



February 11th 2026

VCE Vocational Major Subject Selection Information Session

More Pathways, More Possibilities...





Acknowledgment of Country

We respect and acknowledge the traditional custodians of this land, recognising their continued connection to Country, culture and community.

Our school rests on the traditional land of the Gunaikurnai people.

We pay our respects to their Elders, past and present and commit ourselves to the ongoing work of reconciliation.



Prayer



Dear God,

In the midst of challenge, we lift our teachers in prayer.

Grant them patience and strength as they navigate the challenges of their day.

Surround them with your peace and wisdom, allowing them to inspire and guide their students with love and understanding.

May they find clarity in confusion and joy in their calling, knowing the profound impact they have on young lives.

Bless them with resilience and the support they need to flourish.

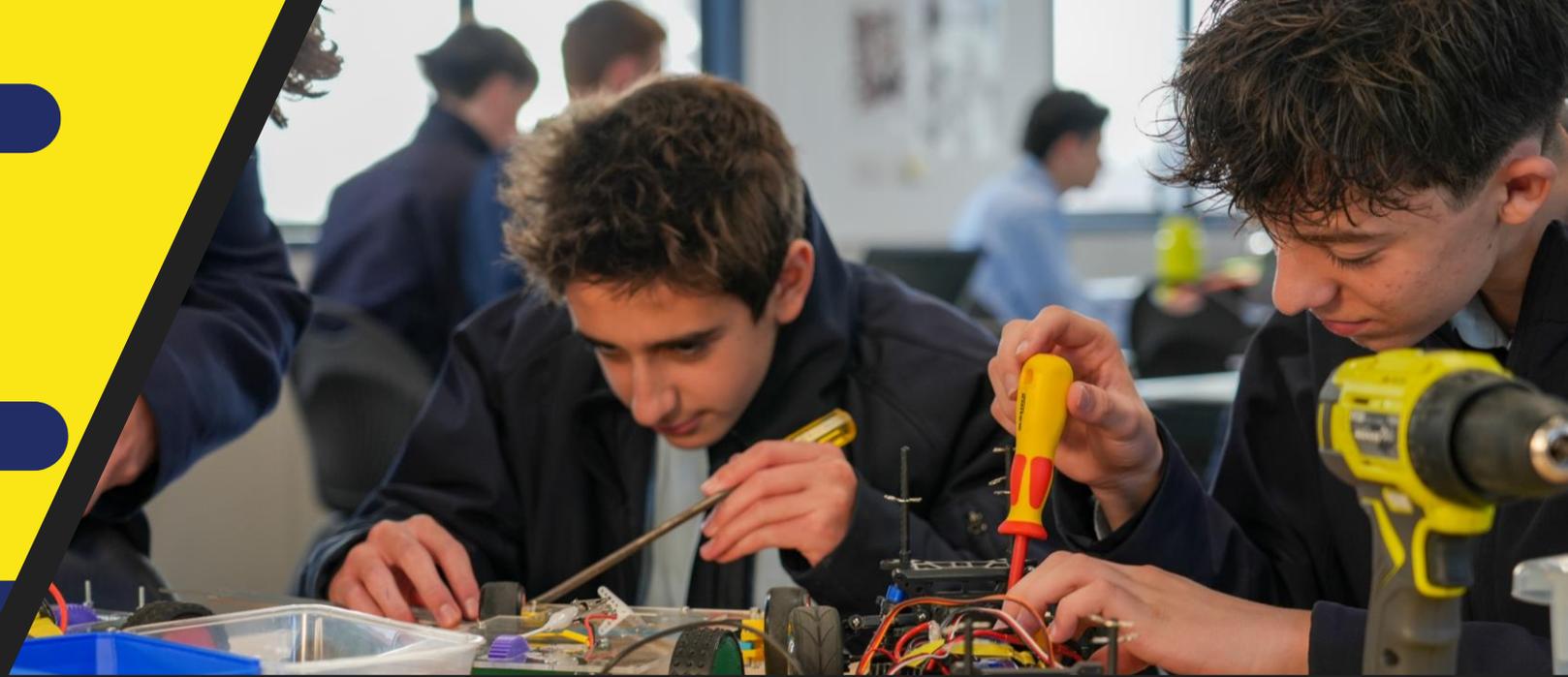
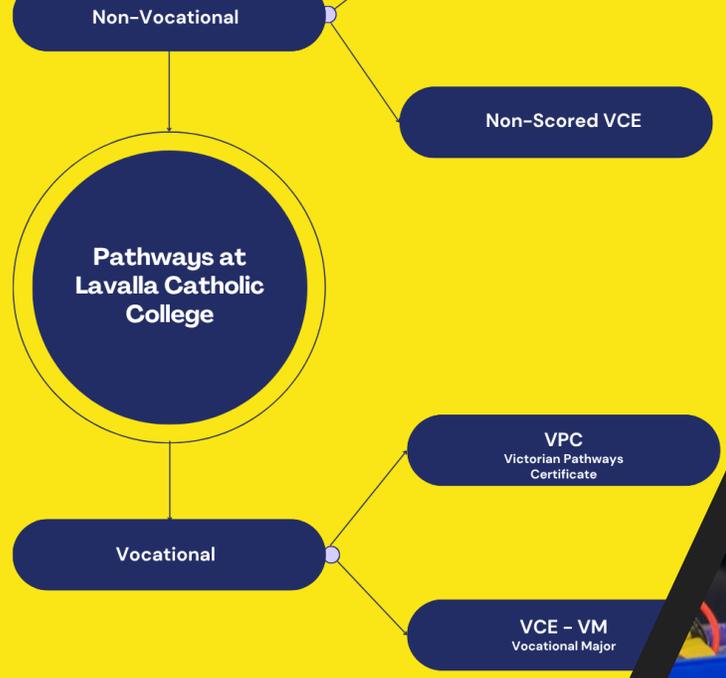
Amen.

