

LAVALLA

CATHOLIC COLLEGE

STRONG MINDS COMPASSIONATE HEARTS



Senior School Procedures

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Welcome to

VCE, VET & VCAL 2019

2019 offers an excellent opportunity to be a part of a successful VCE, VET or VCAL program. Subject teachers, Learner Advisors, House Leaders and the Careers Advisors will work together with you as a team, helping you to meet the requirements of the VCE and to maximise your career pathway opportunities into further education or employment. The VCE involves some privileges but also great responsibility. As well as setting an example for the rest of Lavalla Catholic College, VCE students have a responsibility to understand the procedures associated with the course of study they are undertaking.

Lavalla Catholic College has provided this document, but the onus is on each individual student to be familiar with the information it contains.

This booklet contains essential information with which every VCE, VCAL & VET student must be familiar. This booklet aims to answer many of the questions relating to VCE's procedures, and knowledge and application of its contents will prevent many unnecessary problems throughout the year.

This document includes the College's specific processes as well as the Victorian Curriculum and Assessment Authority's (VCAA) rules for students. VCAA is the organisation overseeing the state-wide administration of the VCE.

<http://www.vcaa.vic.edu.au>

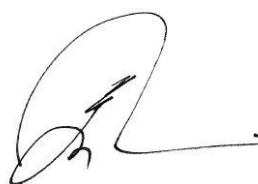
All students and parents are urged to read this policy booklet and to speak with a member of the Senior School staff about any concerns that may arise.

The Senior School at Lavalla Catholic College includes those students enrolled in Year 10, Year 11 & 12 VCE and VCAL. These students are expected to display high standards of behaviour and act as appropriate role models to our junior students.

Staff at Lavalla Catholic College wish all students well with their VCE, VCAL and VET studies for 2019.



Mr Brett Van Berkel
Director of Learning & Teaching



Mr John Freeman
Principal

Senior School Leadership Staff

Title	Name
Principal	Mr John Freeman
Deputy Principal, Wellbeing and Operations	Mr Doug Doherty
Deputy Principal, Staff, Staff Development and Community	Ms Lee McKenzie
Director of Learning and Teaching	Mr Brett Van Berkel
Director of Faith and Ministry	Mr Chris Roga
Operations and Wellbeing Leader – Kildare Campus	Mrs Tamsin McCormack
Senior Programs Coordinator	Ms Jeananne Brown
Junior Programs Coordinator	Mr Michael McKenna
Inclusive Learning Coordinator	Ms Adriana Biaconni
VCAL Leader	Mr Jason Szkwarek
Champagnat House Leader	Mrs Pierina Fenech
Delany House Leader	Mr Vashon Weaver
MacKillop House Leader	Ms Meaghan Ambrose
Nagle House Leader	Mr Matthew Buckland

Staff can be contacted during school hours at the College on 5174 8111 or at any time via the Parent Portal.

Meetings can also be arranged with Staff. Please ensure you call the College to set up a time when they are available.

Enrolment

Students must abide by the administrative guidelines and regulations of the VCE & VCAL, as set out by the VCAA and the College. It is anticipated that VCE & VCAL students will be enrolled in full-time study, unless approved under *Special Provision* conditions.

At Lavalla Catholic College

A student subject has 6 periods timetabled per cycle (fortnight)

- Year 10 students will enrol in *6 subjects each* semester and therefore *12 subjects* for the Year (English Fundamentals, Maths Pathways and Religious Education are the only year long subjects). All other subjects are Semester based. Whilst amendments to enrolments may occur during designated times each semester, students remain enrolled in *6 subjects* for the entire semester.
- Year 11 students will enrol in *6 Units each* semester and therefore *12 Units* for the Year. In addition to this the compulsory Religious Education Units (1 Unit per year). Whilst amendments to enrolments may occur during designated times each semester, students remain enrolled in *6 Units* for the entire semester.

A Year 12 VCE subject has 6 periods timetabled per cycle (fortnight)

- Year 12 VCE students will enrol in 5 sequences of approved VCE or VET Units 3 & 4 , 10 Units for the year, unless there is a variation via an Individual Learning Program (ILP's)*

**Students may negotiate Individual Learning Plan (ILP) via the Senior Learning Programs Coordinator, Wellbeing & Operations Kildare, House Leaders, VCAL Coordinator or the Inclusive Learning Coordinator. These will be either a specific learning pathways i.e SBAT's, transition to work or if a student has a diagnosing learning difficulty or a long term illness these may be grounds for a variation to the typical pathways mentioned above.*

Enhancement

Year 10 students may be eligible to study Unit 1 and 2 in a subject and some Year 11 students may be eligible to study Unit 3 & 4 as part of an Enhancement program offered by the College.

To participate in the enhancement programs, students at Year 10 must achieve a pre designated academic achievement level to be deemed eligible. They will be notified of this in writing by the Director of Teaching and Learning Year 7 to 10 prior to subject selection. To progress to Unit 3 & 4 students must pass Units 1 & 2 and be recommended to progress by their subject teacher. Students are eligible, after consultation with careers teachers, to repeat the subject without penalty.

