

Pakenham Secondary College

2026 Senior School Policy Booklet for Students



Pakenham
SECONDARY COLLEGE

We Grow Through Connection

Table of Contents

Acknowledgement of Country	4	VCE Vocational Major (VM)	14
Introduction	5	What is the VCE Vocational Major (VM)?	15
Senior School Structure	6	How is the VCE VM structured?	15
<hr/>		What do I have to do to get my VCE VM?	15
Choosing a Later Years Pathway	7	<hr/>	
What is a Later Years Pathway?	7	VCE VM Frequently Asked Questions	16
VCE or VCE VM?	7	Who decides if I have satisfactorily completed a VCE or VCE VM unit?	16
Resources to consult in your decision making	7	Can I combine VCE subjects with VCE VM subjects?	16
<hr/>		Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?	16
Victorian Certificate of Education (VCE)	8	<hr/>	
Structure of the VCE	9	Vocational Education & Training	17
<hr/>		Scored VCE VET Programs	18
Assessment in the VCE	10	Non VCE VET Programs (Block Credit)	18
Outcomes	10	Contribution to the VCE	18
Graded Assessment Tasks	10	Selecting a VET Study	19
<hr/>		Assessment in VET	19
VCE Frequently Asked Questions	11	USI: Unique Student Identifier	19
What is the VCE?	11	<hr/>	
How do I qualify to graduate with a VCE Certificate?	11	VET ‘Mini Cluster’	20
How do I pass a unit?	11	VET Mini Cluster Next Steps	21
What is the attendance requirement to obtain an ‘S’ result in a unit?	11	<hr/>	
What happens if I am absent for School Assessed Coursework?	11	School Based Apprenticeships and Traineeships (SBAT)	22
What is an ATAR?	12	<hr/>	
How is the ATAR calculated?	12	Victorian Pathways Certificate (VPC)	23
Which studies are used to get an ATAR?	12	Getting the VPC	24
How do I choose my units?	12		
Can I choose any subjects?	12		
Higher Education Studies Program	13		
How will the College help me?	13		

Table of Contents

Senior School Satisfactory Completion Policy	25	Referencing Policy	43
Purpose	25		
Satisfactory Completion of the VCE General Policy	25	Senior School Lateness Policy	44
Extension of Time	26	Late to School	44
Attendance	27	Late to Class	44
Special Provision	28		
Consequences for an 'N' Unit Result	30	Permission to Attend an Excursion	45
Examples - SAC & KAT Cover Page Requirements	31	Glossary	46
School Assessed Coursework (SAC) Cover Sheet Example	31		
Key Assessment Task (KAT) Cover Sheet Example	32	Plagiarism and A.I. Policy Definitions	47
Plagiarism and A.I. Policy	33		
Rationale	33		
Policy Statement	33		
Scope	33		
Group Work	33		
PSC Standards	34		
Student guidelines to avoid plagiarism	35		
Detecting plagiarism	35		
Consequences	36		
Responsibilities	37		
Evaluation	37		
Appeals	38		
Appeals against College decisions	38		

Acknowledgement of Country

Pakenham Secondary College acknowledge the Traditional Owners of Country throughout Australia, and pay our respects to the ongoing living cultures of First Nations People.

Traditional Owners are the first educators of their children, and have a long and unbroken history of teaching through sharing connections to land, waterways, skies, language and culture.

Through education, we walk towards the creation of an equitable and inclusive community for all learners, and we express our commitment to nurturing the continued growth of educational leaders.

We feel optimistic about our future, and solemn about the lessons of our past.



Introduction

The Senior School years represent a significant phase of learning where students assume greater responsibility for their academic progress and future pathways. This Senior School Policy Booklet provides students, families and staff with clear guidance on expectations, procedures and standards that ensure consistency, fairness and high achievement across all Senior School programs at Pakenham Secondary College.

These policies are underpinned by our College SOAR values:

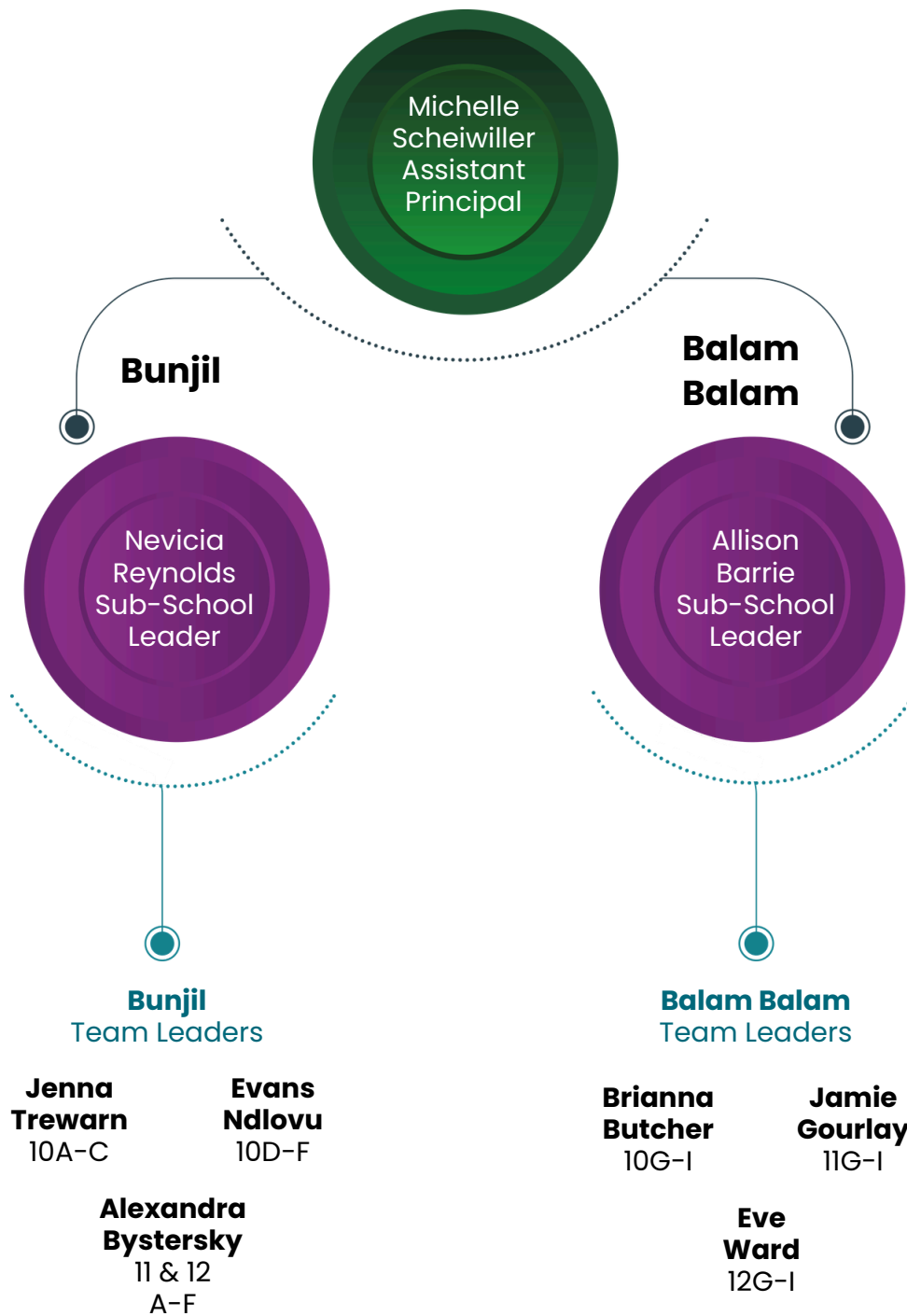
- **Social and Personal Responsibility** – taking responsibility for your actions and learning.
- **Opportunities for All** – ensuring every student has the chance to succeed.
- **Achieving Personal Best** – striving for excellence in all areas of learning.
- **Respectful Relationships** – fostering positive, collaborative and supportive connections with others.

