



**LAVALLA**  
**CATHOLIC**  
**COLLEGE**  
**SENIOR SCHOOL**  
**PROCEDURES**

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## Welcome

Dear Senior Students,

As you embark on your journey through your senior years at Lavalla Catholic College, I would like to highlight the importance of understanding and adhering to the procedures associated with your chosen course of study: VCE, VCE VM, or VPC.

At Lavalla Catholic College, we are committed to providing you with an excellent opportunity to excel in your chosen program. Subject teachers, homeroom teachers, heads of house, and career advisors will collaborate to support you in meeting your course requirements and maximising your career pathway opportunities for further education or employment.

However, it is essential to recognise that participating in the VCE, VCE VM, or VPC programs entails privileges and responsibilities. As senior students, you are representatives of Lavalla Catholic College and role models for the rest of the student body. You must familiarise yourselves with the procedures outlined in the provided document and reference the VCAA website for additional information.

The booklet provided to you aims to address many questions relating to senior school procedures. Your knowledge and application of its contents will aid your academic success and help prevent unnecessary problems throughout the year.

Remember, the onus is on each student to be familiar with the information contained in the booklet. Should you have any questions or require further clarification, please do not hesitate to reach out to your teachers or advisors for assistance.

As we embark on the new academic year at Lavalla Catholic College, I want to emphasise the importance of familiarising yourselves with the relevant policy booklet for the Senior School. This booklet contains crucial information regarding procedures and guidelines that pertain to Year 10, VCE, VCE VM, and VPC studies.

All students and parents are strongly encouraged to read the policy booklet thoroughly and discuss any concerns or queries with a senior school staff member. Understanding these policies is vital to ensure a smooth and successful academic journey throughout the year.

Furthermore, I would like to remind our senior students enrolled in Year 10, Year 11, and Year 12 of their responsibility to uphold high behaviour standards and serve as positive role models for our junior students. Your conduct and attitude are integral to maintaining a supportive and inclusive learning environment within our school community.

Lastly, on behalf of the staff at Lavalla Catholic College, I extend our best wishes to all students embarking on their Year 10, VCE, VCE VM, and VPC studies for the year 2024. We are here to support and guide you every step of the way, and we look forward to seeing you achieve your academic goals.

Should you have any questions or require further assistance, please do not hesitate to reach out to us.

Warm regards,

**Mr Brett Van Berkel**

**Deputy Principal Head of Campus - Kildare**

## Senior School Leadership Staff

Lavalla Catholic College, Principal	Mr Ryan Greer
Deputy Principal Head of Campus – Kildare	Mr Brett Van Berkel
Assistant Principal of Staff Development	Mr Lucas Drew
Assistant Principal of Faith & Ministry	Mrs Robyn Rebbechi
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 Mandy Moore
Head of House Kildare (Champagnat)	Ms Bree Guttridge
Head of House Kildare (Delany)	Ms Lee Jarvie
Head of House Kildare (Glowrey)	Mr John King
Head of House Kildare (MacKillop)	Mr Shane Reid
Head of House Kildare (Nagle)	Mr Matthew Harris
Careers and Tertiary Advisor	Mrs Carmen Weaver
Careers Education Officer	Mrs Nicole Fenech

Staff can be contacted at 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.

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

[VCAA – VPC Administrative Handbook](#)

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 4 year-long subjects (English, Maths, a Religious Education option and Personal Learning) and six semester-long subjects (3 per semester). While amendments to enrolments may occur during designated times each semester, students remain enrolled in 7 subjects for the entire semester.

**Year 11** students will enrol in 7 subjects each semester. Amendments to enrolments may occur during designated times each semester. All Year 11 students are enrolled in an English or Literacy option, 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 in the first semester. All Year 12 students are enrolled in an English/Literacy option, a Religious Education option and Personal Learning.

Year 12 VCE students will enrol in 5 sequences of approved VCE or VCE VET 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), Heads of House, 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.*

## 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 for an acceleration program, students in Year 9 must achieve a pre-designated academic achievement level. The Junior Learning Programs Coordinator will notify them of this in writing before Year 10 subject selection.

To progress to a Unit 3 & 4 subject the following year, accelerated students must meet a 70% assessment average across Units 1 & 2 and be recommended to progress by their subject teacher.

After consultation with career advisors, students can 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 scores are high may be eligible to complete four Unit 3 & 4 subjects instead of the required five. This decision is made after an interview and approval of the 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 2024**

Changes to Semester 1 (Units 1&2 or 3&4 sequence) cannot be made after 10 February 2024

Changes to Semester 2 (Units 1&2 only) cannot be made after 19 July 2024

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 year levels annually, the College acknowledges that students learn at different rates and in different ways and 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* in a subject will be subject to a promotion interview with the Head of Student Learning & Programs (Kildare) and Head of House and Homeroom teacher. Each case will be considered individually with the student's best interests 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, 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>
Five subjects + RE and Personal Learning	Five 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 choice by subject teachers to allow for the best possible learning is standard practice 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
- 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 Units 1 and 2 for a specific subject, they will not be allowed to progress 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, attend all classes with appropriate materials, and complete set preparations so that learning and teaching can be effective.