Introductions

- **Ms. Alice Nelson**
Vocational Education Coordinator
- **Mrs. Nicole Ashton**
PDS & WRS Teacher & Voc. Ed. Specialist
- **Ms. Adriana Bianconi**
PDS Teacher & Educational Support Officer



4.30
5.30
6.30



Subject Selection at LC

2. What are you good at?

What are your strengths as a learner?

What subjects have you been good at in the past?

3. What do you enjoy?

What subjects are you most engaged in?

What subjects best align with your interests?

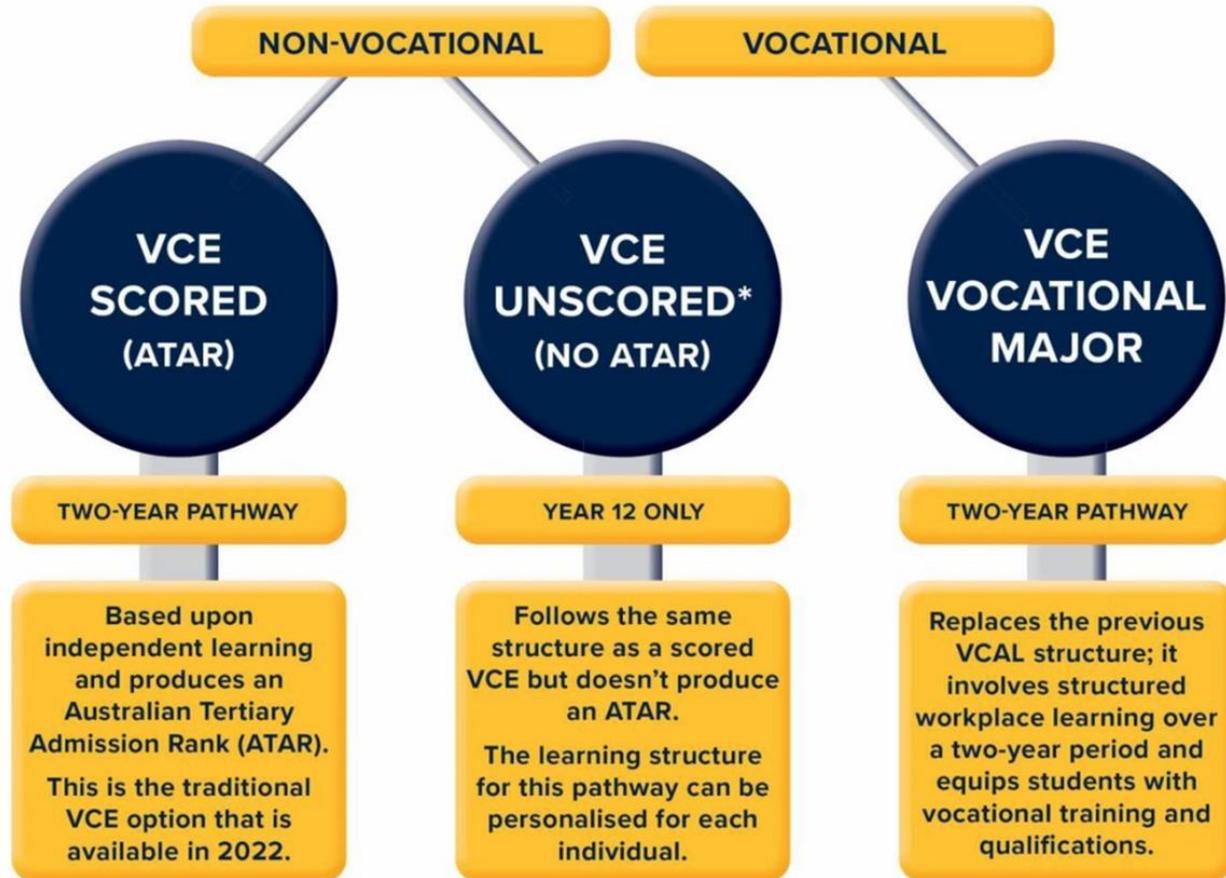
4. What do you like to do?

