



LAVALLA
CATHOLIC
COLLEGE
SENIOR
SCHOOL
PROCEDURES

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Welcome

Lavalla Catholic College in 2026 offers an excellent opportunity to be a part of a successful VCE, VCE-VM or VPC program.

Subject teachers, Homeroom teachers, Heads of House and the Careers Advisors will work together with you as a team, helping you meet your course requirements and maximise your career pathway opportunities into further education or employment.

The VCE, VCE-VM and VPC programs involve some privileges but also a great responsibility. As well as setting an example for the rest of Lavalla Catholic College, senior 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 student to be familiar with the information it contains and to reference the VCAA website.

This booklet aims to answer many of the questions relating to senior school procedures, and knowledge and application of its contents will prevent many unnecessary problems throughout the year.

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

[VCAA – VCE and VCE VM Administrative Handbook](#)

[VCAA – VPC Administrative Handbook](#)

All students and parents are urged to read the relevant policy booklet and speak with a senior school staff member about any concerns that may arise.

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

Staff at Lavalla Catholic College wish all students well with their Year 10, VCE, VCE VM and VPC studies for 2026.

Ne

Mrs Cindy Foat
Deputy Principal Head of Campus - Kildare

Senior School Leadership Staff

Lavalla Catholic College, Principal	Mr Ryan Greer
Deputy Principal Head of Campus – Kildare	Mrs Cindy Foat
Assistant Principal of Staff Development	Mr Lucas Drew
Assistant Principal of Faith & Ministry	Mr Shane Reid
Head of Student Learning & Programs (Kildare)	Mr Alex Rathbone
Head of Department - Vocational Pathways	Ms Alice Nelson
Head of Inclusion & NCCD	Mrs Tamsin McCormack
Inclusive Learning Leader (Kildare)	Ms Adriana Bianconi
Head of Student Wellbeing (Kildare)	Mrs Tina Weston
Head of House Kildare (Champagnat)	Mr Rod Williams
Head of House Kildare (Delany)	Mr Stephen Erdley
Head of House Kildare (Glowrey)	Ms Pauline Cherry
Head of House Kildare (MacKillop)	Miss Elise Winkel
Head of House Kildare (Nagle)	Ms Jannet Taylor
Careers and Tertiary Advisor	Mrs Carmen Weaver
Careers Education Officer	Mrs Nicole Fenech

Staff can be contacted on 5174 8111 during College hours or via PAM.

Enrolment

Students must abide by the administrative guidelines and regulations of the Victorian Certificate of Education (VCE), Victorian Certificate of Education – Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC), as set out by the VCAA and the College.

VCE, VCE VM and VPC students will be enrolled in full-time study unless approved under Special Provision conditions.

Year 10 students will enrol in 2 year-long subjects (English and Mathematics)) and eight semester-long subjects (4 per semester). One of their semester-long subjects must be a Religious Education option. While amendments to enrolments may occur during designated times each semester, students remain enrolled in 6 subjects for the entire semester.

Year 11 VCE students will enrol in a year-long English option, a semester-long Religious Education option and four additional year-long subjects. Students will also enrol in a semester-long option selected from a list of "Taster" units. While amendments to enrolments may occur during designated times each semester, students remain enrolled in 6 subjects for the entire semester.

Year 11 VCE VM students will enrol in 6 year-long subjects. An English or Literacy option, a Mathematics or Numeracy option, Work Related Skills, Personal Development Skills, VM Religious Education and an approved VET course.

Year 12 VCE students will enrol in 7 subjects each semester. Amendments to enrolments may occur during designated times in first semester only. All Year 12 students are enrolled in an English/Literacy option, a Religious Education option and Personal Learning.

Year 12 VCE VM students will enrol in 7 year-long subjects. An English or Literacy option, a Mathematics or Numeracy option, Work Related Skills, Personal Development Skills, VM Religious Education, Personal Learning and an approved VET course.

Year 12 students will enrol in a full course of approved VCE Units 3 & 4 unless there is a variation via an Individual Learning Program (ILP's)*

** Students may negotiate an ILP via the Head of Student Learning & Programs (Kildare), Vocational Pathways Learning Leader or the Inclusive Learning Leader. These will be a specific learning pathway, i.e. School Based Apprenticeships and Traineeships (SBATs), a transition to work, or a student with a diagnosed learning difficulty or a long-term illness would be grounds for a variation to the typical pathways mentioned above.*

VPC enrolments are only permitted after an information session, period of reflection and follow-up discussions with the Deputy Principal, Head of Campus – Kildare, the Head of Student Learning & Programs (Kildare), Head of Department - Vocational Pathways and the Head of Inclusion & NCCD.