Our College motto, **“We Grow Through Connection,”** reflects the belief that learning is most meaningful when it is grounded in strong relationships between students, staff, families and the wider community. By following the guidelines and expectations outlined in this booklet, students are better equipped to meet the challenges of Senior School, uphold the College values and achieve their personal and academic goals.

Students and families are encouraged to read this booklet carefully and refer to it regularly throughout the year. For further clarification or support, the Senior School Team is available to assist.



Senior School Structure



Choosing a Later Years Pathway

What is a Later Years Pathway?

A Later Years Pathway is a term used to describe your choice in Education, Training and Employment. It is a collection of studies planned to deliver the requirements for a senior school certificate, either;

- Victorian Certificate of Education (VCE) or
- Victorian Certificate of Education Vocational Major (VCE VM)

There are also Vocational Education and Training (VET) studies including Australian School Based Apprenticeship (ASBAs). VET can be included in both VCE and VCE VM programs.

Whatever Later Years Pathway you choose, you will need to spend time investigating what each of the pathways has to offer before deciding to take it.

VCE or VCE VM?

Your pathway should reflect your interests and goals, and whether these include further study/training or employment. For example, if you hope to study at a university or a TAFE institution after leaving school, you must check carefully that you are doing studies (subjects) that are required by the institution you wish to enter (these are known as prerequisites). Universities and TAFEs have published information about the studies they wish you to include in your program, if you wish to be considered for selection when you leave school. These requirements are called the Tertiary Entrance Requirements and are published every year. These are referred to as Essential requirements for selection and application.

When organising your pathway, you should consider your career options and ensure that your course selections will help you to reach your goal. You should be aware of any requirements for a specific career or course you have in mind.

Resources to consult in your decision making

- Course Counsellor
- Senior School Handbook 2025
- My Future - <https://myfuture.edu.au>
- Job Outlook - <https://joboutlook.gov.au>
- The Good Universities Guide - <https://www.gooduniversitiesguide.com.au/careers-guide>
- “Where to Now?” Your guide to Senior Secondary School Pathways in Victoria 2025



Victorian Certificate of Education (VCE)



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Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a rigorous certificate that provides pathways for students into employment, TAFE and tertiary institutions. Obtaining the VCE is an achievable goal for most students, however performing well in the ranking is more difficult.

This handbook provides information to assist you in planning your pathway through the VCE. Take the time to read it carefully and use it to ask questions about the courses you have an interest in.

Structure of the VCE

To graduate with your VCE you must satisfactorily complete:

- A minimum of 16 units and complete:
 - Three units from the English group which include a Unit 3 & 4 sequence,
 - Three sequences of Unit 3 & 4 (including up to two VET sequences) other than English.

At Pakenham Secondary College, students are normally required to attempt 12 units in the first year and 10 units in the second year of their VCE studies. Students need to have 10 credits at Year 11 to advance to Year 12.

All studies are offered and the program for each VCE year is determined by student choice, school facilities and staff qualifications.

The following VCE Units are offered at Pakenham Secondary College:

ENGLISH

- English/EAL
- Literature

ARTS

- Art Making and Exhibiting
- Visual Communications and Design
- Music
- Theatre Studies

HEALTH & PE

- Health and Human Development
- Physical Education

HUMANITIES

- Accounting
- Business Management
- Politics
- History
- Legal Studies
- Sociology

MATHEMATICS

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

SCIENCE

- Biology
- Chemistry
- Physics
- Psychology

TECHNOLOGY

- Applied Computing
- Data Analytics
- Food Studies
- Product Design and Technology: Textiles
- Product Design and Technology: Wood

WORK RELATED SKILLS

- Work Related Skills

Cost details of each of the subjects offered appear in the appendix at the back of this booklet.



Assessment in the VCE

'For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit. The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit.' – VCE and VCAL Administrative Handbook (2021).

Outcomes

Every Unit has a set of learning outcomes, directly related to the areas of study in that Unit. The subject teacher, who may use a range of assessment methods, assesses them.

Outcomes are assessed as S (Satisfactory) or N (Not Satisfactory). Each Unit has a number of outcomes and an N for any one of these gives the student an N for the unit. It is from the outcome grades that satisfactory or not satisfactory completion of a unit is determined.

Graded Assessment Tasks

For students undertaking Units 1 & 2, there will be a variety of tasks in each unit that will be graded. In addition to this there is a school-based examination to be undertaken at the end of each unit. Note that all school-based examinations provide students with the opportunity to gain examination experience and provide feedback on their performance.

For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC) and/or School Assessed Tasks (SAT) for each unit. In each study there will be a combination of this school assessed work and examinations, which are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

Note: All marks and grades awarded by the school are conditional and may change as a result of statistical moderation.

It is from these grades in each study that the VCAA determines the student's study score which is then used to derive their ATAR.



VCE Frequently Asked Questions

What is the VCE?

VCE is a two-year / four semester course of study, usually completed during Years 11 and 12 of schooling.

- In Year 11, you study 6 subjects in each semester (for a total of 12 units).
- In Year 12, you study 5 subjects in each semester (for a total of 10 units).

Therefore, over the 2 years (4 semesters) of VCE you will have enrolled in a total of 22 units.

How do I qualify to graduate with a VCE Certificate?

To receive your certificate, you must satisfactorily complete at least 16 units over the two years, provided:

- At least 3 (three) are English units (i.e. English or Literature or EAL) and
- At least 6 (six) are Unit 3 / 4 combinations (i.e. at Year 12 level).

How do I pass a unit?

- To pass a unit you must satisfactorily achieve all outcomes in that unit. These outcomes are stipulated by the Victorian Curriculum and Assessment Authority (VCAA) in the study designs for each subject.
- You will have achieved these outcomes when you demonstrate the necessary key skills and knowledge in your coursework tasks. You will then receive an 'S' or 'N' result for that unit.
- There is also an attendance requirement (see below) in each unit before a teacher can award an 'S' for the unit.
- In addition to the 'S' or 'N' result for each unit, you will also receive assessment task grades (A+, B, C+ ...etc) that will represent the quality of the work you completed during the semester.