What do you like to do in your spare time?

Do you have any hobbies or interests that you would like to explore further?

Pathways at LCC

SENIOR PATHWAYS - YEAR 11 AND 12



*APPROVAL REQUIRED

Vocational Education Certificates

VCE Certificate

VICTORIAN CERTIFICATE OF EDUCATION

VICTORIAN PATHWAYS CERTIFICATE

STATEMENT OF RESULTS

STATEMENT OF RESULTS

This is to certify that

Jamie Citizen

has satisfied all the requirements of the

VICTORIAN CERTIFICATE OF EDUCATION – Vocational Major

Student Number 22311111T

Date Issued December 2024

The Victorian Certificate of Education is a Senior Secondary Certificate of Education within the Australian Qualification Framework.

The Victorian Certificate of Education is an official and authentic record of student achievement. It is accepted nationally and internationally as the basis for entrance to Universities and other Higher Education institutions.

The Victorian Curriculum and Assessment Authority is responsible for the standards and the conduct of the Victorian Certificate of Education and is a member of the Australasian Curriculum, Assessment and Certification Authorities.



This is to certify that

Jamie Citizen

has satisfied all the requirements of the

VICTORIAN PATHWAYS CERTIFICATE

Student Number 22311111T

Date Issued December 2024

The Victorian Pathways Certificate is an accredited foundation secondary qualification under the Education and Training Reform Act 2006. It aligns with Level 1 in the Australian Qualifications Framework.

The Victorian Pathways Certificate is an official and authentic record of student achievement. It is accepted as the basis for a pathway into further education or employment.

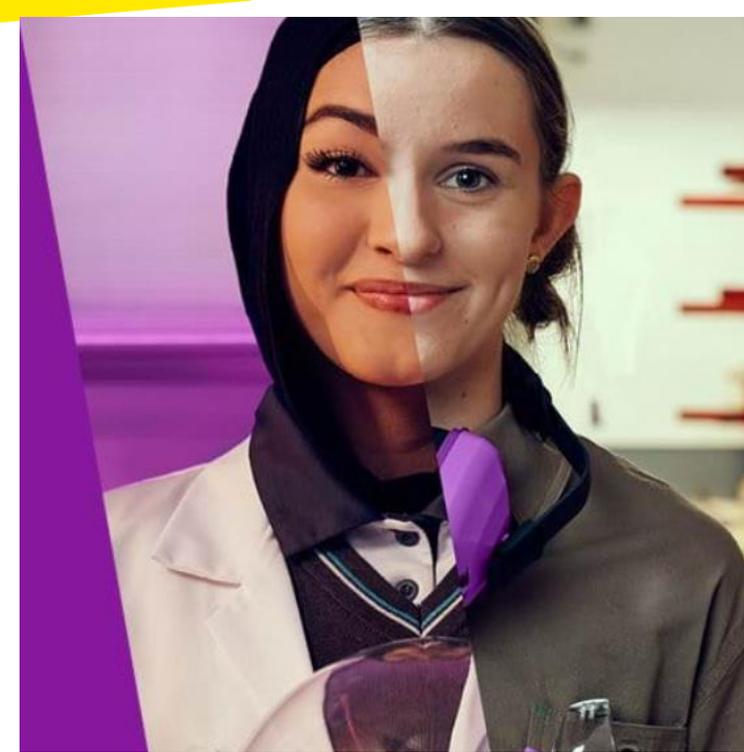
The Victorian Curriculum and Assessment Authority is responsible for the standards and the conduct of the Victorian Pathways Certificate and is a member of the Australasian Curriculum, Assessment and Certification Authorities.