Acceleration

Year 10 students may be eligible to study Units 1 & 2 in a chosen subject. Year 11 students who completed an accelerated subject in the previous year may be eligible to study Units 3 & 4 as part of an acceleration program.

To be eligible to undertake an acceleration program, students at Year 9 must achieve a pre-designated academic achievement level as outlined in the College Course Guide. They will be notified of this in writing by the Head of Student Learning and Programs (St Paul's) before Year 10 subject selection.

To progress to a Unit 3 & 4 subject the following year, accelerated students must meet all outcomes across Units 1 & 2 and be recommended to progress by their subject teacher.

After consultation with careers advisors, students are eligible to repeat the subject without penalty (Units 1 & 2 and Units 3 & 4). The Head of Student Learning & Programs (Kildare) MUST approve this.

Students must have also fulfilled the 90% attendance requirement the previous year and display a commitment to their chosen accelerated studies.

Students whose study score is of a high standard may be eligible to complete four Units 3 & 4 subjects instead of the required five. This decision is made after interview and approval of the Head of Student Learning and Programs (Kildare) or Deputy Principal Head of Campus - Kildare.

Year 10 students cannot directly progress to a Unit 3 & 4 subject without completing a Unit 1 & 2 of the same subject.

Subject Changes 2026

Changes to Semester 1 (Year 10, Units 1&2 or 3&4 sequence) cannot be made after 5 December 2025

Changes to Semester 2 (Year 10 or Units 1&2 only) cannot be made after 19 June 2026

Note: the Head of Student Learning & Programs (Kildare) can only apply for variations after these dates following student/parent consultation with their Head of House and Homeroom Teacher.

Promotion

While 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 students' success 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 understanding and levels of achievement. The promotion practices of the College are based on collaborative decision-making processes involving parents/guardians, students,

teachers, Heads of House, Head of Student Learning & Programs (Kildare), and the Deputy Principal Head of Campus - Kildare.

Promotion from Year 10 into Year 11

Students *who do not achieve satisfactory results* for a subject, may be subject to a promotion interview with the Head of Student Learning & Programs (Kildare), Head of House and Homeroom teacher. Each case will be considered individually with the best interests of the student in mind.

Promotion from Year 10 through the VCE

Most students will complete their VCE over two years. Planning of student programs will occur in conjunction with the Homeroom teacher and Careers Advisor. Consultation helps to meet the requirements of the VCAA. Any prerequisite subjects for University, TAFE, traineeships, apprenticeships, career pathways, or employment are considered.

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

Year 11		Year 12	
Semester One	Semester Two	Semester One	Semester Two
<i>Unit 1</i>	<i>Unit 2*</i>	<i>Unit 3</i>	<i>Unit 4</i>
Six subjects	Six subjects	Five subjects + RE and Personal Learning	Five subjects + RE and Personal Learning

** Some subjects will study Unit 2 before Unit 1. This is a choice made by subject teachers to allow for the best possible learning and is common practice across Victoria.*

Refer to the Lavalla Course Guide for further information.

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

- Participating in an appropriate course of study
- Providing consistent evidence that they will manage the standard of work at the required level.
- Achieving an 'S' demonstrating an understanding of the content delivered
 - If a student receives an 'N' for either Unit 1 or 2 for a specific subject, they will not be recommended to progress in that subject the following year.
 - If a student receives an 'N' for both Units 1 and 2 for a specific subject, they will not be allowed to progress in that subject the following year.
- Have an attendance of 90% or above for the year in that subject.

Students wishing to change subjects between year 11 and year 12, and attempt a Unit 3&4 sequence without studying Unit 1 & or Unit 2 will have a meeting with the Head of Student Learning and Pathways (Kildare).

Attendance Requirement

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 learning and teaching can be effective.

The VCAA and the Catholic Education Office set year 10, VCE, VCE VM and VPC attendance requirements. Student's attendance must be at least 90% in each subject to achieve an 'S' for that unit/subject, regardless of whether the student has satisfied the coursework outcomes for that unit/subject.

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 Marist Sport, music, a curriculum excursion or camp).