- An assessment task will be reported as 'NA' (Not Assessed) if students:
 - Do not complete work by the due date
 - Do not attend a test or exam
 - Cannot have their work authenticated

What is the attendance requirement to obtain an 'S' result in a unit?

The attendance requirement is 90%. Students must attend all timetabled classes. If an absence has occurred, the student must provide a medical certificate to the school for approval of the absence. It is the responsibility of the student to ensure they find out the work that was covered in missed classes.

A student may obtain an N result for a unit if attendance is below 90% due to the teacher being unable to authenticate the work.

What happens if I am absent for School Assessed Coursework?

A medical certificate is required for any absence from a SAC task. Without a medical certificate, a student can sit the SAC task for an 'S' but may not obtain a score.



VCE Frequently Asked Questions

What is an ATAR?

ATAR stands for Australian Tertiary Admission Rank. Students who complete VCE and satisfy the requirements receive an ATAR score which can be used for entry into a range of tertiary courses.

For an ATAR, students must satisfactorily complete Units 3 & 4 of an English course within the English group. The English group consists of: English Units 1-4, EAL Units 3-4, English Language Units 1-4 and Literature Units 1-4. Students may not obtain credit for both English Units 3 & 4 and English (EAL) Units 3 & 4.

How is the ATAR calculated?

It is calculated using:

- The scaled score in English, English Literature or EAL
- The next best three scaled scores
- 10% of any 5th and/or 6th scaled scores

Which studies are used to get an ATAR?

- All VCE Units 3 / 4 studies, however, no more than two Languages at Unit 3 and 4 level.
- No more than two VCE Mathematics studies at Unit 3 and 4 level may count in the primary four. Any other Mathematics or Languages are counted as a 5th or 6th subject.
- Approved tertiary study.

How do I choose my units?

- You may choose any units from the list that interests you. In doing so, you should consider:
- Which units represent subjects that you enjoy and would perform well in?

- Is it logical to combine certain subjects? e.g. Physics and Mathematical Methods should be taken together.
- Which subjects are necessary pre-requisites for entry into a future career in which you are interested?

Can I choose any subjects?

Some subjects require some preparation in Year 10 and a recommendation from your teacher before you can attempt them in Year 11.

These include English Literature, Mathematical Methods, Specialist Mathematics, Physics and Chemistry. On the other hand, some subjects may be chosen at Unit 3 level without having been completed at Unit 1 / 2 level (Year 11), provided you can demonstrate an excellent academic record in other subjects at Year 11.

You may then:

- Choose one of these at Year 12 level (Unit 3) while you are enrolled in Year 11. This is only recommended for high achieving students with proven organisational and study skills or;
- Pick up a subject at Unit 3 level when you enter Year 12 without having attempted that subject at Unit 1 / 2 (Year 11) level. Again, this is only recommended for high achieving students with proven organisational and study skills.

In addition, students who perform well in a Year 12 subject while they were in Year 11 may choose to enrol in the Higher Education Studies Programs at a university such as Monash, Melbourne or Deakin and obtain credit towards their VCE result.



VCE Frequently Asked Questions

Higher Education Studies Program (also called University Enhancement Subject)

Students selected to study two VCE Unit 1 / 2 subjects in Year 10, and subsequently two VCE Unit 3 / 4 subjects in Year 11, can apply for the Higher Education Studies program at the end of Year 11 for their Year 12. These students will be identified by the senior team and individual discussions will be organised.

How will the College help me?

The College will support you in many ways to make an informed and suitable choice of VCE Program and to construct an individual pathway that meets your needs.

This support will include:

- Careers, Pathway planning and pre-requisite advice from the college's Careers and Pathways Coordinator.
- General advice about courses of study and organisation from any Year Level Heads and the Head of Senior School.
- Advice about promotion, eligibility and the course selection process from the Head of Senior School.
- Assistance with organisation and personal management from the Wellbeing Team.



VCE Vocational Major (VM)



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Victorian Certificate of Education Vocational Major (VM)

What is the VCE Vocational Major (VM)?

The VCE Vocational Major is a vocational and applied learning program that sits within the VCE. It is four subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'.

Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is a two-year program over Years 11 and 12. Only students who enrol in the full program can choose VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR. Students studying the VCE Vocational Major are expected to complete the Literacy and Numeracy GAT external assessment.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

How is the VCE VM structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VCE VM?

Students must successfully finish at least 16 units, including:

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

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

Details of each of the subjects offered appear in the appendix at the back of the Year 11 and 12 Curriculum Handbook.



VCE VM Frequently Asked Questions

Who decides if I have satisfactorily completed a VCE or VCE VM Unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL will be included in the VM program for students at the College and students may undertake an SBAT in the VCE VM.

Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.



Vocational Education & Training (VET)



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Vocational Education & Training (VET)

Vocational Education and Training (VET) Certificates are courses of study that are nationally recognised and accredited. VET enables students to gain industry training in preparation for further learning or entry into the workforce (e.g. Certificate III in Music Industry). Most certificate programs run over two years and are made up of a number of Units of Competence.

A VET in Schools program is usually made up of VCE/VET Units that are delivered by an RTO at the student's school or another school within the South Eastern Cluster.

Scored VCE VET Programs include:

- Business
- Community Services
- Creative and Digital Media
- Dance
- Engineering
- Equine Studies
- Furnishing
- Health
- Hospitality
- Information, Digital Media & Technology
- Integrated Technology
- Laboratory Skills
- Music Industry
- Sport and Recreation

Programs that have a study score component have either a 90-minute written exam or a performance exam at the end of the year for those who choose to sit this exam. If a program does not have a scored assessment, an increment based on 10% of the average primary four study scores is added to their ATAR.

Non VCE VET Programs (Block Credit)

Students who undertake VET qualifications that are not included in the suite of approved VCE VET programs may be eligible for credit towards their VCE or VCE VM by way of Block Credit recognition. Block Credit recognition is calculated by issuing one unit for every 90 hours of study.

Some examples of Non VCE VET programs include:

- Agriculture
- Animal Studies
- Applied Fashion
- Automotive
- Beauty Services
- Building and Construction
- Computer Assembly & Repairs
- Design Fundamentals
- Early Childhood
- Electrotechnology
- Plumbing
- Make up
- Salon Assistant

Contribution to the VCE

VET is fully incorporated into the VCE. Key features include:

- VET programs usually have a Unit 1-4 structure
- Up to 13 Units. VCE/VET units can contribute to a student's VCE. This includes two Units 3 & 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived by calculating 10% of the lowest study score of the primary 4 subjects. However, in some instances there is nil contribution towards ATAR when units are at 1 & 2 level only.



Vocational Education & Training (VET)

Selecting a VET Study

VET units contribute to the satisfactory completion of the VCE so long as there is no undue overlap between VET units and the VCE units to which they are linked. Where there is a lot of overlap, you will be able to do both studies, but only one will count towards the minimum 16 units you need to graduate. Despite this, your results in both studies will be shown on your Statement of Results.