The VCAA and Marist Schools Australia 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 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 are caused by the student's participation in other aspects 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, which 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 all students' involvement in co-curricular and extracurricular activities. 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 Years 11 & 12, it is recommended that no more than 10 hours per week be 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 assessment criteria. 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'.

An Academic Review Meeting (ARM) will be held with Parents/Guardians, the Subject Teacher, the Head of Student Learning & Programs (Kildare) and the 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 the subject.
- All tasks must be completed to an S standard to pass the Outcome.
- 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 a teacher stipulates.
- Students must not bring mobile phones or unapproved electronic devices 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.

An outcome has several components; 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 student's responsibility to ensure they adhere to the published due dates.

If the absence is due to illness:

- Students undertaking Unit 3 & 4 subjects must provide a completed Reschedule Form and Medical Certificate.
- Students 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 School-Assessed Coursework**

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.

Teachers may give students their marks on individual School-Assessed Coursework tasks in providing this feedback.

**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 due to statistical moderation. Teachers must advise students that their School- 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 submit it to the Head of Student Learning & Programs (Kildare). The school records 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 must record and maintain evidence of work submitted during the semester (signed by the teacher). This will determine how 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:

- An alternative is 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:

- Do not save work onto a shared drive where others can copy work, 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, 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, Systems Engineering, VCE VET Certificate III in Screen and Media (CDM) 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.

If an authentication issue arises, teachers are to formally notify the Head of Student Learning & Programs (Kildare) within 24 hours via email and complete the Breach of Assessment Rules Form. 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
- Before the SAC/SAT or Assessment Task, corrections or improvements made or dictated by the teacher or another person.

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### 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.
- 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 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, Personal Learning, Literacy, Numeracy 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.

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 Units 3&4, teachers model the exam on the equivalent Units 3&4 exams available on the VCAA website.

There are no exams for Religious Education options, Personal Learning, 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) 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.

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 2024.

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.

## **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.

### **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 should arrive approximately 15 minutes before exams.
- Students may leave school once they have completed their exams for the day. Standard Examination period exit procedures apply (student must sign out at the Student Services Centre).

## 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 VN 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 - Operations 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:

- Head of Student Learning & Programs (Kildare) in consultation with Student, Parents, Inclusive Learning Leader - Operations, 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 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 approving. (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
- 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 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: 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.

### **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, 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.

## **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 Head of Campus – Kildare and Head of House.



## Glossary of Terms

<b>Accreditation Period</b>	The period during which a course or certificate is accredited
<b>Assessment Plan</b>	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.
<b>Assessment Task</b>	A task set by the teacher to assess students' achievements of unit outcomes for School-Based Assessment (see also Outcomes).
<b>Auspicing</b>	An arrangement a school can make with an RTO for the delivery of VCE VET, or VET/FE as outlined in a memorandum of understanding or contract between the school and the RTO.
<b>Australian Qualifications Framework (AQF)</b>	The national policy for regulated qualifications in Australian education and training.
<b>Australian Quality Training Framework (AQTF)</b>	The national set of standards that ensure nationally consistent, high-quality training and assessment services for the Australian VET system.
<b>Australian Tertiary Admission Rank (ATAR)</b>	The overall ranking, on a scale of zero to 99.95, that students receive, based on their study scores.  VTAC calculates the ATAR and it is used by universities and TAFE institutes to select students for courses.
<b>Authentication</b>	The process of ensuring that work submitted by students for assessment is their own.



<b>Block Credit Recognition</b>	Training in a nationally recognised VET/FE qualification outside the suite of approved VCE VET and School-based Apprenticeship and Traineeship programs that provides credit in the VCE.
<b>Derived Examination Score (DES)</b>	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.
<b>Employability Skills</b>	A set of eight skill areas that employers have identified as desirable in all employees in all workplaces across Australia.
<b>Examinations</b>	<p>External assessments set and marked by the VCAA. All VCE Unit 3 &amp; 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.</p> <p>Year 10 and 11 exams are set by the College generally at the end of each semester.</p>
<b>Externally-assessed Task</b>	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.
<b>Further Education (FE)</b>	Qualifications that provide training in adult literacy and basic education, access and preparatory education and English as an Additional Language.
<b>General Achievement Test (GAT)</b>	A test of knowledge and skills in literacy, numeracy, writing, mathematics, science and technology, humanities and social sciences and the arts.