Unapproved absences are:

- Absences not covered by a medical certificate or other relevant documentation.
- An absence from a whole-school activity without a medical certificate or other relevant documentation.
- **Family holidays taken by students during the school term.** Teachers are not responsible for and can not provide work for students on holidays as this may lead to authentication concerns.

Co-Curricular Activities during Class Time

The College supports and recognises involvement in co-curricular and extra-curricular activities 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 a member of the College music department, public speaking and debating teams, Game Changers or other curricular programs will be counted as an approved absence. Curriculum-based excursions, camps and performances are similarly supported.

We encourage our students and their families to ensure that their involvement in non- College based pastimes, including part-time employment, is limited so that students can maintain effective daily study habits.

In Year 11 & 12, it is recommended that no more than 10 hours per week is committed to part-time employment.

Making Up Attendance - 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% attendance.

These classes will generally 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 a minimum of 50 hours of face-to-face class time.

A student needs to attend sufficient class time to complete work. The school sets a minimum class time and attendance rules.

When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other exceptional circumstances, the school may grant Special Provision for School-Based Assessments upon application from the student. In this case, the student will 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.

Eligibility for VCE, VCE VM and VPC

VCE

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

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

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

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

Students undertaking atypical programs may have their previous studies or experience counted towards the award of the VCE.

VCE VM

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

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

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

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

A VCE VM student will be awarded the VCE, without the VM appellation, if they meet the minimum requirements for satisfactory VCE completion, but not the minimum requirements for the satisfactory completion of the VCE VM appellation.

VPC

The minimum requirement for the VPC is satisfactory completion of 12 units, which must include:

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

The remaining 4 units may include other VPC units and other curriculum, such as VCE units, VCE VM units and units of competency from nationally recognised VET.

Assessment

At the beginning of each Unit/Subject, the class teacher will provide all relevant details about assessment tasks, deadlines and criteria for assessment. This will be provided on SIMON, the College's Learning Management System (LMS).

Parents can view current/outstanding tasks via the Parent Access Module (PAM).

Satisfactory Completion of Unit Outcomes (S):

To satisfactorily complete a Unit, students must demonstrate achievement of the set learning outcomes. The success 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 the student's own
- There has been no breach of VCAA or College rules (Including College absence policy and attendance requirements)

Non-Satisfactory Completion of Unit Outcomes (N):

If a student is at risk of receiving an 'N' for a subject, a "Lack of Demonstrated Achievement Letter" will be sent out via PAM before awarding an 'N'.

If following this, a student does not meet outcome requirements, the subject teacher will alert the Head of Student Learning & Programs (Kildare) and an Academic Review Meeting (ARM) will be held with Parents/Guardians, Subject Teacher, Head of Student Learning & Programs (Kildare) and Head of House. This will outline the requirements the student must complete to achieve a satisfactory result.

The student receives an 'N' for the Unit when one or more of the following requirements are met:

- The work does not meet the required 'standard' as described in the learning outcomes.
- The student fails to meet the deadline for submission of a Hurdle Task.
- The work cannot be authenticated.
- There has been a breach of VCAA or College rules (Including College absence policy and attendance requirements)

Hurdle Tasks (Units 1 & 2 and Units 3 & 4)

- Hurdle Tasks are used to assess Unit Learning outcomes and are part of the regular learning and teaching program.
- Hurdle Tasks are graded 'S' or 'N' or scored depending on subject.
- The school has a policy that all studies will be assessed in at least three 'Hurdle Tasks' to determine the key knowledge and skills required to demonstrate achievement outcomes.
- One Hurdle Task must reflect the format of the CAT or SAC and students will

receive feedback on this Hurdle Task.

- For Unit 3&4 subjects, this hurdle task will be scored, with students requiring 50% to receive a satisfactory grade.

School Assessed Coursework (Unit 3 & 4):

- Made up of assessment tasks specified in the VCAA study design.
- They are used to assess Unit Learning Outcomes level of understanding
- Are generally part of the regular learning and teaching program
- Must be completed mainly in-class time.
- Are completed in a limited time frame.
- Provide a scored percentage result.
- The overall result of Unit 3 & Unit 4 coursework is subject to the VCAA Moderation process.

School Assessed Coursework (SAC) Conditions:

- Students will access SIMON class areas where information will be available detailing the anticipated weeks of the SACs.
- Students will receive an outline of the nature of the task before 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.