If you are thinking about taking any combinations of VET and VCE studies, talk to the Careers and Pathways Counsellor about the credit arrangements. Each VET program may require you to have some Work Experience, which gives you a chance to learn more about the industry and the skills it requires. Successfully completing a VET certificate provides you with a nationally recognised certificate that can lead directly into employment and higher certificate level TAFE courses. VET courses can even provide you with credit for some Tertiary Institutions. Students cannot enter a VET course at the Units 3 & 4 level.

Assessment in VET

‘Students receive an S for a Unit of Competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Students receive an S for a module if they have demonstrated achievement of all the learning outcomes as assessed by the RTO. Satisfactory completion of VCE/VET Units is calculated automatically as students satisfactorily complete units of competency/modules. Most VCE/VET programs consist of four VCE/VET Units containing one Units 3 & 4 sequence.’ – VCE and VCAL Administrative Handbook (VCAA).

The VET studies are assessed by the subject teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory result. If a student cannot demonstrate their competence in an area, then they can be re-assessed at a later time after further practice. Where possible, assessment should be a practical task or based on a practical task.

USI: Unique Student Identifier

All students doing a nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) at school (VET for secondary students). If students don't have a USI they will not receive their qualification or statement of attainment. In order to apply students must go to: <https://www.usi.gov.au/students/create-your-usi>

Students will create an account and this will generate a 10 digit code. **STUDENTS MUST SUBMIT THIS CODE TO THE VET COORDINATOR AND THEIR VET TEACHER.**

The online application requires one identity document and takes only 5-10 minutes provided that you have the identity proof at hand. A USI is then allocated on the spot on screen, and is also emailed to the student instantly. Students are strongly advised to record this code



VET 'MINI CLUSTER'

Department of Education and Training –
Secondary Schools Network
VET Programs Offered for 2026



Edenbrook Secondary College

Contact: Leanne Wilson – Careers & Pathways Leader
Phone: 5943 9200 | Email: leanne.wilson2@education.vic.gov.au

SHB30121 Certificate III Beauty Services

Koo Wee Rup Secondary College

Contact: Kylie Borchers – VET Coordinator
Phone: 5997 1444 | email: kylie.borchers@education.vic.gov.au

ACM20121 Certificate II Animal Studies
AHC21020 Certificate II in Conservation & Ecosystem Mgmt
UEE22020 Certificate II Electrotechnology



Officer Secondary College

Contact: Alister Quinn – VET Coordinator
Phone: 5942 4000 | email: alister.quinn@education.vic.gov.au

22632VIC Certificate II Engineering Studies
BSB30120 Certificate III Business
CUA30920 Certificate III Music – Sound Production
SIS30122 Certificate III Sport, Aquatics and Recreation

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Contact: Nicole Robertson – VET Coordinator
Phone: 5945 1433 | email: nicole.robertson2@education.vic.gov.au

22614VIC Certificate II Building & Construction Pre-apprenticeship
CHC22015 Certificate II Community Services
CHC32015 Certificate III Community Services
CHC30121 Certificate III Early Childhood Education & Care
BSB20120 Certificate II Workplace Skills



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VET MINI CLUSTER NEXT STEPS



Contact the Careers Department at each College to learn more about the VET Program proposed for 2026.



Express your child's interest in the VET Program of choice by registering your details with your school.



Look for updates as to any further Information Sessions relating to the VET Program of interest at each of the Secondary Schools (Term 3, 2025 – *tbc*)



Limited places available in each of the VET Programs proposed so **be quick to Express Your Interest.**



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School Based Apprenticeships and Traineeships (SBAT)

A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program.

Regular school attendance is combined with at least one timetabled day per week spent on the job or in training during the normal school week.

An SBAT combines part-time, practical experience in the workplace with recognised, structured training from a Registered Training Organisation.

Please note, SBATs must be endorsed by your school and meet the guidelines published by the Department of Education and Training. A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program. SBATs are an Australian Government incentive that enables secondary students to complete part-time employment, whilst completing a nationally recognised qualification. Students must be 15 years or over and be an Australian citizen or permanent resident of Australia.

An SBAT combines:

- Part-time, practical experience in the workplace
- Recognised, structured training with a Registered Training Organisation.

School-based apprentices and trainees need to complete a minimum of 13 hours per week in their program, consisting of 7 hours in employment and 6 hours in training.

Any student wishing to undertake an SBAT needs to secure an employer. However, the College receives a limited number of SBATs each year from various organisations. If a student is interested, they must go through the screening process which requires a resume, interview and, on occasions, written assessment.

Examples of School Based Apprenticeships or Traineeships include:

- Agriculture
- Allied Health
- Automotive
- Business
- Community Recreation
- Early Childhood Education and Care
- Education Support
- Engineering
- Food Processing
- Hospitality
- Horticulture
- Retail

If you require further information about VET courses you can contact our Careers Department at the College on 5945 1433.

Victorian Pathways Certificate (VPC)



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Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is a new inclusive and flexible certificate. It is not part of the Victorian Certificate of Education and is not a senior qualification.

It offers an engaging curriculum and additional support for you to develop the work-related skills and capabilities you need to succeed.

The VPC is normally completed in Year 11 and 12, but it is flexible so it can be finished over a longer period than 2 years.

The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. You can study the VPC at your own pace and your teachers will assess your progress through a range of classroom learning activities.

Selection to participate in the VPC is done on a case by case basis and students CANNOT choose the program, which has eligibility criteria as part of the enrolment process.

The College may allow you to start the VPC at any time during the school year. The time you take to finish the VPC is flexible.

You should discuss the VPC's suitability for you with your school and your family.

If you've missed a lot of school or have additional learning needs, the VPC will help you progress to the VCE Vocational Major, entry level TAFE, VET or to get a job.

Getting the VPC

You must complete at least 12 units, including:

- 2 units of VPC Literacy (or units from the VCE English group including VCE VM Literacy)
- 2 units of VPC Numeracy (or units from the VCE Mathematics group including VCE VM Numeracy)
- 2 VPC Work Related Skills units
- 2 VPC Personal Development Skills units

Many students will undertake more than 12 units in their VPC.



Senior School Satisfactory Completion Policy

This Policy has been informed by requirements of the Department of Education, the Victorian Curriculum and Assessment Authority (VCAA) and College expectations.

Purpose

- To inform staff, students and families about the processes and expectations for Senior School Students regarding course structure and satisfactory completion.
- To ensure success, fairness and equity for all students in the Senior School, whilst promoting a culture of high expectations.



Satisfactory Completion of the VCE General

The minimum VCE requirement is satisfactory completion of 16 units (achieve an S) that must include:

- 3 units from the English group including and a satisfactory Unit 3-4 English sequence
- 3 additional Unit 3-4 sequences

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies is required for the calculation of a student’s ATAR.

