

SENIOR SCHOOL

PROCEDURES

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Welcome

Lavalla Catholic College in 2021 offers an excellent opportunity to be a part of a successful VCE, VCAL or VET program. Subject teachers, Learner Advisors, 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, VCAL and VET 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.

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.

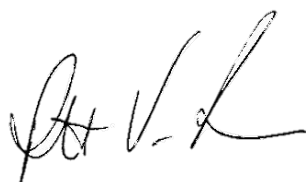
This document includes the College's specific processes and the Victorian Curriculum and Assessment Authority's (VCAA) rules for students. VCAA is the organisation overseeing the state-wide administration of the VCE and VCAL.

[VCAA - VCE and VCAL Administrative Handbook 2021](#)

All students and parents are urged to read this 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, VCAL and VET studies for 2021.



Mr Brett Van Berkel

Deputy Principal of Learning & Teaching

Senior School Leadership Staff

Lavalla Catholic College, Principal
Deputy Principal of Learning & Teaching
Deputy Principal, Wellbeing & Operations
Assistant Principal of Staff Development
Assistant Principal of Faith & Ministry
VCAL Learning Leader
Inclusive Learning Leader Operations
Inclusive Learning Leader Pedagogy - Kildare
Senior Learning Programs Coordinator
Champagnat Head of House
Delany Head of House
MacKillop Head of House
Nagle Head of House

[Mr John Freeman](#)
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[Mrs Pierina Fenech](#)
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[Mr Shane Reid](#)
[Mr Alex Rathbone](#)

Staff can be contacted on 5174 5272 during College hours or via PAM.

Enrolment

Students must abide by the administrative guidelines and regulations of the VCE & VCAL, as set out by the VCAA and the College.

VCE & VCAL students will be enrolled in full-time study unless approved under *Special Provision* conditions.

Year 10 students will enrol in *4 year-long subjects* (English, Maths, a Religious Education option and Personal Learning) and eight semester-long subjects (4 per semester). While amendments to enrolments may occur during designated times each semester, students remain enrolled in *8 subjects* for the entire semester.

Year 11 students will enrol in 8 subjects each semester. Amendments to enrolments may occur during designated times each semester. All Year 11 students are enrolled in a Religious Education option and Personal Learning.

Year 12 students will enrol in 7 subjects each semester. Amendments to enrolments may occur during designated times each semester. All Year 12 students are enrolled in a Religious Education option and Personal Learning.

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

** Students may negotiate an ILP via the Senior Learning Programs Coordinator, Heads of House, VCAL Coordinator 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.*

Enhancement

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

To be eligible to undertake an enhancement program, students at Year 9 must achieve a pre-designated academic achievement level. They will be notified of this in writing by the Junior Learning Programs Coordinator before Year 10 subject selection.

To progress to a Unit 3 & 4 subject the following year, enhancement students must meet a 70% assessment average 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 Unit 3 & 4). The Senior Learning Programs Coordinator **MUST** approve this.

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

Students whose study score is of a high standard may be eligible to complete four Unit 3 & 4 subjects instead of the required five. This decision is made after interview and approval of the Deputy Principal of Learning & Teaching.

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

Subject Changes 2021

Changes to Semester 1 (Units 1&2 or 3&4 sequence) cannot be made after **8 February 2021**

Changes to Semester 2 (Units 1&2 only) cannot be made after **16 July 2021**

Note: the Senior Learning Programs Coordinator can only apply for variations after these dates following student/parent consultation with their Head of House and Learner Advisor.

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, Senior Learning Programs Coordinator, Operations & Wellbeing Leaders and the Deputy Principal Learning & Teaching.

Promotion from 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.

Promotion from Year 10 into Year 11 (VCE Pathway)

Most students will complete their VCE over two years. Planning of student programs will occur in conjunction with the Learner Advisor, Personal Learning 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 + RE and Personal Learning	Six subjects + RE and Personal Learning	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 practise across Victoria.*

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

- Participating in an appropriate course of study
- They are providing 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.
- Have an attendance of 90% or above for the year in that subject.

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 Catholic Education Office set year 10, VCE & VCAL Attendance Requirements. Student's attendance must be at least 90% in each subject to achieve an 'S' for that unit/subject. Regardless of whether or not 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 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 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.

Should a student accumulate *five* unapproved absences in any Unit, they may be at risk of not achieving an 'S' for that Unit. The Head of House 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 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.

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.

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 Learning Management System (LMS) for the College.

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 students' 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):

Please refer to the Non-Satisfactory Task flow chart in Student SIMON Links and, for parents, in the PAM quick links.

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'. An Academic Review Meeting (ARM) will be held with Parents/Guardians, Subject Teacher, Senior Programs Co-Ordinator and Head of House (HOH). 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)

- They are used to assess Unit Learning Outcomes.
- Are part of the regular learning and teaching program
- Hurdle Tasks are graded "S" or "N" or scored.
- **All tasks** must be completed to an S standard to pass the Outcome.

Satisfactory Performance

- 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.