Redemption Procedures

Redemption is the process of converting an unsatisfactory grade 'N' Hurdle Task result to a satisfactory grade 'S'. The redemption opportunity may include a modification of the original task.

A student who receives an "N" on a Hurdle Task but has made a genuine attempt will be given further opportunities to demonstrate satisfactory completion of an outcome.

Where deemed appropriate, previously completed work may be used to determine satisfactory completion of an outcome.

There are several components to an outcome; there must be a genuine attempt at all the outcome elements.

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

Procedures for Dealing with Late Hurdle Tasks

All deadlines for submission of Hurdle Tasks must be met. These will be clearly outlined to students via SIMON. It is the students' responsibility to ensure they adhere to the published due dates.

If the absence is due to illness:

- Students who are undertaking Unit 3 & 4 subjects must provide a completed Reschedule Form and Medical Certificate.
- Students who are undertaking Year 10 or Unit 1 & 2 subjects must provide a completed Reschedule Form and either a Medical Certificate or a parental note to the Head of Student Learning & Programs (Kildare) 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 Head of Student Learning & Programs (Kildare).

Feedback on Hurdle tasks

After work is submitted and marked, teachers should provide feedback to students via the SIMON portal.

Appropriate feedback includes:

- Advice relative to areas of weakness.
- Advice on how improvements can be made for further learning.
- Written comments on students' performance.

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

For further details, refer to the Lavalla Assessment Guidelines.

VCAA Note: *(Unit 3 & 4 subjects only) Any School-Assessed Coursework marks given to students are conditional. The total scores for School-Assessed Coursework may change as a result of statistical moderation. Teachers must advise students that their School-Assessed Coursework scores may change following statistical moderation when providing the marks.*

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 signed and dated and submitted to the Head of Student Learning & Programs (Kildare). 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 Head of Student Learning & Programs (Kildare), and based on 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.

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 available for creating assessable work in case of technology or printer malfunction.
- Hard copies of the work in progress are produced 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 the safety of information stored on the device, it is recommended that a student:

- Does not save work onto a shared drive where work can be copied by others, leading to authentication and plagiarism questions.
- Saves their work onto their student folder drive and keeps the password private.

Note: In the event of work lost due to computer failure, the student must 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.

School Assessed Tasks (SATs)

The VCAA sets School Assessed Tasks; these generally involve an extended project or folio work in Art Creative Practice, Media, Product Design Technology, Software Development, Systems Engineering and Visual Communication Design.

Satisfactory Completion of SATs:

To satisfactorily complete a Unit, students must satisfactorily demonstrate 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 via the due date and time as set on the SIMON portal.
- Student work is their 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: As SATs are conducted over an extended period, a Medical Certificate for illness/Injury on the SAT submission date will not suffice. It is the responsibility of the student to organise the work by the set date.

Feedback on SATs

SATs are subject to an external review.

Teachers may provide students with a provisional grade after marking; however, this is subject to change in the external moderation process (Unit 3 & 4 subjects only).

Extension of time for Assessment Tasks

Extension of time is the granting of extra time beyond that customarily allocated to the SAT/SAC or Assessment Task.

Extension of time is granted in cases of significant hardship/special provision. A student may be given an extension of time to complete their SAT/SAC or Assessment Task in very exceptional circumstances. The revised date is negotiated with the subject teacher and Head of Student Learning & Programs (Kildare).

Authentication and Plagiarism

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

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 a 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 the authenticity of the 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
- Teachers will use the plagiarism checker on SIMON for any digitally submitted assessment work
- 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 or for more than one task within a subject.

If an authentication issue arises, teachers are to formally notify the Head of Student Learning & Programs (Kildare) within 24 hours via email. The Head of Student Learning & Programs (Kildare) will follow the Breach of the 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 Deputy Principal Head of Campus - Kildare. The student will be informed of the decision made within 48 hours. Written notification will follow within three working days, including details of the student's right to appeal.

Records will be kept of each stage of the process. Each decision will be made based on the 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 in breaching the rules):

- A written reprimand.
- Request that work be resubmitted for an 'S' only and no marks awarded
- Refusal to accept a part of the work submitted and give a score on the remainder
- Refusal to accept the whole piece and provide 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

Unacceptable Forms of Assistance

- Use of, or copying of, another person's work or other resources without acknowledgement
- Direct copying of large sections of text, even with acknowledgement or referencing.
- Unattributed use of generative Artificial Intelligence.
- During the SAC or formal assessment task, corrections or improvements made or dictated by another person.