Students undertaking atypical programs may have their previous studies or experience (for example, students with credit from interstate and overseas studies) counted towards the award of the VCE.

Policy

Satisfactory Completion of Studies:

- To gain a satisfactory result in any unit, students must demonstrate an understanding of each outcome as outlined in individual study designs.
- Students can meet the satisfactory outcomes of the unit independently of their SAC/SAT/KAT results.
- Where there are multiple classes for the one subject, SACs/SATs/KATs will be completed during the same week
- Staff will moderate/cross mark with external teachers before returning to students.
- Staff will identify and communicate to students and parents a list of “HURDLE” requirements that students will need to satisfactorily complete to demonstrate each outcome. Hurdle tasks must be completed prior to a student completing a SAC/SAT/KAT.
- If a VCAA Outcome is not met satisfactorily, this will result in an “N” for the Unit, irrespective of performance on the other Outcomes. It is the class teacher’s responsibility to determine whether a student has satisfactorily demonstrated a Learning Outcome.



Senior School Satisfactory Completion Policy

Policy

Satisfactory Completion of Studies:

- An assessment of the student's level of understanding in the unit will be based on the student's achievement in a SAC/SAT/KAT.
- A student who scores below 40% on a SAC/SAT/KAT and therefore receives an 'N', will have two opportunities to re-sit the task or complete an alternate one as determined by the teacher. The mark from the initial SAC/SAT/KAT will be used to contribute to the student's study score/overall grade. These initial grades will be forwarded to the relevant Team Leader.
- 'N' outcomes can be redeemed through an alternative school based assessment.
- The Redemption Task is an opportunity for the student to show they can receive an S.
- All Redemptions must be completed on a Monday or Tuesday after school in the Lecture Theatre and within 1 week of the student being informed of their original result. The final decision of whether a student receives an 'S' or an 'N' cannot be made until after this point.



Extension of Time

- Students who have a VCAA approved absence on the day of a SAC/SAT/KAT and require an extension of time, will have it rescheduled, the timing determined by the Senior School Team after review of the circumstances associated with the absence. Approval for reschedules will go through the relevant Senior School Team only. Students undertaking a reschedule will still be eligible to gain for a score for the task.
- A student may apply for an extension of time at the school level for their SAC/SAT/KAT using the 'Extension of Time' application. If approved by the Senior School Team, their teacher must complete the SAC/SAT/KAT 'Reschedule' Compass template. An extension will only be granted on the basis of a medical certificate or other convincing evidence. Students apply for an extension through the relevant Senior School Team – and where possible prior to the original due date.
- If a student has an approved absence for an Assessment Task, they are required to apply for rescheduling or extension. No Assessment Task should be held outside the specified time for the task unless this application has been submitted and approved by the relevant Senior School Team.

April 2026

Senior School Satisfactory Completion Policy

Attendance

- Pakenham Secondary College has a 90% Minimum Attendance Requirement in the Senior School. This requires students to have no more than 10% “Unauthorised Absences” from a unit in order to pass. This policy supports the VCAA requirement that all students undertake 50 hours of class time for every unit undertaken.
- Authorised absences include:
 - Illnesses and other absences that are covered by a medical certificate.
 - Those caused by the student’s approved participation in another aspect of the College’s educational program (such as sport, music, excursions or camps).
- Unauthorised absences include:
 - Absences due to illness or for other reasons but without a medical certificate.
- Any SAC/SAT/KAT missed without a VCAA approved absence will score a zero, but satisfactory completion will be required to demonstrate an outcome/s and determine understanding of concepts.
- All SAC/SAT/KAT resits will be recorded on COMPASS under Academic Observations. It is the responsibility of staff to ensure that this is completed promptly. Notifications will be received by the senior school through the normal COMPASS processes.
- The SAC/SAT/KAT resit Compass Entry and parent contact must be completed by the teacher. ALL resits need to be completed on either Monday or Tuesday afternoon
- For an absence to be considered VCAA approved, a medical certificate or equivalent must be received and processed through the General Office. Any other absence will not be deemed ‘school approved,’ even if it has been approved by a parent/guardian.
- J grades are rarely used and are awarded to students who have stopped attending but have not completed an exit form. Students are required to explain why they have not been attending. This is normally in the case of long-term illnesses or rehabilitation. All J grades should be authorised by a member of the Senior School Team.



April 2026



Senior School Satisfactory Completion Policy

Special Provision

Individual students may need special provision in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. At the same time, students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion, or from being assessed against the outcomes for a study. Students are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing SACs/SATs/KATS and external assessments if relevant.

Special provision is available to students completing the VCE, VCE VM or VPC:

- Curriculum Delivery and Student Programs/School Based Assessments
- Special Examination Arrangements/External Assessments
- Derived Exam Scores
- In each case there are special eligibility requirements that apply.

Grounds for claiming Special Provision include:

- Significantly adversely affected by illness (physical or psychological), personal environment or other serious cause.
- Disadvantaged by disability or impairment, including a learning disability and hearing or vision impaired.

Special Provision strategies used in classroom activities and/or assessment tasks include:

- Allowing the student to complete at a later date
- Allowing the student extra time
- Setting a substitute task of the same type
- Replacing one task with a task of a different kind
- Using assistive technology, aids or other special arrangements
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended
- Deriving a score from other assessments or tasks completed by the student (when none of the above options are feasible)



April 2026



Senior School Satisfactory Completion Policy

Special Provision

Special Provision strategies used in VCAA exams include:

- Extra working time
- Rest breaks
- Provision of appropriate materials dependent upon the student's needs
- Provision of a reader, scribe or clarifier, if necessary
- Auslan interpreters
- Use of computers, tablets and/or assistive technology
- Separate rooms for individual students

The responsibility of the classroom teacher is to identify students that they feel deserve the consideration of Special Provision, and to recommend those students to apply for Special Provision to the Senior School Team. Only the Assistant Principal/Head of Senior School can decide if Special Provision is applicable for Year 12 exams.

For students completing Unit 3-4 studies, Special Examination Arrangements can be requested if the condition would disadvantage the student in exams. However, the cut-off for applications is quite early, so these students need to be identified early.

The VCAA requires the following evidence to support an application for Special Examination Arrangements:

- signed 'Student consent' form (from VASS)
- detailed 'School-based evidence', which comprehensively outlines:
 - the student's condition (disability, illness, long-term injury or ongoing personal circumstance), including medical and educational history outlining the functional impact on learning and assessments
 - history of provisions approved and used by the student over the period of the condition
 - evidence used to make decisions (for example, health professional or teacher observations).



April 2026

Senior School Satisfactory Completion Policy

Special Provision

Decisions on Special Examination Arrangements applications will be based on strength and completeness of evidence of existing modifications made by the school in classroom learning and School-based Assessments as outlined in the 'School-based evidence'.

School-based applications for all coursework and Unit 1-2 exams will be dealt with by the Senior School and, once granted, a student's teachers will be notified of the strategies they may wish to use to earn consideration.