Sample Statement of Results documents **obtained through VCAA**

Above is an example of a statement of results after completing VCE.

Ms Alice Nelson
Vocational Education Coordinator:
nelsali1@lavalla.vic.edu.au



VOCATIONAL PATHWAYS

**VICTORIAN
PATHWAYS CERTIFICATE**



**VCE
VOCATIONAL MAJOR**



Tonight's Focus

- “Tonight is about clarity. Vocational Education works best when students, families and the school are aligned. My role is to help your student turn school into a pathway, inclusive of Lavalla time, TAFE requirements and Workplacements not just a timetable.”

Key points:

- Vocational Education is **intentional**, not accidental
- It suits students who learn best by **doing, applying and experiencing**
- It leads to **real qualifications, real skills and real pathways**

I can reassure you:

- University is **not off the table**
- Trades are **not the only outcome**
- The goal is **employability, confidence and direction**

What is the difference between programs?

- 2-year applied-learning program – within VCE.
- Provides real life experiences in a range of different industries.
- Incorporates a range of additional opportunities and settings.
- Great choice for those who want to learn in the real world and get some employment experience.



Motivation
to engage
in learning



Applied
learning
practices



Student
agency



Student-
centred
flexible
approach



Assessment
practice
which
promotes
success

At home study:

The VCE administrative material notes each VCE unit involves at least 50 hours of self-directed learning

(i.e. roughly the same out-of-class time over the semester).

Every TAFE program has a corresponding platform – usually Moodle – that students should be accessing to complete modules, etc.

At year 12, the Homework may not have been explicitly identified; however, students will always have units of work and competencies to complete for School and TAFE.

Key Attendance & Completion Requirements:

- **Minimum Attendance:** A 90% attendance rate is standard, with many schools restricting unapproved absences to a maximum of 5 per unit.
- **"S" (Satisfactory) Requirement:** Attendance alone does not guarantee a pass. Students must demonstrate they have mastered skills and completed all required coursework and assessments to receive an 'S'.
- **Documentation:** Absences should be justified, often requiring a medical certificate or approved school activity documentation.
- **Workplace Learning:** For students in a School-Based Apprenticeship (SBAT), regular school attendance is combined with at least one day per week on the job, which is also tracked for attendance.
- **Consequences of Non-Attendance:** Failing to meet the 90% attendance rate may result in an "N" (Not Satisfactory) result for the unit, even if work is completed.

Schools have the authority to set specific, stricter, or more flexible attendance rules, so checking the individual school's handbook is crucial.

Expectations of students:

Behaviour

- Professional conduct
- Respectful communication
- Appropriate language, punctuality, presentation

Effort

- Consistent attendance
- Completing theory and practical components
- Taking feedback seriously

Responsibility

- Meeting deadlines
- Managing transport, uniform, paperwork
- Representing the school in workplace

Once a student enters a workplace, they're no longer just a student – they're a representative of themselves, their family and this school.



TAFE: Technical & Further Education- VET EDUCATION

- TAFE studies form part of your Vocational Major Certificate.
- Over the duration of a VM course – whether 2 years, or year 12 only – students must complete 180 nominal hours.
- TAFE will communicate with the College regarding absenteeism.
- It is expected that students attend each day and maintain attendance requirements – just like school.

Electrotechnology updates:

- **Apprentice Supervision Rules (Sept 2025):** New, mandatory supervision requirements came into effect on September 1, 2025. These rules define strict supervision ratios for electrical apprentices and mandate higher levels of direct supervision, especially for first-year apprentices and high-risk work.