Students must have fulfilled the 90% attendance requirement the previous year, and display commitment to their studies.

Subject Changes 2019

- Changes to Units 1 or 3-4 sequence cannot be made after 14 February 2019
- Changes to Unit 2 sequences cannot be made after 27 June 2019

Note: application for changes after these dates can only be made by the Senior Learning Programs Co-ordinator following student/parent consultation with House Leader and Learner advisor.

Promotion

Whilst it is generally assumed that students will progress through the College on an annual basis, the College acknowledges that students learn at different rates, in different ways and in different contexts. Therefore, to ensure the success of students at Lavalla Catholic College, progression into the next academic year is not automatic.

Annual progression may not be appropriate for every student.

Students are promoted to the next year level if they can demonstrate their learning and achievement throughout their course of study in the previous year. Promotion involves the College making explicit judgments about student's learning and levels of achievement. The promotion practices of the College are based on collaborative decision making processes involving parents/guardians, students, teachers, House Leader, Senior Learning Programs Co-ordinator, Operations & Wellbeing Leader and Director of Curriculum Pathways. Most students will complete their VCE/VCAL over two years.

Careful planning of their program of subjects will occur in conjunction with the Learner Advisor, House Leader and Careers Advisor, so that it meets the requirements of the Victorian Curriculum & Assessment Authority (VCAA), as well as any pre-requisites for University entry, TAFE, traineeships, apprenticeships, career pathways or for employment.

A 'study' is broken up into four units. Each VCE study is numbered 1, 2, 3 or 4.

Year 11		Year 12	
Semester One	Semester Two	Semester One	Semester Two
Unit 1	Unit 2	Unit 3	Unit 4
(6 subjects + RE)	(6 subjects + RE)	(5 subjects + RE)	(5 subjects + RE)

To progress to the next level of study, students need to satisfactorily complete the previous year, by;

- Participating in an appropriate course of study
- Providing evidence that they will be able to manage the standard of work at the required level.
- Achieved an "S" demonstrating understanding of the content delivered
- If a student receives an "N" for either Unit 1 or 2 in Year 11 for a specific subject they will not be recommended to progress in that subject the following year.
- Have an attendance of 90% or above for the year in that subject.

Year 10 into Year 11

Students, *who do not achieve satisfactory results*, will be subject to a promotion interview. Each case will be considered individually with the best interests of the student in mind. Students are promoted to the next year level if they can demonstrate their learning and achievement throughout their course of study during the year. Promotion involves the College making explicit judgments about student's learning and their levels of achievement. The promotion practices of the College are based on collaborative decision making processes involving parents/guardians, students, teachers, House Leader, Senior Learning Programs Co-ordinator, Operations & Wellbeing Leader and Director of Curriculum pathways.

Attendance Requirement

In order to maximise student achievement and outcomes, Lavalla Catholic College requires students to be punctual and attend all classes with appropriate materials and set preparations completed so that teaching and learning can be effective. The College Year 10, VCE & VCAL Attendance Requirement is fully supported by the VCAA and Catholic Education Office and requires at least 90% attendance in each class to achieve an 'S' for that Unit/subject, regardless of whether or not the student has satisfied the coursework outcomes for that Unit/subject or not.

Approved absences are:

- Those covered by a Medical Certificate or other relevant documentation
- Those caused by the student's participation in another aspect of the College's educational program (such as Elite/Marist sport, music, excursion or camp)

Unapproved absences are:

- Absences not covered by a Medical Certificate or other relevant documentation.
- An absence from a whole school activity
- Family holidays taken by students during the school term. Teachers are not responsible for, and may not provide work for students on holidays as this may lead to authentication concerns.

Should a student accumulate 5 unapproved absences in any Unit, they may be at risk of not achieving an 'S' for that Unit. The House Leader will then convene a meeting with the student and the student's parents/guardians.

Co-Curricular Activities during Class Time

The College supports and recognises the involvement in co-curricular and extra-curricular participation for all students. We encourage sensible and reasoned participation in these programs. Certain subjects demand co-curricular involvement and this is recognised and supported.

Co-curricular activities such as representing the college as a student leader or as a member of the College music department, debating teams and public speaking, REMAR or other curricular programs will not be counted as an unapproved absence. Curriculum based excursions, camps and performances are similarly exempt.

We encourage our students and their families to ensure that their involvement in non-College based past times, including part-time employment, is not so consuming that their ability to maintain daily study habits is not compromised. At the senior level it is recommended that no more than 10 hours per/week is committed to part-time employment.

Catch up Classes

If a student falls below the required 90% attendance without a valid reason they will be required to attend catch up classes for each study in which they are below 90% requirement. These classes will normally be held at the end of a Unit, after school and will be compulsory for affected students. Failure to attend scheduled catch up classes in a particular Unit/subject will result in an “N” for that Unit.