External applications for Special Examination Conditions and Derived Scores will be completed by the student with the assistance of the VCE Program Manager and mailed to the VCAA.

Early engagement and application

The VCAA encourages schools to engage with the VCAA as early as possible to discuss any issues relating to managing students completing secondary level studies (Years 7–12) who may require special provision.

Early engagement allows schools to discuss interventions and implement appropriate provisions for classroom learning and school-based assessments, in the years preceding VCE. Therefore, students' IEPs should include details of all support strategies used in classroom learning and assessment practices.

Consequences for an 'N' Unit Result

If a Year 11 student receives an 'N' for a unit, the student will continue to attend their timetabled classes however the student and teacher will meet with their relevant Senior School Team to discuss the result. During this meeting, the student's goals, attendance (if relevant) and pathways for the subject will be discussed. Parents/guardians will also be notified and compulsory after hours study Sessions may be implemented. If a Year 12 student receives an 'N' for a unit, the same process will apply however the parent/guardian will be invited to the meeting.

April 2026



School Assessed Coursework Cover Page example

Name: _____

VCE Health and Human Development

School Assessed Coursework

Outcome/s being assessed: Unit 3 Outcome 2

Reading time is **5 minutes:** 2:15 pm to 2:20 pm

Writing time is **55 minutes:** 2:20 pm to 3:15 pm

Approved materials

- Pens, pencils, highlighters, erasers, sharpeners and rulers.

Materials supplied:

- Question and Answer Book

Instructions:

- Follow the instructions on the Question and Answer Book.

Students are NOT permitted to bring mobile phones and/or any unauthorised electronic devices into the assessment room.

Compulsory student declaration

I, (*print your name neatly*) _____

acknowledge that I have read the task conditions and understand which items/materials I am permitted to use and have in my possession. I declare that this assessment is my own work and demonstrates my own abilities and knowledge and does not involve plagiarism or undue assistance.

I will not discuss the content of this SAC with other students until after all have completed the assessment.

Student's Signature: _____

Disclaimer: This assessment is a school-based assessment. It is a preliminary result only. The total result for all School Assessed Coursework in a Study will be statistically moderated by the VCAA against the GAT and end of year exam results.



Key Assessment Task Cover Page example

Name: _____

VCE VM Numeracy

Key Assessment Task

Outcome/s being assessed: Unit 3 Outcome 1 and 2

Reading time is **5 minutes:** 8:55 am to 9:00 am

Writing time is **55 minutes:** 9:00 am to 9:55 am

Approved materials

- Pens, pencils, highlighters, erasers, sharpeners and rulers.
- A scientific calculator.

Materials supplied:

- Question and Answer Book of 12 pages
- Multiple-Choice Answer Sheet

Instructions:

- Follow the instructions on your Multiple-Choice Answer Sheet.
- At the end of the examination, place your Multiple-Choice Answer Sheet inside the front cover of this book.

Students are NOT permitted to bring mobile phones and/or any unauthorised electronic devices into the assessment room.

Compulsory student declaration

I, (*print your name neatly*) _____

acknowledge that I have read the task conditions and understand which items/materials I am permitted to use and have in my possession. I declare that this assessment is my own work and demonstrates my own abilities and knowledge and does not involve plagiarism or undue assistance.

I will not discuss the content of this KAT with other students until after all have completed the assessment.

Student's Signature: _____



Plagiarism and A.I. Policy

Rationale

This policy is developed as a guide for teachers, students, parents and members of the school community. No policy, however comprehensive, can predict all the incidents which might occur. All staff who suspect plagiarism or cheating, or any students who observe plagiarism or cheating must report the incidents immediately to the Senior School Team.



Policy Statement

In all assessed work students should take care to ensure that the work presented is their own and accurately referenced the work and opinions of others. It is also the responsibility of students to ensure that they do not undertake any form of cheating (types of cheating identified at end of document) or other form of unfair advantage. Plagiarism is treated as a serious academic offence that attracts a range of consequences.



Scope

This policy and procedure applies to all internal assessments, including internal examinations. Where awarding bodies such as the Victorian Curriculum and Assessment Authority (VCAA) have their own published procedures, these will take precedent over the College's policy.



Group Work

Group work is valuable because of the opportunities it provides for students to develop skills in collaboration and communication. As an assessment task it has the potential to pose difficulties in relation to appropriate acknowledgement practice and identification of authorship of individual members of the group. These difficulties can be minimised by academic staff ensuring that the assessment task is well designed with the roles of individual students explicitly identified along with the assessment criteria, being clearly communicated to students in the subject outline.



Plagiarism and A.I. Policy

Pakenham Secondary College Standards

- In all research assessment tasks students should use accurate and complete references.
- Students are also required to sign a Statement of Authorship.
- VCAA sets out clear guidelines regarding the submission of work. It is the responsibility of each student to follow these guidelines.

VCAA prescribes rules that students must follow when preparing work for assessment. These rules apply also to School-assessed Coursework (SACs) and School-assessed Tasks (SATs).

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used including: text, websites and source material
 - The name(2) and status of any person(s) who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include: The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), which has been transformed by the student and used in a new context;
Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include: Use of, or copying of, another person's work or other resources without reference.
Actual corrections or improvements made or dictated by another person.

4. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
5. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
6. Students who knowingly assist other students in a Breach of Rules may be penalised.



Plagiarism and A.I. Policy

Student guidelines to avoid plagiarism

1. If working individually, do not allow your work to be copied by anyone else.
2. If you have knowledge of another student's work, do not attempt to submit that work as your own.
3. Do not work with someone else if you are supposed to hand in your own independent work.
4. When you collect information, keep a record of where that information came from so you can correctly reference it.
5. Use multiple sources where possible. Instead of relying on one source of information for your assignment, find and read a number of sources.
6. Provide your own ideas on the subject matter.
7. Do not copy and paste into your assignment. Instead, put the ideas into your own words (this is paraphrasing), summarise the ideas or quote directly. When quoting, paraphrasing or summarising, plagiarism will be avoided by properly referencing your sources of information or ideas.
8. 'Common knowledge' is information which is widely known, cannot be contested and can generally be found in numerous sources. Such information does not have to be cited. Examples include 'Melbourne is the capital city of Victoria' and 'Animal cells do not have a cellulose cell wall.'
9. You must also include a reference list. This will include more information about your sources than you used in your citations and will assist a reader to find the sources you have used.
10. Properly referencing an assignment takes time. You need to factor this time into your study plan.



Detecting Plagiarism

Pakenham Secondary College reserves the right to submit any assessable task to a screening process to check for plagiarism. Students may also be asked to verify written work via interview and/or a test. This could be completed either orally or in a written format.



Plagiarism and A.I. Policy

Consequences

Years 10, 11 and 12

All consequences will be referred to the Senior School Assistant Principal. The College has the power to impose any of the following penalties for plagiarism, for a substantive breach of the rules (which applies to the student who has breached any aspect of the policy as well as any student who has knowingly assisted the student to breach):

Teachers who suspect a student has plagiarised, copied or cheated will bring evidence to the Senior School Team. A panel will be convened, and the accused student will have an opportunity to present information to assist them in their case within 2 days of the suspected breach.