Energy Safe Victoria (ESV) has announced mandatory updates to the supervision requirements for electrical apprentices in Victoria, taking effect on **1 September 2025**. These changes tighten the required supervision ratios, shifting toward a 1:1 ratio for apprentices under direct supervision, particularly affecting first-year apprentices, to improve safety.

The GAT

External moderator

The General Achievement Test is sat by all unit VCE unit 3&4 student.

What does the GAT do for students:

- Used to moderate student SAC/SAT results, checks that they have been fairly marked by their teachers
- Used to check anomalies on other external assessments (Exams)
- Used to calculate a students Derived Exam Score (DES)

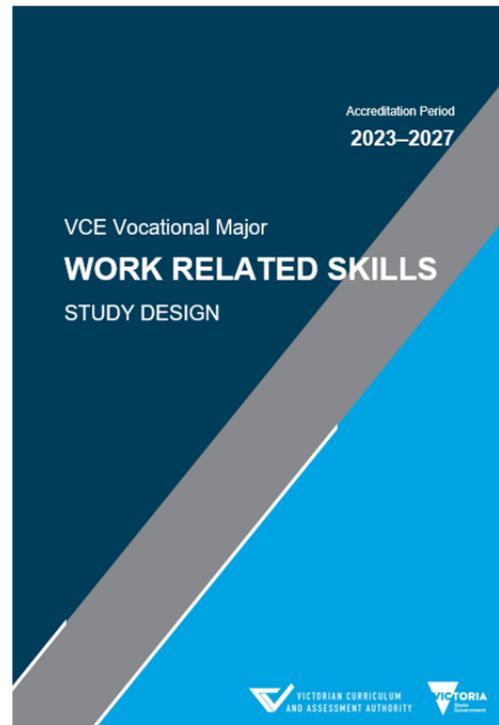
Key Components of Year 12 VCE VM:

- **VCE VM Literacy:** Applied communication for work and work related purposes.
- **VCE VM Numeracy:** Practical, real-world math.
- **VCE VM General Math:** Required for Electrotechnology.
- **VCE VM Work Related Skills (WRS):** Developing professional skills and understanding industry.
- **VCE VM Personal Development Skills (PDS):** Community engagement and personal growth.
- **VET Certificate:** Nationally recognised training.

IMPORTANT

What is a **STUDY DESIGN**?

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/VCEVMStudyDesigns.aspx>



VCE VM LITERACY:

- **VCE VM Literacy: Applied communication for work and work related purposes.**
- **Will complete:**
 - **UNIT 1**
 - **UNIT 2**
 - **UNIT 3**
 - **UNIT 4**

VCE VM NUMERACY:

- VCE VM Numeracy: Practical, real-world math.

Approaches to applied learning

The VM Numeracy Study Design is based on an applied learning approach to teaching this study. Applied learning principles and practices are embodied in the following five categories.

Motivation to engage in learning	Applied learning practices	Student agency in learning	A student-centred and flexible approach	Assessment practices which promote success
<ul style="list-style-type: none"> • Ensure what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible • Engage students in demonstrations, activities, investigations and problem-solving in the classroom, community, workplace and other educational settings • Undertake activities that challenge the student's level of competence and support them to succeed and build self-efficacy. 	<ul style="list-style-type: none"> • Ensure students apply what they have learnt by utilising the learning cycle of doing, experiencing, reflecting and relating new knowledge and skills to the real world • To cater for individual student needs, use authentic materials and resources drawn from everyday life rather than mass-produced textbooks or materials • Utilise the experience and knowledge of community members including employers, cultural and community leaders and former students • Ensure learning reflects the integration that occurs in real-life tasks, incorporating skills and knowledge relevant to the whole task and the whole person such as collaboration, communication, problem solving and interpersonal skills • Present learning activities in different modalities: visual, auditory and kinesthetic, to allow the greatest uptake of knowledge • Explicitly teach the technical language of the content that can be applied by students in talking, reading, writing and listening, using authentic examples. 	<ul style="list-style-type: none"> • Engage in a dialogue with students about the curriculum and how they can make connections • Ensure students are moving to equal partners in determining the learning process as they develop greater independence and responsibility for their own learning • Encourage students to collaborate with peers and identify and utilise individual and group strengths, and reflect on each stage of their learning journey • Share knowledge and recognise the intellectual, cultural and practical knowledge students bring to the learning environment • Value students' own approaches to the study including effective use of supporting technologies • Support students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups. 	<ul style="list-style-type: none"> • Understand the students' knowledge and skills prior to commencing the study and use this as the starting point for their learning • Understand and encourage students' personal, education and pathway goals • Consider the whole person and celebrate successes and connections to build resilience, confidence and self-worth • Build on the positive strengths of each student, including learning strengths and character strengths • Teach concepts in contexts relevant to the students' backgrounds, interests and experiences • Facilitate mutually beneficial relationships with a range of local communities while raising awareness about social and community issues and practices that influence and impact on students' lives and futures. 	<ul style="list-style-type: none"> • Use the assessment method that best fits the content and context and allows for incremental indications of success • Afford students multiple opportunities for success and assessment.