Artificial Intelligence in Assessment Tasks

The rapid emergence of generative artificial intelligence (genAI) presents both challenges and opportunities for schools in administering school-based assessments. While the integration of assistive technologies in teaching and learning can promote student autonomy and engagement, the ubiquitous use of these technologies may pose a challenge for the authentication of some assessment tasks.

Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity as it misrepresents student learning.

Alleged use of genAI in assessment tasks will be investigated under the school's policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment. See [Authentication and Plagiarism](#)

Student Appeals

Year 10 and Units 1&2: Students may appeal the final decision within the College. Appeals should be made in writing to the Head of Student Learning & Programs (Kildare).

Unit 3 & 4: Students have the right to 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/VCE VM Administrative Handbook.

<https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx>

A panel, consisting of the Deputy Principal Head of Campus – Kildare and Head of Student Learning & Programs (Kildare), may be called to make specific decisions on the administration of VCE, e.g. determining if a student has committed a breach of rules and what sanctions to apply.

Examinations

Year 10 Exams

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.

Year 10 exams are generally between 60 and 90 minutes in length. Exams provide students with the opportunity to:

- Be assessed and gauge awareness of their current standard.
- To develop study skills and suitable examination techniques.

They also provide the teacher with another assessment opportunity to determine the subject's overall result, 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.

There are no exams for Religious Education options or Off Campus VET subjects.

Students absent during a Year 10 exam due to extenuating circumstances must speak with the Head of Student Learning & Programs (Kildare) to negotiate an alternative time to complete the Exam. Family holidays are not a valid reason for missing exams.

Units 1 & 2 Exams

Students completing Units 1 & 2 subjects 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.

These exams provide students with the opportunity to:

- Be assessed in a similar environment to a Unit 3 & 4 subject and therefore gauge awareness of their current standard.
- To develop study skills and suitable examination techniques.
- Demonstrate outcomes as outlined in the [VCE Study Designs](#)

To help develop the skills required to perform adequately in exams for units at Units 3&4, teachers model the exam on the equivalent Units 3&4 exams available on the VCAA website.

There are no exams for Liturgy, VCE VM, VPC, or Off Campus VET subjects.

Students absent during a Units 1&2 Exam due to extenuating circumstances must speak with Head of Student Learning & Programs (Kildare) to negotiate an alternative time to complete the Exam. Family holidays are not a valid reason for missing exams.

Unit 3 & 4 Exams

Unit 3 & 4 have one formal exam period at the end of the year and the General Achievement Test (GAT) in June each year with dates and times set by the VCAA.

Unit 3 & 4 Trial Exams will run during Week 1 of the June/July school holidays and during Week 1 of the September school holidays. Students will be provided exam timetables for each of the sessions. Students wishing to renegotiate their Trial Exam timetable need to contact the Head of Student Learning & Programs (Kildare).

Students enrolled in performance and Language studies (Drama, Music and LOTE) receive a timetable related to their VCAA performance and oral exams, which take place in October. Students should take particular note of the venue for these exams, as they are not hosted at Lavalla Catholic College.

All students studying a Units 3&4 subject are given a copy of the VCAA Exam Navigator which details the rules, exam times and other important details. This will also be available from the VCAA website by June 2026.

VCAA External Examinations are **never** rescheduled for students if the student is ill or misses the Exam. If a student is sick on the day of the Exam, they may apply for a Derived Exam Score through the Head of Student Learning & Programs (Kildare) and VCAA. Students are only able to apply for Derived Exam Scores within a limited window of time. Dates are listed on the bottom of a student's individual exam timetable from the VCAA.

If a student is going to be absent from, or late to, a VCAA exam they are to contact the College on 5174 8111. Contact must be made by phone, not email or other messaging services.

General Achievement Test (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 play a crucial role in checking that School-based Assessments and examinations have been accurately assessed.

It also acts as a demonstration of meeting the expected Victorian Literacy and Numeracy Standards.

GAT Eligibility

The GAT is split into two sections with all students enrolled in Unit 3&4 VCE and Unit 3&4 VCE VM studies completing Section A (Literacy and numeracy skills).