If the student is found in breach of the Plagiarism and A.I Policy, the following will occur:

- The parent/guardian will be immediately notified by the Senior School Team
- The Senior School Team will also immediately notify the Senior School Assistant Principal

In consultation with the Senior School Team, the Assistant Principal will deem a fair consequence based on the evidence provided and whether the student has breached the Plagiarism and A.I. Policy before. All students who are found guilty of Plagiarism will receive:

- A written reprimand which will be signed by the Assistant Principal and mailed home

Based on the evidence, student's prior history and severity of the breach, the Assistant Principal will determine which of the following actions will apply:

If a teacher has evidence that a student has plagiarised work they should undertake the following:

- A written reprimand
- A score of zero may be awarded with AP approval and the student will be required to sit a redemption task to achieve a 'Satisfactory' for that piece of work.
- Request that work be resubmitted for an S only and no points awarded towards a Study Score
- Refusal to accept a part of the work submitted and give a score on the remainder
- Refusal to accept the whole piece and given a zero.
- The above consequences may be used singularly or in combination.
- Staff are encouraged to work in close partnership with Senior School Leaders in relationship to any plagiarism matters.
- A letter is sent home to parents to inform them of the incident of plagiarism.

Plagiarism and A.I. Policy

Responsibilities

The Principal has overall responsibility for the implementation of this policy.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle.

Please see [page 48](#) for Definitions

April 2026



Appeals

Regarding any breaches of the plagiarism rules, Pakenham Secondary College, will make provision for students to request a meeting of an Appeals Committee with regards to a decision made by the College regarding the assessment and/or consequences of the breach.

The Appeals Committee will consist of three members. It will always include the Head of Senior School and the relevant subject teacher. Other members may include; the Principal or Key Learning Area Leader or a teacher appointed by the Principal.

A student wishing to request that the Appeals Committee to investigate a matter must make a written request to the Head of Senior School within 14 days of the grievance. The student lodging the appeal may have a support person present, but this person is not present to act on the student's behalf.

The student will be notified of the time and location of the Appeal in writing at least 24 hours before the meeting. Any decision made by the Appeals Committee will be conveyed to the student in writing within three working days of the Appeal meeting.

Appeals against College decisions

Section 2.5.21 of the Education and Training Reform Act 2006 (Vic) 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 assessment rules of the VCAA 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 Chief Executive Officer (CEO), VCAA 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 CEO of the VCAA must nominate an employee of the Secretary of the Victorian Department of Education and Training to interview the parties to the appeal and attempt to resolve the matter.

Notice of school decision following interviews

Following the interview conducted by the VCAA, the school must notify both the student and the VCAA, in writing and within seven 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.



Appeals

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 CEO of the VCAA must refer the appeal to a VCAA Review Committee for hearing and determination. 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 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 the VCAA rules relating to School-based Assessment, it may either:

- reprimand the student
- if practicable, permit the student 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.

Student breach of VCAA rules for the conduct of VCE external assessments

Students are required to observe all VCAA examination rules for the conduct of VCE external assessments conducted by or on behalf of the VCAA, as well as the day-to-day rules of the school or institution providing the venue for the external assessment.

Appeals

Student breach of VCAA rules for the conduct of VCE external assessments

Principals and chief supervisors are responsible to the VCAA for the conduct of VCE external assessments. Any alleged breach of the VCAA examination rules or any allegation that a student's assessment has been obtained by fraudulent, illegal or unfair means in relation to any VCE external assessment must be reported to the VCAA. The Chief Executive Officer (CEO), VCAA, may refer serious cases to a VCAA Review Committee, which will conduct a hearing to consider the circumstances of the alleged breach and, if applicable, determine any appropriate penalty. Further information about the role of principals and other school personnel in investigations is set out in the following parts of this section.

All supervisors of VCE external assessments are issued with directions for the administration of the external assessment and are required to report all alleged breaches of rules to the VCAA.

Identification of an alleged breach of VCAA rules

If an alleged breach of rules relating to the conduct of a VCE external assessment is detected, the student must be permitted to complete the external assessment, and any discussion considered necessary must be conducted when the external assessment has finished. Unless there are exceptional circumstances, the student must be informed by the supervisor or the school that an incident report is being forwarded to the VCAA.

Supervisors must complete an incident report immediately after the external assessment, providing as much information as possible about any alleged breach, including any relevant circumstances leading up to it, and details of what occurred afterwards. It is important to include all matters associated with the incident, no matter how insignificant they may have appeared at the time. The VCAA may contact supervisors for additional information during an investigation into the alleged breach of rules.

Confiscated electronic devices, including mobile phones

Students are required by the VCAA examination rules to surrender electronic devices for investigation. Schools should retain any confiscated electronic device. Devices should not be returned to students without the VCAA's prior approval. Schools may contact the VCAA Legal Services Unit for further advice.

As part of its investigation into alleged breaches of rules involving the possession of electronic devices, the VCAA may ask the student's school to inspect the device with the consent of the student. If the student is interviewed by the VCAA, the device may also be inspected during the interview in the presence of the student, with the student's consent.

Appeals

Confiscated electronic devices, including mobile phones

Electronic devices are inspected to check whether the device contains material or activity that indicates it was used to cheat during the student's external assessment. If no suspicious material exists the device can be returned to the student upon VCAA's instruction. If illegal or other material requiring mandatory reporting is discovered, this must be reported.

Students should be informed of this before the inspection. Students are required by the rules to cooperate with investigations. A student can withhold consent to inspection of their phone, which will then be treated as a separate breach of the VCAA examination rules.

Initial investigation

Upon receipt of incident reports about incidents during external assessments, the VCAA may conduct an investigation into:

- a suspected breach of VCAA examination rules
- an allegation that a student's assessment was obtained by fraudulent, illegal or unfair means.

The VCAA will contact schools to request additional information about the student and the incident. This information is considered by the VCAA in determining whether a formal investigation is required. The VCE Coordinator, subject teacher or year coordinator is usually best placed to provide this information.

In conducting an investigation, the VCAA may nominate a person on its behalf to interview the student and any other person who may have information regarding the alleged breach.

A person nominated to interview a student must give no less than 24 hours' notice of the interview to the student, and this notice:

- need not be in writing
- may nominate a time and place for the interview
- must give particulars of the matter under investigation.

In addition to any other matter discussed at the interview, the student must be informed of possible further action by the VCAA and possible consequences to the student.

The person who conducts the interview must submit a written report of the interview to the CEO, VCAA, as soon as practicable after the interview.



Appeals

Decision to proceed to hearing or issue a written reprimand

After considering a report of the interview, the CEO, VCAA, may issue a written reprimand to the student or request that a Review Committee conduct a hearing into the matter under investigation.