VCE Attendance VCAA Policy

All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to assign an “N” to the Unit, the school must assign an “N” for one or more of the outcomes and thus the Unit.

When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School- based Assessments . In this case, the student should not be penalised for lack of attendance.

The Special Provision granted may allow a student to work from home for a period of time. The student and school will complete an Application for Special Provision for School-based Assessment and Unit Completion form (via VASS) and retain this at the school, with the supporting evidence.

Assessment

At the beginning of each Unit/subject the class teacher will provide all relevant details about assessment tasks, deadlines and criteria for assessment.

School Assessed Coursework (SACs) (Unit 3 & 4)

- Made up of assessment tasks specified in the study design.
- Used to assess the Unit Learning Outcomes.
- Are generally part of the regular teaching and learning program
- Must be completed mainly in class time.
- Are completed in a limited time frame.

Students have a responsibility to be aware of the assessment tasks and the respective due dates for a given unit.

School Assessed Coursework Conditions

- Students will have access to the Schools SAC Calendar located on the Intranet.
- Students will receive an outline of the nature of the task prior to the commencement of the SAC
- Students must not bring any materials to a SAC, other than those stipulated by a teacher.
- Students must not bring any mobile phone or unapproved electronic device into a SAC.

Satisfactory Completion of Unit Outcomes (S)

In order to satisfactorily complete a Unit, students must demonstrate achievement of the set learning outcomes. Achievement of an outcome means:

- The work meets the required 'standard' as described in the learning outcomes
- The work is submitted on time
- The work is clearly the students' own
- There has been no breach of VCAA or College rules (Including SAC absence policy and College attendance requirements)
- If a student is at risk of receiving an 'N' for a subject a 'Letter of Concern' must be sent out prior to awarding a N.

Non-Satisfactory Completion (N)

The student receives an 'N' for the unit when one or more of the following requirements are not met:

- The student would have received a 'Letter of Concern' prior to receiving the 'N'.
- The work does not meet the required 'standard' as described in the learning outcomes.
- The student fails to meet the deadline for a SAC or submission of an Outcome Task.
- The work cannot be authenticated.
- There has been a breach of VCAA or College rules (including SAC absence policy and College attendance requirements).

Redemption Procedures

A student who makes a genuine attempt on a SAC/Assessment task may be given a new task to demonstrate achievement of an outcome, if the assessment of the task initially resulted in 'N' for an outcome.

Where the class teacher deems it appropriate, previously completed work may be used to determine achievement of an outcome.

Where there are several components to an outcome, a number of which need to be satisfactorily completed, there must be a genuine attempt at all the components of the outcome.

Although schools may permit students to submit further work for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of School-Assessed Coursework scores awarded by the teacher. The original score will stand.

Redemption

There are three types of Redemption tasks:

1. Breach of Assessment Rules.
2. Assessed Coursework.
3. Work Requirements.

Redemption is the process of converting an unsatisfactory grade 'N' in a particular Learning Outcome to a satisfactory grade 'S'.

Students are entitled to one redemption opportunity per outcome to demonstrate that they can achieve the learning outcome and thus receive an 'S' for the Unit.

The redemption opportunity may include a modification of the original task.

Under no circumstances does the work completed in the redemption opportunity receive a new grade or numerical score. It is awarded either an 'S' or 'N'.

If, in the judgement of the teacher, work submitted by a student for the assessment of an Outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements.

Procedures for Dealing with Late Work

All deadlines for submission of work must be met.

Students not completing work by the due date who do not have a genuine reason negotiated **prior** to the due date will be required to complete a Redemption.

If the absence is due to illness they must provide complete a Special Provision Form and Medical Certificate (Year 12) or parental note (Year 10 & 11) to the Senior Learning Programs Co-ordinator (Year 12) or the House Leader (Year 10 & 11) on their return to school. Original and or equivalent task and time (within seven days of the original date) will be negotiated with the class teacher and House Leader.

Feedback on School Assessed Coursework

After work is submitted and marked, teachers should provide feedback to students.

Appropriate feedback includes:

- Advice relative to areas of weakness.
- Advice on where and how improvements can be made for further learning.
- Reporting 'S' or 'N' decisions and/or written comments on student's performance against each outcome.

In providing this feedback, teachers may give students their marks on individual School-Assessed Coursework tasks.

VCAA Note: *The 'conditional' nature of any School-Assessed Coursework marks given to students. The total scores for School-Assessed Coursework may change as a result of statistical moderation. When providing the marks, teachers must advise students that their total School-Assessed Coursework scores may change following statistical moderation **(Unit 3 & 4 Subjects Only)**.*

Lost, Stolen or Damaged Work

If a teacher or student has lost work, or had work stolen or damaged; they must make a written statement of the circumstances which is signed and dated and submitted to the Senior Learning Programs Co-ordinator. The school keeps a record of the loss or damage, and doesn't report it to the VCAA (unless it is a SAC or SAT). The Principal, acting on advice from the teachers and Senior Learning Programs Co-ordinator, and on the basis of records kept, shall determine the Unit result for the subject.