VCE VM GENERAL MATH:

- **VCE VM General Math: Required for Electrotechnology.**
- **Students must have the appropriate calculator – next unit specifically for year 11s is: Matrices**

VCE VM WORK RELATED SKILLS (WRS):

- **VCE VM Work Related Skills (WRS):** Developing professional skills and understanding industry.
- WRS – Focuses on the future of work, workplace safety, and career planning.
- **Will complete:**
 - UNIT 1: Careers and learning for the future
 - UNIT 2: Workplace skills and capabilities
 - UNIT 3: Industrial relations, workplace environment and practice
 - UNIT 4: Portfolio preparation and presentation

In keeping with the 'STUDY DESIGN'

VCE VM Personal Development Skills (PDS):

- **VCE VM Personal Development Skills (PDS): Community engagement and personal growth.**
- **Will complete:**
 - **UNIT 1: Healthy individuals**
 - **UNIT 2: Connecting with community**
 - **UNIT 3: Leadership and teamwork**
 - **UNIT 4: Community Project**

In keeping with the 'STUDY DESIGN'

VET Certificate: Nationally recognised training

- VET Certificate: Nationally recognised training.
- Must complete 180 nominal hours as a minimum
- Will be reflected on the student: USI transcript

<https://www.hireachtraining.com.au/usitranscript>



The screenshot displays a USI transcript from the Australian Government and the Unique Student Identifier (USI) system. It lists training undertaken from January 2015, including units from providers A TRAINING PROVIDER (12345) and HI-REACH TRAINING AUSTRALIA PTY LTD (40973).

Australian Government | **USI Unique Student Identifier** | **STUDENT IDENTIFIERS REGISTRAR**
Authenticated Vocational Education and Training (VET) Transcript

Authenticated Vocational Education and Training (VET) Transcript
The records held in the National VET Provider Collection¹ for training undertaken from 1 January 2015 show that

PERSON NAME

Undertook the following nationally accredited VET unit(s) and module(s):

Provider	Unit/Module (Identifier) - (FIP)	Outcome	Enrolment Period
A TRAINING PROVIDER (12345)	USE HAND AND POWER TOOLS (RIISAM203E) - (20)	CA	27/10/2022-27/10/2022
HI-REACH TRAINING AUSTRALIA PTY LTD (40973)	SHIFT MATERIALS SAFELY USING MANUAL HANDLING METHODS (TLID0020) - (20)	CA	08/07/2022-08/07/2022
	USE HAND AND POWER TOOLS (RIISAM203E) - (20)	CA	08/07/2022-08/07/2022
	WORK SAFELY AT HEIGHTS (RIIWH5204E) - (20)	CA	10/06/2022-10/06/2022

Work Experience & SWL

Must haves:

- Alternate dates form
- All signatures – except for Deputy/Principal as we get those

Important Information regarding Work Experience and one day a week placements



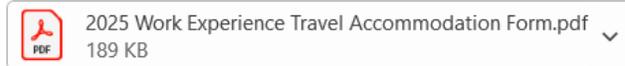
AINSWORTH. Kylie

To

Cc NELSON. Alice; ASHTON. Nicole; BIANCONI. Adriana; WESTON. Tina



Wed 11/02/2026 10:33 AM



Action Items

Dear Year 12 Vocational Pathways Students,

Work Placement has been approved for Year 12 Vocational Pathways students from 1st – 5th June 2026. Please note that this is compulsory and is a fantastic opportunity to gain some hands on experience in the field you are interested in. When arranging your Work Placement you will also need to keep in mind your usual TAFE day.