The VCAA will notify the school if a student's case has been referred to a Review Committee and will request that the school send a representative to the hearing. School support for students is important, and a Review Committee will ask the school representative to speak about the student's character and school experience.

Review Committee

A Review Committee consists of three people who are either members of the VCAA Board or staff of the VCAA. The Chair of the Review Committee must be a member of the VCAA Board.

Assessment may be withheld pending a decision

The VCAA may withhold the assessment of a student who is required to attend a hearing before a Review Committee until whichever of the following is later:

- the decision of the Review Committee and the expiry of the period of 14 days after the day on which the Review Committee gave its decision verbally at the hearing
- if the student applies to an Appeals Committee for review of the decision, notification to the VCAA by the Appeals Committee of its determination of the application.

The VCAA will advise the school if a student's results have been withheld. Where possible, the VCAA aims to finalise all breach of rule investigations and hearings prior to the Victorian Tertiary Admissions Centre (VTAC) cut-off date for students to submit changes of preference to VTAC.

Notice of hearing

The CEO, VCAA, must give a student who is required to attend a hearing before a Review Committee:

- written notice of the hearing not less than seven working days before the hearing is due to commence
- copies of the information and documents the VCAA will refer to at the hearing, no less than five working days before the hearing is due to commence.

Referencing Policy

At PSC we use a referencing and citation system based on the American Psychological Association (APA). We do this in order to:

- Identify (cite) other people's ideas and information used within your essay, report or assignment from years 7 through to 12.
- Indicate or show the authors or sources of these in a **References** list at the end of your work.

See [Link to APA Citation Style 6th edit](#) which is an excellent 4 page summary of the APA style. Also refer to the Monash University APA guide [Link to Monash APA Guide](#).

If you are dealing with one editor instead of one author, you would simply insert the editor's name in the place where the author's name is now, followed by "(Ed.)" without the quotation marks. The rest of the format would remain the same.

General Format - The general format below refers to a book with one author.

In-Text Citation (Paraphrase): (Author Surname, Year)

In-Text Citation (Quotation): (Author Surname, Year, page number)

Reference: Author Surname, First Initial. Second Initial. (Year). Book title: Subtitle. Place of Publication: Publisher.

Example of In-Text Citation (Paraphrase): (Riewoldt, 2016)

In-Text Citation (Quotation): (Riewoldt, 2016, p. 148)

References:

Riewoldt, N (2016) A Man for all Seasons: the experiences of a football legend. Melbourne, VIC: Melbourne University Press

The Style Wizard [Link to Style Wizard](#) An Online Bibliography Creator. This tool will walk you through the steps of creating the correct APA format.

April 2026



Senior School Lateness Policy

Late to School:

- All senior students who arrive late to Period one without parent/guardian permission are required to attend their Sub School office at Recess to speak with their Team Leader or Sub School Leader.
- A Recess or Lunchtime detention on the same day will be incurred if there is no verifiable reason for this lateness.
- Repeated lateness (for example more than 3 per term) will result in a Period 6 on either Monday's or Tuesday's.

Late to Class:

All students who arrive late to classes after Period one will receive a Recess or Lunchtime detention from the classroom teacher.

April 2026



Permission to Attend an Excursion

DATE OF EXCURSION: _____ NAME OF EXCURSION: _____

Student Name: _____ Home Group: _____

Written permission must be granted **by all subject teachers one week prior to the date of the excursion**. Teachers will only grant permission if the student:

- Is up to date with Hurdle tasks/SACs/SATs/KAT's) and have completed them to a satisfactory standard
- Does not have a SAC/SAT/KAT on the day of the excursion.
- Students have agreed to complete missed classwork prior to the excursion

In the event a teacher(s) **does not grant permission**, the relevant Sub-School will have a discussion with the student to set goals to enable student every opportunity to attend excursion if the goal(s) is achieved prior to the excursion.

Subject: _____ Teacher's signature and comments: _____

Subject: _____ Teacher's signature and comments: _____

Subject: _____ Teacher's signature and comments: _____

Subject: _____ Teacher's signature and comments: _____

Subject: _____ Teacher's signature and comments: _____

Subject: _____ Teacher's signature and comments: _____

This form must be signed by the student's Team Leader who will check overall attendance and confirm that there is no reason for the student not to participate. The Team Leader has the authority to make a final decision regarding permission to attend this event.

Team Leader: _____

When complete, this form should be returned to the Excursion Class Teacher



Glossary

COMMON ASSESSMENT TASKS

Pieces of work that are undertaken over a designated period of time, and are graded to determine the student's level of performance.

ATAR

Australian Tertiary Admissions Rank. A rank that is generated from a student's result. This rank is used by most tertiary institutions as a primary criterion for selection purposes.

GAT

A general knowledge examination, undertaken by all students who are studying any Unit 3 & 4 sequence. The GAT is used by VCAA as a means of verifying grades.

LEARNING OUTCOMES

Learning Outcomes are the basis for satisfactory completion of VCE units. There are 2 to 4 Learning Outcomes per unit. Learning Outcomes define what students will know and be able to do as a result of undertaking a study.

PREREQUISITE SUBJECTS

These are units that must be satisfactorily completed before the student is eligible for selection into specific tertiary courses. Students should check prerequisites with the relevant institutions before finalising their VCE course selection.

SAC

School Assessed Coursework are assessment tasks that are specified in a study design and set by subject teachers which students must satisfactorily complete. This work is completed in class and will be assessed by your subject teacher.

SAT

School Assessed Tasks are completed in subjects that produce a product or model. This Unit 3 & 4 work receives a grade from A+ to UG based on the quality of the work. The work is marked internally, according to VCAA specifications, and is confirmed externally.

STUDY SCORE

A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR. The maximum study score is 50.

UNIT

A self-contained study of approximately one semester's length.

VCAA

Victorian Curriculum and Assessment Authority

VCE

Victorian Certificate of Education

VET

Vocational Education and Training Studies

VTAC

The Victorian Tertiary Admissions Centre

April 2026



Plagiarism and A.I. Policy Definitions

Plagiarism

The act of using the ideas, words or images of another person and presenting them as one's own. Those ideas, words and images might be from sources such as the internet, a book, a photocopied handout or a recording of a speech.

Academic Integrity

Demonstrating the values of honesty, trust, fairness, respect and responsibility in all academic endeavours, including preparing and presenting work for assessment as part of coursework.

Acknowledgement Practice

The practice of acknowledging the ideas, designs, words or works of other people in one's own work.

Citation

Directly quoting or paraphrasing and giving credit to another person's text, work or Idea.

Cheating

Cheating is a deliberate attempt to deceive in order to gain advantage in an assessed piece of work, including coursework, assessments and examinations.

ACKNOWLEDGED FORMS OF CHEATING

Collusion

Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work. This should not be confused with academic collaboration.

Copying

Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.



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Inappropriate citation

Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.

Inappropriate paraphrasing

Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit or piecing together quotes and paraphrases into a new document, without appropriate referencing.

Responsibilities

The Principal has overall responsibility for the implementation of this policy.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle.

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