Students need to record and maintain evidence of work submitted during the semester (signed by the teacher). This will be the basis on which disagreements about "lost" work will be determined.

Note: *This does not apply to work lost or damaged due to computer misuse or malfunction.*

VCAL Work Requirements

- VCAL Numeracy Skills Unit: students need to achieve *5 out of 6* learning Outcomes for the Foundation and Intermediate Levels and *6 out of 7* learning Outcomes for the senior level in order to receive an "S".
- VCAL Senior Literacy Skills, Reading and Writing Unit: students need to achieve *7 out of the 8* learning Outcomes to receive an "S".

School Assessed Tasks (SATs)

School Assessed Tasks are set by the VCAA, and generally involve an extended project or folio work in subjects such as Art, Studio Arts, Visual Communication, Design Technology, Food Studies and Media

Satisfactory Completion

In order to satisfactorily complete a Unit, students must satisfactorily demonstrate achievement of the Learning Outcomes assessed by the SAT.

Achievement of an Outcome means:

- The work meets the required 'standard' as described in the Outcome.
- The work is submitted on time, by **3.30pm** on the due day.
- The work is clearly the student's own and has been regularly verified via the SAT Authentication register as the work has been produced.
- There has been no breach of VCAA and College rules.

Note: A Medical Certificate for illness/Injury on the submission date of a SAT **will not suffice. It is the responsibility of the student to organise the work by the set date.**

Feedback on School Assessed Tasks

SATs are subject to external review.

Teachers may provide students with a provisional grade after marking; however, this is subject to change in the external moderation process.

Extension of time

Extension of time is interpreted as the granting of extra time beyond that normally allocated to the SAT/SAC or Assessment Task. Unlike Redemption, the work completed in extension of time is marked.

Extension of time is only granted in cases of significant hardships/special provision. In very exceptional circumstances a student may be granted an extension of time to complete their SAT/SAC or Assessment Task. This is negotiated with the subject teacher and Senior Learning Programs Co-ordinator (Year 12) or House Leader (Year 10 & 11).

Work Lost Due to Technology Failure

A student who uses technology to produce work for assessment is responsible for ensuring that:

- There is an alternative system available for producing assessable work in case of technology or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly each time changes are made.
- Each time the work is changed the work is saved as a backup file, which should not be stored on the same device as the original.

To ensure safety of information stored on the device, it is recommended that a student:

- Does not save work onto the school shared drive. It is possible that work could be copied from here and a student would then have to undergo the protracted process of proving to an interview panel that the work is actually theirs.
- Does save their work onto their individual student folder drive but keep the password private.

Note: *In the event of work lost due to computer failure, printer failure, disk failure or loss, the student is to submit a handwritten copy of their SAC/SAT or Assessment task or a combination of printed and handwritten work by the due date and time.*

No extensions of time will be given for SACs or SATs or Outcome Tasks due to technological mishaps.

Authentication/Plagiarism

Students must submit work that is clearly their own. Apart from reference to source material, no part of a student's work may be copied from another person's work.

In order to attest that work is genuinely that of the student, teachers and students will observe the following procedures:

- Teachers will monitor the development of tasks in class, by sighting plans and drafts of students' work and keeping records of their progress.
- Students are expected to retain appropriate documentation of the development of tasks.
- Students may be requested to present such documentation to prove authenticity of work.
- A teacher may ask a student to demonstrate his or her understanding of a task to ensure authenticity.
- Students may be required to submit a declaration stating that their work is their own.
- Work will only be assessed when the teacher can attest that, to the best of his or her knowledge, the work is the student's own.
- Students must not submit the same piece of work for assessment in more than one subject.

If an issue of authentication arises, teachers are to formally notify the Senior Learning Programs Co-ordinator within 24 hours via email and complete the Breach of Assessment Rules Form. The Senior Learning Programs Co-ordinator will follow the Breach of Assessment Rules process.

If necessary, a formal interview will be conducted. A parent of the student may attend in a support role, but not as an advocate.

A letter is sent home, providing details of the interview to be conducted. At least 24 hours' notice is given. Following the interview, a decision will be made in consultation with the Director of Learning and Teaching Pathways.

The student will be informed of the decision made, within 48 hours. Written notification will follow within 3 days including details of the student's right of appeal.

Records will be kept of each stage of the process. Each decision will be made on the basis of evidence collected.

The College has the power to impose any of the following penalties for plagiarism, or for a substantive breach of the rules (which applies to the student who has breached the rules as well as any student who has knowingly assisted the student to breach the rules):

- A written reprimand.
- Request that work be resubmitted for an "S" only and no points towards 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 give an "NA" (not assessed).

The above consequences may be used singularly or in combination.

Acceptable Levels of Assistance Include

- The incorporation of ideas or material derived from other sources (e.g by reading, viewing or note-taking) but 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
- Prior to the SAC/SAT or Assessment task corrections or improvements made or dictated by the teacher or another person

Unacceptable Forms of Assistance

- Use of, or copying of, another person's work or other resources without acknowledgment.
- During the SAC or formal assessment task corrections or improvements made or dictated by another person.