All completed paperwork needs to be handed in by the due date to ensure all legal requirements and documentation is completed prior to you attending the workplace. The due date for your Work Placement paperwork is **12th May 2026**.

Late forms will not be accepted

The Process to Arrange Work Placement:

Instructions	Additional information
Figure out where you want to go.	If you need help, please make contact with Mrs Ainsworth in the Vocational Pathways Office who will be able to assist in finding you a suitable workplace.
Print out the attached forms (A hard copy of these have already been given to students)	<ul style="list-style-type: none">• Work Placement Arrangement Form• Work Placement Travel & Accommodation Form
Contact your employer to request work placement (sample telephone script is below), and arrange a time for them to sign the forms.	<ul style="list-style-type: none">• Work Placement Arrangement Form – Students to arrange Employer signature, Parent/Guardian Signature and Student Signature then return to the Vocational Pathways Office. Mrs Ainsworth will organise the Principal's signature. <i>Don't Forget to attach details of any medical conditions which you have and the Employer should be made aware of.</i>• Work Placement Travel & Accommodation Form – only needed if travelling or staying in accommodation with the Employer/Supervisor; or if

Assessment:

- Students will be provided with an S or N on their VASS report
 - Satisfactory and;
 - Not Yet Satisfactory
- Each assessment is graded on a scale of 4

EXCELLING

ACHIEVING

BEGINNING

NOT
SATISFACTORY

VM – Pass requirements:

- To pass the VCE Vocational Major (VM), you need to successfully complete a minimum of 16 units over two years. The program requires a mix of specific core studies and mandatory VET (Vocational Education and Training) training, with a focus on practical learning rather than external exams.

Mandatory Unit Requirements:

- **Literacy:** 3 units (including a Unit 3-4 sequence).
- **Numeracy:** 2 units.
- **Work Related Skills:** 2 units.
- **Personal Development Skills:** 2 units.
- **VET Credits:** A minimum of 2 VET credits at Certificate II level or above (usually 180 hours).
- **Additional Units:** At least 3 other Unit 3 and 4 sequences.

Assessment Reschedules

Reasons for Assessment Reschedules for VCE students, and evidence to support absence

- Student illness or injury (medical certificate or hospital record)
- Hospitalisation or major medical treatment (medical certificate or hospital record)
- Serious family incident or trauma (e.g., death or critical illness of immediate family—death notice or hospital letter)
- Major accident or personal crisis (police report or other official documentation)
- School-organised activities only in exceptional cases (must be pre-approved by the school)

Reasons not approved:

- Family holidays
- Part time work for students
- Sporting commitments
- Pre-booked appointments or concerts

VCE: Vocational Major (*2 year program)

+ COMPULSORY WORK EXPERIENCE and STRUCTURED WORKPLACE LEARNING (NOT COMPULSORY)

WRS
Work
Related
Skills

PDS
Personal
Development
Skills

NUMERACY

LITERACY

VM General MATH

RE

TAFE

VICTORIAN
PATHWAYS CERTIFICATE



VCE
VOCATIONAL MAJOR



Important Contacts:

Ms. Jodi Shields:

ALL VET matters

Mrs. Kylie Ainsworth:

Work placement

Structured Workplace Learning (1 day a week)

Mrs. Tina Weston:

All wellbeing issues

Guest speaker: Ella Stoddart

- Ella joined VM in her last year of school
- She completed a range of work experience:
 - St. Gabrielle's – Week block
 - St. Vincents Primary school - SWL
- During her journey she decided that she wanted to be a primary school teacher and as a result she is now completing a '6 month' – these have different identifying names depending on the University of Course – they can be known as – Tertiary Preparation Pathway/Bridging Program
- She had hopes of being drafted to the AFL; however, will try again this year.
- Ella messaged earlier and is unable to make it this evening as training has gone over time in Melbourne with the AFL Hawks.



Questions?



THANK YOU



LAVALLA
CATHOLIC COLLEGE