redemptions and Re-sits will occur during the students supervised in afterschool sessions.

In the case of an N for the Redemption, students and families are communicated of 'at risk' status with an additional opportunity to achieve s through another assessment or coursework. If the student is unable to demonstrate a S result, despite multiple opportunities, they will receive a N for the outcome and subsequently a N for the unit. Meetings will be held with families to discuss pathways and outcomes.

School Assessed Tasks (SAT):

There are several studies which use SATs as an assessment method. School assessed tasks are undertaken in: Art, Product Design, Media, Studio Arts, Systems Engineering and Visual Communication and Design. A SAT usually reflects a long-term piece of work, showing the development of skills through planning and drafting to completion. This requires regular sightings by the teacher.

Feedback:

After work is submitted and marked, teachers will provide feedback to students in the form of:

- Advice on particular problem areas.
- Advice on where and how improvements can be made for further learning.
- Reporting S (Satisfactory) or N (Not Satisfactory) decisions and/or written comments on students' performance.

As per the Assessment and Reporting Policy, work is to be returned with meaningful feedback in a time period of two (2) weeks from the initial assessment date. Teachers are not permitted to mark or provide comments on any draft of work that is to be submitted for coursework assessment.

Special Provision:

Special Provision is designed to allow students who experience significant hardship the opportunity to demonstrate their knowledge and skills. Students who are eligible for Special Provision are not exempt from meeting the requirements for the satisfactory completion of VCE. Students should seek advice from a Senior Team member if they believe they are a candidate for Special Provision including individual school-based assessment extensions.

The Senior Team, based on information provided by the student, parent/guardian and class teacher, can approve Special Provision within the school for internally assessed work including Unit 1 & 2 examinations.

Provisions may include;

- ❖ modification of work to meet outcomes,
- ❖ extension of time for assessment,
- ❖ late withdrawal from a Unit.

VCAA Special Provisions: Unit 3/4:

Special examination arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination.

These may be necessary for the sudden unexpected onset of illness, accident, personal circumstances or long-term impairment.

‘Special Examination Arrangement’ applications are made to the VCAA through the College Principal and must be accompanied by recent supporting medical or other specialists report, such applications will be considered by the VCAA in accordance with its policies.

It should be emphasised that special arrangements approved by the school may not necessarily meet the criteria established by the VCAA for special examination arrangements.

Wallan SC Special Provisions: VCE Units 1&2 VCE VM Units 1-4

Students may qualify for Special Provision in classroom learning and School-based Assessment if their ability to participate or demonstrate achievement is hindered by:

- An acute or chronic illness
- An impairment or disability
- Personal circumstances

Approval for these provisions is determined by the school based on evidence from various sources such as teacher observations, professional testing, and educational assessments.

Wallan SC will regularly review and update the special provisions to ensure they remain suitable for the student's needs. Records of changes in the student's circumstances and the corresponding adjustments to their provisions, along with the reasons for these changes, should be maintained.

Derived Examination Score (DES):

The purpose of a Derived Examination Score (DES) is to ensure that a student's final result on an examination reflects, as accurately as possible, the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

Students who experience the onset of illness or the occurrence of an injury or personal trauma in the two weeks leading up to or during a performance, oral or written examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for DES within seven days of their last examination in the relevant examination period.

A DES can only be calculated if a student has completed the course of study leading to the examination and has a result for at least one other Graded Assessment in the same study.

Students cannot apply for a Derived Examination Score due to unfamiliarity with the English language, absence from school or study for prolonged periods, loss of examination, preparation time, teacher absence or other teacher difficulty, chronic conditions, disabilities, matters that could be avoided by the student or are of the students own choosing.

Students who believe that they are eligible for a DES should first seek advice from the Senior VCE staff. The primary responsibility for submitting an application that meets the eligibility criteria rests with the student. The VCAA will determine the student's eligibility for a DES from the supporting evidence supplied by the student. DES is not available for the GAT.

Flexible delivery of the VCE VM studies

VCE VM studies can be delivered flexibly to meet the needs of students who may learn at different paces or transition into the VCE Vocational Major (VCE VM) during the academic year.

Further information is available in the [VCE Administrative Handbook](#) and on the VCAA website – see [About the VCE Vocational Major](#).

- **Standalone or Concurrent Units:** Units 1 and 2 of VCE VM can be taken separately or together, while Units 3-4 of Literacy, Numeracy, and Personal Development Skills can also be concurrent. However, Units 3 and 4 of Work-Related Skills must be taken in sequence.
- **Integrated Approach:** The units are designed to complement each other, allowing for an integrated teaching approach. This flexible delivery method facilitates the integration of outcomes across different studies.
- **Structured Teaching Programs:** Programs can be structured flexibly to combine knowledge and skill application across multiple units, enhancing understanding and fostering diverse perspectives, critical and creative thinking, and problem-solving skills.
- **Meeting Individual Outcomes:** Despite the integrated approach, students must meet individual outcomes for each unit, which may be taught concurrently. Teachers must document each student's achievement of these outcomes clearly.
- **Assessment:** An assessment task demonstrating achievement in one unit cannot be reused for other units, ensuring distinct evaluation for each VCE VM unit, Victorian Pathways Certificate unit, VET unit of competency, or VCE study.