Student Appeals

Units 1 and 2

Students may appeal the final decision within the College. Appeals should be made to the Senior Learning Leader Programs Co-ordinator.

Units 3 and 4

Students have the right of appeal to the VCAA if a penalty has been imposed because of a breach of rules. Appeals must be made no later than 14 days after the school decision.

Full details of the appeals process can be found in the VCE/VCAL Administrative Handbook.

<http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/2016/index.aspx>

This panel, consisting of the Director of Teaching and Learning Pathways, Senior Learning Programs Co-ordinator and the Principal or their representative, may be called to make specific decisions on the administration of VCE, e.g determining if a breach of rules has been committed by a student and what sanctions to apply.

Examinations

Mid-Year and End-of- Year Exams

Year 10

Year 10 students will undertake exams at the end of each semester.

These exams form part of the assessment tasks for each subject and will be reported upon in their Feedback Report to parents.

Year 10 exams are generally between 1 and 1 ½ hours in length.

Exams at Year 10 are extremely important in preparing students for Units 1 and 2. These exams provide students with the opportunity to:

- Be assessed in a similar environment to a Unit 1 and 2 subject and therefore gauge an awareness of their current standard.
- To develop both study skills and suitable examination techniques.

They also provide the teacher with another assessment opportunity to determine the overall result for the subject, especially if previous work has been below standard or has not met the Victorian Curriculum F-10 as described in the Learning Area Scope and Sequence.

At no stage are exams to be the sole factor determining the overall result for a subject.

Note- there are no exams for Religious Education and VCAL subjects.

Units 1 and 2

Year 11 students (Units 1 and 2) will have exams at the end of each semester.

These exams form part of the assessment tasks for each Unit and will be reported upon in their Feedback Report to parents.

Unit 1 and 2 exams are generally 1 ½ hours in length.

Exams at Units 1 and 2 are extremely important in preparing students for Units 3 and 4. These exams provide students with the opportunity to:

- Be assessed in a similar environment to a Unit 3 and 4 subject and therefore gauge an awareness of their current standard.
- To develop both study skills and suitable examination techniques.

At no stage are exams to be the sole factor determining the Satisfactory or Not-satisfactory result for a unit.

To assist in developing the skills required to perform adequately in exams for units at a Unit 3 & 4 level, teachers model the exam on the equivalent Unit 3 & 4 exam available on the VCAA website.

Note- there are no exams for Religious Education and VCAL subjects.

Units 3 and 4

Year 12 students (Units 3 and 4) have one formal exam period at the end of the year and the General Achievement Test (GAT) each year with dates and times set by the VCAA.

Unit 3 and 4 Trial exams will run during Week 1 of Term 4. Students will be provided exam timetables at the end of Term 3.

Students will receive an exam timetable for the exam period at the end of Term 3.

Students enrolled in performance studies (Drama, Music and LOTE) receive a timetable related to their VCAA performance and oral exams, which take place in October.

Note: VCAA External Examinations are **NEVER** rescheduled for students if the student is ill or misses the exam. If a student is ill on the day of the exam they may apply for a Derived Exam Score through the Senior Learning Programs Co-ordinator and VCAA.

<http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/2016/index.aspx>

Note- Students absent during a Unit 1 & 2 or Year 10 exam must speak with the Senior Learning Programs Co-ordinator to negotiate an alternative time to complete the exam.

Lavalla Catholic College Exam Rules

Students receive a copy of these rules prior to their exams. It is essential that the rules be read carefully so that students are fully aware of their responsibilities.

- It is a College requirement that students remain in the exam room for the full time of all exams and the GAT.
- Students who arrive late *may not be admitted*.
- Students who are absent due to illness or other circumstances must have a Medical Certificate/Statutory Declaration stating the reason for the absence. This is in order to apply for Special Provision as required by the VCAA and the College.
- No student may cheat or assist another student to cheat or take any action that gives, attempts to give or appears to give him/her an unfair advantage in an examination.
- No student may disturb or distract another student or students.
- It is the student's responsibility to ensure they bring the correct materials and equipment into the examination room.
- If necessary, students will be escorted to the toilet.
- Students must follow the instructions given by the exam supervisor at all times.
- Students are not released early from exams.

- Students are required to be in full school uniform and have their College ID Card.
- Mobile phones must not be brought into an exam venue under any circumstances.
- Students must not bring electronic devices (i.e, smart watches) into the exam venue. Calculators are allowed where appropriate.
- Students should check with the subject teachers regarding allowable material in exams. Other items i.e pencil cases, should not be brought into an exam.
- Students may take an unlabelled bottle of water into the exam. No other food or drink is allowed.
- Students should arrive approximately 15 minutes before exams.
- Students may leave the school once they have completed their exams for the day. Standard exit procedures apply (student must sign out at the Student Services Centre).