School Assessed Coursework (Unit 3 & 4):

- Made up of assessment tasks specified in the 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 VCAA Moderation process.

School Assessed Coursework (SAC) Conditions:

- Students will access SIMON, where a SAC calendar 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 the class teacher deems it 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.

Please refer to the Non-Satisfactory Hurdle Task flowchart for the overdue work process.

If the absence is due to illness:

- Students who are undertaking Unit 3&4 subjects must provide a completed Special Provision Form and Medical Certificate.
- Students who are undertaking Year 10 or Unit 1&2 subjects may provide either a Medical Certificate or a parental note to the Senior Learning Programs Coordinator or the Head of House 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 House.

Feedback on School Assessed Coursework

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

Appropriate feedback includes:

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

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

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 Senior Learning Programs Coordinator. 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 Coordinator, 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.

VCAL Numeracy and Literacy 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 to receive an 'S'.

- VCAL Senior Literacy Skills, Reading and Writing Unit: students need to achieve seven out of the eight learning Outcomes to receive an 'S'.

School Assessed Tasks (SATs)

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

Satisfactory Completion (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 School Assessed Tasks

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

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 Senior Learning Programs Coordinator.

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.

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.

If an authentication issue arises, teachers are to formally notify the Senior Learning Programs Coordinator within 24 hours via email and complete the Breach of Assessment Rules Form. The Senior Learning Programs Coordinator 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 of Learning & Teaching.

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
- Before 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 acknowledgement
- During the SAC or formal assessment task, corrections or improvements made or dictated by another person.

Student Appeals

Year 10 and Units 1&2: Students may appeal the final decision within the College. Appeals should be made to the Senior Learning Leader Programs Coordinator.

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/VCAL Administrative Handbook.

<http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/2021/index.aspx>

A panel, consisting of the Deputy Principal Learning & Teaching, Senior Learning Programs Coordinator, 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 both 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, Personal Learning or VCAL subjects.

Students absent during a Year 10 exam due to extenuating circumstances must speak with the Senior Learning Programs Coordinator 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 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 help develop the skills required to perform adequately in exams for units at Unit 3 & 4 levels, teachers model the Exam on the equivalent Unit 3 & 4 exams available on the VCAA website.

There are no exams for Religious Education options, Personal Learning or VCAL subjects.

Students absent during a Units 1&2 Exam due to extenuating circumstances must speak with the Senior Learning Programs Coordinator 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) each year with dates and times set by the VCAA.

Unit 3 & 4 Trial Exams will run Mid-Year in June and during Week 2 of the September School holidays. Students will be provided exam timetables for each of the sessions.

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.

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 Senior Learning Programs Coordinator and VCAA.

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 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 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
- A mobile phone cannot be brought into an exam venue under any circumstances.
- Students cannot bring electronic devices (i.e., smartwatches) into the exam venue
- Calculators are allowed only when explicitly stated (see link to 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 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 school once they have completed their exams for the day. Standard exit procedures apply (student must sign out at the Student Services Centre).

VCAA link to: [Materials and equipment authorised for use in the GAT and VCE written examinations 2021](#)

General Achievement Test (GAT)

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

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

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.

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

VCAA Guidelines

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.

Eligibility

All students, including VCAL students, enrolled in one or more VCE Unit 3&4 sequence or VCE VET Unit 3&4 sequence must sit the GAT.

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.

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 Senior Learning Programs Coordinator to obtain an application for a Derived Exam Score.

Year 10 & 11 students contact the Head of House 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/VCAL/VET, 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 Senior Learning Programs Coordinator for applications.

Application for Special Provision should be made via the appropriate process outlined by the Senior Learning Programs Coordinator 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:

- Senior Learning Programs Coordinator in consultation with Student, Parents, Inclusive Learning Co-ordinator, 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

- 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 approving. (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
- 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 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 severe 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 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 rule 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 Senior Learning Programs Coordinator.

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.

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 Head of House and Careers Advisor.

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.

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 acknowledge this and make the following requirements. Student drivers must:

- Complete a "Student Driver Details Form" available at Student Services.

- Agree not to carry passengers other than siblings to or from school or on any other school activity.
- Are not allowed to park in the College grounds.

Breaches of the above conditions will result in sanctions as directed by the Deputy Principal Operations & Wellbeing and Head of House.

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 Unit 3 & 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. VTAC calculates the ATAR 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 an accredited curriculum by 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 Unit 3 & 4 studies have at least one Exam. 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 completed in June. Year 10 and 11 exams are set by the College generally at the end of each semester.
Externally-assessed Task	Currently specific to the Music Style and Composition Unit 3 & 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 Unit 3 & 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 a 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 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 (LENs)	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 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 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 appropriate 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 decided 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 decided 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 training at a senior secondary level.
School-assessed Coursework	A school-based Assessment that is reported as a grade for either VCE Unit 3 & 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 Unit 3 & 4 outcomes.
School-assessed Task	A School-based Assessment for a VCE Unit 3 & 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 Unit 3 & 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 the 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 score 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 are 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.
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 the 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.