<p><b>Graded Assessment</b></p>	<p>All VCE studies have three graded assessments for each Unit 3 &amp; 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.</p>
<p><b>Higher Educational Studies</b></p>	<p>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.</p>
<p><b>Home School</b></p>	<p>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).</p>
<p><b>Local Learning and Employment Networks (LLENs)</b></p>	<p>Networks established across Victoria to support young people's connection with local education and training organisations, employers and community groups.</p>
<p><b>Outcomes</b></p>	<p>What a student must know and be able to do to satisfactorily complete a unit as specified in the study design.</p>
<p><b>Post-Results and ATAR Service (PRAS)</b></p>	<p>A telephone enquiry service provided by the VCAA after the release of the VCE results.</p>
<p><b>Provider</b></p>	<p>Refers to an organisation or institution that is approved or registered by the VRQA to deliver VCE, VCE VN or VPC certificates, or VET/FE.</p>
<p><b>Quality Assurance (QA)</b></p>	<p>The process of assuring the quality of delivery and consistency in the implementation of the accredited VCE, VCE VM or VPC outcomes and appropriate levels.</p>

<p><b>Recognition of prior learning (RPL)</b></p>	<p>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 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.</p>
<p><b>Registered Training Organisation (RTO)</b></p>	<p>An organisation that is approved and registered by the VRQA to deliver VET and FE within a defined scope of Registration.</p>
<p><b>Satisfactory completion of VPC</b></p>	<p>The school decided that a student has demonstrated achievement of the outcomes for a VPC 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 VPC when they satisfactorily complete units that meet the program requirements.</p>
<p><b>Satisfactory completion of VCE</b></p>	<p>The school decides 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.</p>
<p><b>School-assessed Coursework [SAC]</b></p>	<p>A school-based Assessment that is reported as a grade for either VCE Unit 3 &amp; 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&amp;4 outcomes.</p>
<p><b>School-assessed Task [SAT]</b></p>	<p>A School-based Assessment for a VCE Unit 3&amp;4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Referred to as folio subjects.</p>

<b>School-based Apprenticeships and Traineeships (SBAT)</b>	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, VCE VM or VPC. These may include part-time apprenticeships or traineeships.
<b>School</b>	Refers to both home and assessing schools, providers and any other institutions that provide education and training at a senior secondary level.
<b>School-based Assessment</b>	Encompasses the non-examination graded assessments managed by schools. The two current forms of School-based Assessment are School-assessed Tasks and externally-assessed Task (Music Style and Composition only).
<b>Semester</b>	One half of the academic year. Units are designed to be completed in one semester.
<b>Senior secondary qualification</b>	The VCE, VCE VM and VPC are senior secondary qualifications are designed to be completed in Years 11 and 12.
<b>Sequence</b>	VCE Unit 3 & 4 are designed to be taken as a sequence.
<b>Special Examination Arrangements</b>	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.
<b>Special Provision</b>	Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.
<b>Statement of Attainment</b>	A record of recognised learning that may contribute towards a qualification outcome.

<p><b>Statement of Marks</b></p>	<p>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.</p>
<p><b>Statement of Study Score</b></p>	<p>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.</p>
<p><b>Statement of Results</b></p>	<p>The document/s issued by the VCAA showing the results a student achieved in the VCE, VCE VM and VPC.</p>
<p><b>Statistical moderation</b></p>	<p>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.</p>
<p><b>Structured Workplace Learning</b></p>	<p>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.</p>
<p><b>Student Number</b></p>	<p>The unique number assigned to each student enrolled in the VCE, VCE VM, VPC and VCE VET.</p>
<p><b>Studies</b></p>	<p>The subjects available in the VCE and VCE VM.</p>

<b>Study Design</b>	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.
<b>Study Score</b>	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.
<b>Unit of Competency</b>	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.
<b>Units (VCE)</b>	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.
<b>VCE Certificate</b>	The certificate awarded to students who meet the requirements for graduation of the VCE. See also Statement of Results.
<b>VCE VET</b>	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.
<b>Victorian Assessment Software (VASS)</b>	The online system used by schools to register students and enter VCE, VCE VM and VPC data.
<b>Victorian Certificate of Education (VCE)</b>	An accredited senior secondary school qualification, traditionally undertaken by students in years 11 and 12.
<b>Victorian Certificate of Education: Vocational Major (VCE VM)</b>	An accredited senior secondary school qualification, traditionally undertaken by students in years 11 and 12.

<p><b>Victorian Pathways Certificate (VPC)</b></p>	<p>An accredited senior secondary school qualification, traditionally undertaken by students in years 11 and/or 12.</p>
<p><b>Vocational Education and Training (VET)</b></p>	<p>Nationally recognised vocational certificates, which may be integrated within a VCE or VCE VM program.</p>
<p><b>Victorian Student Number (VSN)</b></p>	<p>The unique number assigned to an individual who is aged between 4 and 24 years and who is enrolled in an educational program.</p>
<p><b>Victorian Tertiary Admissions Centre (VTAC)</b></p>	<p>Acts on behalf of universities, TAFEs and other providers, facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.</p>