Note: [VCAA link to; Materials and equipment authorised for use in the GAT and VCE written examinations.](#)

General Achievement Test (GAT)

A statement of GAT results will be mailed to the students by the VCAA.

All students undertaking one or more sequences of Unit 3 and 4, including Year 11 & VCAL students completing a Unit 3-4 subject, must sit the GAT.

The test covers a range of areas and does not require any specific content knowledge.

The test is of a very general nature and students are not required to study for the GAT. It is part of the VCE assessment procedures and it is used to confirm that School-assessed Tasks, Coursework and examinations have been assessed accurately.

Students in Year 10 and 11 will also complete a Student profile Test. This is a 1 hour modified GAT test that will take place during the mid-year exam period.

VCAA Guidelines

Eligibility

All students, including VCAL students, enrolled in one or more VCE Units 3-4 sequence or VCE/VET scored Units 3-4 sequence are required to sit the GAT.

Purpose of the GAT

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessments and examinations have been accurately assessed.

GAT results are used in the calculation of the Derived Examination Score (DES). The VCAA will use GAT scores in:

- The statistical moderation of School-based Assessments.
- Checking the accuracy of student scores in examinations.
- The calculation of a Derived Examination Score.

School-based Assessment and the GAT

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessment of its students in each study with the level and spread of the same students' scores in the external examinations, and adjust the school scores if necessary.

In some studies, statistical moderation will also use GAT scores. This will only be done if it provides a better match with schools' School-based Assessments throughout the state.

The examination scores will always have the major influence in the statistical moderation calculations.

Special Provision

Special Provision is designed to allow students who are experiencing significant hardship the opportunity to demonstrate what they know and what they can do within the framework of the VCE. Any student who feels they may be eligible for Special Provision should read the VCAA rules on special provision:

<http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx>

A student is eligible for Special Provision if, at any time while studying for the VCE/VCAL/VET, he/she:

- Is significantly adversely affected by illness (Physical or Psychological), by any factors relating to personal environment or by other serious cause.
- Is disadvantaged by a disability or impairment including learning disabilities

Contact the Senior Learning Programs Co-ordinator for health-related issues and Diverse Learning Leader for individual learning needs applications.

Application for Special Provision should be made *on the appropriate form* (available from the House Leaders) *at the start of the year, or as soon as the disadvantage arises.*

Appropriate and current supporting evidence (e.g medical report) must be provided along with a statement by the student outlining the reasons for the application.

Missed exams/ illness during exams: Year 12 immediately contact the Senior Learning Programs Co-ordinator to obtain an application for a Derived Exam Score. Year 10 & 11 contact the House Leader to reschedule the Exam. Any Medical Certificates should be obtained on the day or the day before if possible. (See VCAA Rules Section) Applications for Special Provision can be approved by the Senior Learning Programs Co-ordinator (Year 12) House Leader (Year 10 & 11 only), but if eligibility is not clear it will be referred to the Senior Learning Programs Co-ordinator.

Details of Special Provision given in each area to approved applicants will be determined by:

- Senior Learning Programs Co-ordinator in consultation with Student, Parents, Education Support Coordinator, Consulting Professionals and the Class Teacher.
- School-based Assessment: Guidelines will be provided to the class teacher. In each case there are specific VCAA eligibility requirements that apply.

Students who are eligible for Special Provision are not exempt from meeting the requirements of the VCE or from being assessed against Outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected.

There are four forms of Special Provision for the VCE/Year 10 & 11:

- Student programs
- School-based assessment
- Special examination arrangements
- Derived examination scores (Year 12 only)

In each case there are specific eligibility requirements that apply.

- For student programs and school-based assessment, the school is responsible for determining eligibility and the nature of the provisions granted.
- For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval. (Year 12 only)

Student Programs

The purpose of Special Provision in student programs is to help students in defined circumstances to complete the VCE & Year 10 in a reasonable time frame. A student is eligible for this provision if he or she is significantly adversely affected by illness or other serious cause or if he or she is disadvantaged by a disability or impairment.

Prolonged absence from school or study is not itself grounds for Special Provision.

The usual provisions granted in this category may include a three-year VCE or a reduction of units of study.

School Based Assessment

Students are eligible for Special provision for school-based assessment if they are adversely affected by illness, impairment or traumatic personal and/or family circumstances. The usual provision granted in this category may include allowing the student to undertake the task at a later date, allowing the student extra time to complete the task, substituting or replacing one task with another task or using technology to complete the task.

All these possible provisions will be dependent on the resources of the College.

Special Exam Arrangements

Students undertaking Unit 3-4 studies may apply to the VCAA for Special Examination Arrangement.

Students are eligible for Special Examination Arrangement if it can be demonstrated that achievement on the examination is adversely affected by accident or sudden onset of illness, personal, family circumstances or long term impairments.

Special examination arrangements may take the form of extra reading time, extra writing time, rest breaks or the use of technological aides. This also applies to Years 10 & 11. Applications must be made via the Senior Learning Programs Co-ordinator

Derived Examination Score

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the students has met the eligibility requirements for this provision.

The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.