Section B (General knowledge and skills) is completed by all students enrolled in a Unit 3&4 VCE or scored Unit 3&4 VCE VET study.

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

Lavalla Catholic College Exam Rules

Students receive a copy of these rules before their exams. The rules must be read so that students are fully aware of their responsibilities.

- It is a College requirement that students remain in the exam room for the entire time of all exams and the GAT. Students are not released early from exams.
- Students who arrive late may not be admitted.
- Students who are absent due to illness must have a Medical Certificate to apply for Special Provision as required by the VCAA and the College
- No student may cheat or assist another student in cheating or taking any action that attempts to provide or appears to give them 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 suitable materials and equipment into the examination room
- If a toilet break is necessary, students will be escorted to the toilet
- Students must follow the instructions given by the exam supervisor at all times
- Students are required to be in full school uniform and have their current College ID Card

- A mobile phone cannot be brought into an exam venue under any circumstances unless it has been applied for through Special Provision. Typically this is only waived for Type 1 Diabetics.
- Students cannot bring electronic devices (i.e., smartwatches) into the exam venue
- Calculators are allowed only when explicitly stated (see VCAA materials list)
- 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 a clear unlabelled bottle of water into the Exam. No other food or drink is allowed unless it has been applied for through Special Provision.
- Students must arrive 30 minutes before exams.
- Students may leave school once they have completed their exams for the day. Standard Examination period exit procedures apply.

VCAA Guidelines

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 a significant influence on the statistical moderation calculations.

Missed exams/illness during exams

Unit 3&4 students should immediately contact the Head of Student Learning & Programs (Kildare) to obtain an application for a Derived Exam Score.

Year 10 & 11 students contact the Head of Student Learning & Programs (Kildare) to reschedule the Exam.

Any Medical Certificates should be obtained on the day or the day before if possible. (See VCAA Rules Section).

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](#)

A student is eligible for Special Provision if, at any time while studying for the VCE, VCE VM or VPC, they:

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

Contact the Inclusive Learning Leader (Kildare) for applications.

Application for Special Provision should be made via the appropriate process outlined by the Inclusive Learning Leader - Operations 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.

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

- Inclusive Learning Leader (Kildare), in consultation with the Head of Student Learning & Programs (Kildare), Student, Parents, 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 types of Special Provision for years 10-12:

- Student programs
- School-based assessment
- Special examination arrangements
- Derived Examination Scores (VCE Units 3&4 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 approval. (VCE Unit 3&4 sequences only)

Students do not have grounds for Special Provision if they:

- Are absent from school or study for prolonged periods without evidence of significant hardship
- They are comparatively unfamiliar with the English language as their only disadvantage. Students in this category should check if they are eligible for EAL/D status with the Head of Student Learning and Programs (Kildare)
- 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.

Special Provision: Student Programs

Special Provision in student programs aims to help students in defined circumstances to complete the Year 10 & VCE in a reasonable time frame. A student is eligible for this Provision if they are significantly adversely affected by illness or other severe cause or if they are disadvantaged by a disability or impairment.

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

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

Special Provision: 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 family circumstances. The general rules 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 Provision: Special Exam Arrangements

Students undertaking Unit 3&4 sequences may apply to the VCAA for Special Examination Arrangements.

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

Special Examination Arrangements may take the form of extra reading time, extra writing time, rest breaks or the use of technological aids. This also applies to Years 10 & 11. Applications must be made via the Head of Student Learning & Programs (Kildare).

Special Provision: Emergency Special Exam Arrangements

Emergency Special Exam Arrangements may be granted by the VCAA. Students should contact the Head of Student Learning & Programs (Kildare) as issues arise before exams. Contact should be made as soon as possible in order to ensure the best chance of provisions being able to be met on exam days.

Special Provision: 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 have met the eligibility requirements for this Provision.

The DES is intended for students who are 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 Exam.

Applications for DES must be activated by Head of Student Learning & Programs (Kildare) and is an online application. Applications must include a medical certificate from the day before, day of or day following the affected examination.

Tertiary Entrance

VTAC Equity Schemes (SEAS)

Equity Scheme (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 Head of House, College Counsellor and Careers Advisor. Students will require a support statement from Counsellor or other Professional therefore an early decision and request is advised.

Tertiary Entrance Requirements

Students, parents, and guardians must 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. Typically, all tertiary institutions' minimum entrance requirement is the satisfactory completion of the VCE as previously described.