Additionally, when there are extenuating circumstances, schools may apply for the flexible delivery of the VCE VM where students can attain their certificate outside the 'usual' delivery of Units 1&2 in semesters 1&2, respectively, in Year 11 and Units 3&4 in semesters 1&2, respectively, in Year 12. The following table outlines the path a student can take when extenuating circumstances arise:

Flexible Delivery Program options

Category	Option	Application required
Mid-year commencement	Deliver Unit 1 in Semester 2 and Unit 2 in Semester 1 in the following year	No
	Deliver Unit 3 in Semester 2 and Unit 4 in Semester 1 the following year in the standard time frame	Yes
Extended delivery	Deliver a single VCE VM unit across more than a semester	Yes
	Commence delivery of a VCE VM unit during a semester and continue in the next semester, including over multiple calendar years	Yes
Concurrent delivery	Deliver Units 1 and 2 or Units 3 or 4 concurrently across 2 semesters	No

(See document from VCAA VCE Vocational Major Flexible Delivery Program- Criteria and Requirements, pg.1)

VCAA Examinations:

All students undertaking a Unit 3 and 4 Study are expected to complete the General Achievement Test (GAT). It is important that all students attempt the GAT and aim to do their best. VCAA will use a student's GAT scores to:

- ❖ contribute to statistical moderation of School-Assessed Coursework,
- ❖ review school assessments of School-Assessed Tasks,
- ❖ calculate a Derived Examination Score if required,
- ❖ check the accuracy of examination marking.

VCAA examination rules are also published on the website, and will be distributed to students prior to the examination period.

VCAA does not provide allowances for students missing examinations due to misread timetables, late buses, broken down cars etc.

VET modules are assessed on the basis of demonstrated competence in identified competencies.

Students completing Unit 4 will receive their Statement of Results from VCA

VCE & VCE VM Authentication:

College Principals are responsible for the administration of VCAA rules and instructions at Wallan Secondary College.

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately should report the incident to a member of the Senior School Team, who will consult with the Senior School Assistant Principal.

1. The student will be notified within 48 hours of the breach of rules. If the nature of the breach relates to the authenticity of work, work will not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred, the original of the final version of the work will be retained by the school and the student may be given a copy.

2a. For authentication concerns, students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. In order to obtain the necessary evidence, students may be required 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 other work,
- ❖ complete, under supervision, a supplementary assessment task related to the original task,
- ❖ attend an interview or complete a test to demonstrate understanding of the work.

2b. For concerns regarding a breach of rules, the student will attend a meeting with their parent/guardian, as well as members of the senior sub-school and the Senior School Assistant Principal. Families and students will have at least 24 hours notice of the meeting time. The student will be given the opportunity at the meeting to respond to the evidence presented and to ask questions of any witnesses present at the meeting.

3. Prior to a decision being made by the Senior School Assistant Principal (which results in a penalty being imposed), the student will be have had an opportunity to meet with the Senior School Assistant Principal. A final decision will be made 5 working days, penalties may include a warning, receiving a zero on the assessment, required to complete an additional assessment or part of an assessment, conditions placed on future assessment tasks.

4. Students will have a Right of Appeal to VCAA regarding the assessment score and decision made by the school. This appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

Breach of Rules:

Students must sign the **Authentication statement** on the cover sheet of all school-based assessment sheets.

In line with the VCAA authentication rules for school-based assessment, a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise or use artificial intelligence
- not cheat
- not possess any mobile phone or electronic devices during the assessment period
- acknowledge all resources used, including
 - texts, websites and other source material
 - the name and status of any person or source who provided assistance, and the type of assistance provided
- not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules

Acceptable levels of assistance include:

- incorporating ideas or material derived from other sources (for example, by reading, viewing or note-taking) but which have been transformed by the student and used in a new context
- prompting and general advice from another person or source, which leads to refinements or self-correction or both.

Unacceptable forms of assistance include:

- use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement
- use of or copying sample answers provided by their teacher, another person or another source
- corrections or improvements made or dictated by another person, including their teacher.
- Any use of electronic devices or mobile phones during the assessment period is an automatic breach of rules.

Consequences for a breach of rules may include:

- Allocation of zero for the school-based assessment task
- Resubmission of the task for an S or N only.

Internal School Appeals:

A student may appeal a school decision relating to school-based assessment or an alleged breach of rules within a 2-week timeframe of being notified. The student should first discuss the matter with the classroom teacher and, if needed, the Senior School Leader. If the matter is not resolved, the student may lodge a written appeal to the Senior School Assistant Principal. The appeal should clearly state the decision being challenged, the reasons for the appeal, and any supporting evidence. The school will advise the student in writing of the review process, outcome, and any further avenue of appeal available under VCAA or school procedures.

Glossary

ATAR	Australian Tertiary Admissions Rank
DECV	Distance Education Centre Victoria
DES	Derived Examination Score
ESL	English as a Second Language
GAT	General Achievement test
N	Non-Satisfactory
NA	Not Assessed
S	Satisfactory
SAC	School Assessed Coursework
SAT	School Assessed Task
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admission Centre
WSC	Wallan Secondary College

Next Review Date: 19/12/2026