Students are eligible for DES if immediately before or during an examination period they can demonstrate that they are affected by the onset of an illness or experienced an accident or personal trauma that has affected their performance in the examination or has prevented them from attending the examination.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study.

Students do not have grounds for Special Provision if they:

- Are absent from school or study for prolonged periods without evidence of significant hardship
- Are comparatively unfamiliar with the English language as their only disadvantage
- Are affected by teacher absence or other teacher related difficulties
- Are affected by faulty technology in the preparation of work
- Misread an examination timetable or an examination paper

Applying for Special Provision

The Senior Learning Programs Co-ordinator (Year12) or House Leader (Year10 & 11) are the first point of contact regarding Special Provision. They will make a decision on the nature of the special provision; however, the actual decision is decided externally (Year 12). The following categories exist:

- An acute or chronic illness (Physical or Psychological)
- Any factors relating to personal environment
- An impairment or disability, including learning disabilities

<http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx>

Special Entry Access Schemes (SEAS)

SEAS Applications are handled by the Victorian Tertiary Admission Centre (VTAC) for tertiary entrance purposes.

Students are eligible to apply for this if they experience continuing personal circumstances affecting their performance in their year 12 program. Eligible students are advised to discuss their situation with their House Leader and Careers Advisor.

Tertiary Entrance Requirements

It is most important that students, parents and guardians become familiar with the procedures for entrance to the various tertiary institutions and faculties.

The Victorian Tertiary Admissions Centre (VTAC) is the administrative unit for the selection of students for Victorian Universities and Tertiary Colleges. Normally, the minimum entrance requirement for all tertiary institutions is the satisfactory completion of the VCE as previously described.

Car Drivers & Passengers

Many Year 12 students gain their Driver's Licence and drive to school. The College and the Department of Education & Early Childhood Development acknowledges this and makes the following requirements. Student drivers must:

- Abide by Victorian Probationary Licence rules; only one passenger unless a sibling.
- Not drive to school activities, unless by prior arrangement.
- Not park in the College grounds.

Breaches of the above conditions will result in sanctions as directed by the Operations and Wellbeing Leader.

Leaving during School Hours

Students are required to be at school from 8.45am until 3.20pm. Should it be necessary for a student to attend an appointment during school hours they must supply an explanatory note, that is signed and dated, and also be signed out of the College via Student Services.

Should a student become ill at school, they must report to Student Services and the Sick Bay, so that the College can contact their parents/ guardians to be picked up and to ensure their wellbeing. Students should not be contacting parents themselves.

No student is permitted to leave school grounds without having been signed out.

VCE/VCAL Glossary of Terms

Accreditation Period	The period during which a course or certificate is accredited
Assessment Plan	A set of tasks relating to the assessment of units of competency /modules undertaken in the Units 3 and 4 sequence of a scored VCE VET program.
Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes for School-Based Assessment (see also Outcomes).
Auspicing	An arrangement a school can make with an RTO for the delivery of VCE VET, or VET or FE as outlined in a memorandum of understanding or contract between the school and the RTO.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training.
Australian Quality Training Framework (AQTF)	The national set of standards that ensure nationally consistent, high quality training and assessment services for the Australian VET system.
Australian Tertiary Admission Rank (ATAR)	The overall ranking, on a scale of zero to 99.95, that students receive, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
Authentication	The process of ensuring that work submitted by students for assessment is their own.
Award Level (VCAL)	There are three VCAL award levels: Foundation, Intermediate and Senior.
Block Credit Recognition	Training in a nationally recognised VET/FE qualification outside the suit of approved VCE VET and School-based Apprenticeship and Traineeship programs that provides credit in the VCE.
Credit	In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.
Derived Examination Score (DES)	Provision available for students who are ill or affected by other personal circumstances at the time of an examination and whose result is unlikely to be a fair or accurate indication of their learning or achievement.

Employability Skills	A set of eight skill areas that employers have identified as desirable in all employees in all workplaces across Australia.
Examinations	External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written VCE examinations are held in October and November each year. Performance examinations and oral components of VCE Languages are held in October. The GAT is held in June. Year 10 and 11 exams are set by the College normally at the end of each semester.
Externally-assessed Task	Currently specific to the Music Style and Composition Units 3 and 4 sequence, the Externally assessed Task requires students to submit a folio of work which is assessed by a VCAA appointed panel.
Further Education (FE)	Qualifications that provide training in adult literacy and basic education, access and preparatory education and English as an Additional Language.
General Achievement Test (GAT)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. The GAT is held in June.
Graded Assessment	All VCE studies have three graded assessments for each Units 3 and 4 sequence, except for scored VCE/VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks. Music Style and Composition has an Externally assessed Task.
Higher Educational Studies	In the VCE, first-year university studies approved by the VCAA for contribution towards satisfactory completion of the VCE for students who are academically very able.
Home School	Refers to the major school/provider of the student. Only the home school may enter and change student's personal details through VASS. A student can have only one home school at a time. The home school is usually, but not always, the assessing school (see also assessing school).
Local Learning and Employment Networks (LLENs)	Networks established across Victoria to support young people's connection with local education and training organisations, employers and community groups.
Outcomes	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.
Post-Results and ATAR Service (PRAS)	A telephone enquiry service provided by the VCAA after the release of the VCE results.
Provider	Refers to an organisation or Institution that is approved or registered by the VRQA to deliver VCE and/or VCAL certificates, or VET/FE.
Quality Assurance (QA)	The process of assuring the quality of delivery and consistency in the implementation of the accredited VCE or VCAL outcomes and relevant levels. For

	example, the assessment of VCAL units is subject to a QA process.
Recognition of prior learning (RPL)	Recognition of prior learning (RPL) means recognition of current competencies a student may hold. An assessment may be conducted to determine the student's eligibility to be awarded a VCAL unit in the Work Related Skills (WRS) or the Personal Development Skills (PDS) strands. The student needs to demonstrate that they have met the learning outcomes in the unit.
Registered Training Organisation (RTO)	An organisation that is approved and registered by the VRQA to deliver VET and FE within a defined scope of Registration.
Satisfactory completion of VCAL	The school decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an "S" for the Satisfactory completion of a unit. If they do not Satisfactorily complete a unit, they receive an "N". Students qualify for the VCAL when they satisfactorily complete units that meet the program requirements.
Satisfactory completion of VCE	The school decision that a student has demonstrated achievement of the outcomes for a VCE unit. Students receive an "S" for satisfactory completion of a unit. If they do not satisfactorily complete a unit, they will receive an "N". Students qualify for the VCE when they satisfactorily complete units that meet the program requirements.
School	Refers to both home and assessing schools, providers and any other institutions that provide education and/or training at a senior secondary level.
School-assessed Coursework	A school-based Assessment that is reported as a grade for either VCE Units 3 and 4 sequences or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.
School-assessed Task	A School-based Assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria.
School-based Apprenticeships and Traineeships	Structured training arrangements, usually involving on and off the job training, for a student employed under an apprenticeship/traineeship training contract while undertaking the VCE or VCAL. These may include part-time apprenticeships or traineeships.
School-based Assessment	Encompasses the non-examination graded assessments managed by schools. The three current forms of School-based Assessment are School-assessed Tasks and externally-assessed Task (Music Style and Composition only).
Semester	One half of the academic year. VCAL and VCE units are designed to be completed in one semester.

Senior secondary qualification	The VCE and the VCAL are senior secondary qualifications are designed to be completed in Years 11 and 12.
Sequence	VCE Units 3 and 4 are designed to be taken as a sequence.
Special Examination Arrangements	Arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examinations.
Special Provision	Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.
Statement of Attainment	A record of recognised learning that may contribute towards a qualification outcome, either as attainment of competencies within a training package
Statement of Marks	For each examination, including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.
Statement of Study Score	A statement showing the scores for each of the graded assessments and describing the calculation of the study score. A fee is charged for each statement.
Statement of Results	The document/s issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether they have graduated. See also VCE/VCAL Certificate.
Statistical moderation	The process used to ensure that schools' assessments are comparable throughout the state. It involves realigning the scale of each schools' School-based Assessment scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.
Strand	The VCAL contains four curriculum strands: Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills.
Structured Workplace Learning	On-the-job training during which a student is expected to practise a set of skills or competencies, related to an accredited course or nationally recognised VET program.
Student Number	The unique number assigned to each student enrolled in the VCE, VCAL and VCE VET.
Studies	The subjects available in the VCE.
Study Design	Published by the VCAA, each study design specifies the content for that study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.
Study Score	A score from zero to 50 that shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in School-based Assessments and examinations.

Unique Student Identifier (USI)	All Students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes doing Vocational Education Training (VET) when they are still at school (VET for Secondary Students) The Unique Student Identifier or USI is a reference number made up of 10 numbers and letters.
Unit of Competency	The specification of knowledge and skills and the application of that knowledge and those skills to the standard of performance expected in the workplace. The RTO assesses competency.
Units (VCAL)	VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.
Units (VCE)	The components of a VCE that are a semester duration. There are usually four units in a VCE study: Units 1,2,3 and 4.
VCE/VCAL Certificate	The certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE. See also Statement of Results.
VCE VET	Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.
Victorian Assessment Software (VASS)	The internet based system used by schools to register students and enter VCE and VCAL environments
Victorian Certificate of Applied Learning (VCAL)	An accredited senior secondary school qualification undertaken by students in years 11 and 12.
Victorian Certificate of Education (VCE)	An accredited senior secondary school qualification.
Vocational Education and Training (VET)	Nationally recognised vocational certificates, which may be integrated within a VCE or VCAL program.
Victorian Student Number (VSN)	The unique number assigned to an individual who is aged between 4 and 24 years and who is enrolled in an educational program.
Victorian Tertiary Admissions Centre (VTAC)	Acts on behalf of universities, TAFEs and other providers, facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.

