



2025 VCE & VCE VM STUDENT/PARENT HANDBOOK

Empowered to Be More

Romans 12:12

Rejoice
in hope,
be patient in
adversity,
be constant
in prayer.



***Jesus Christ is our first and greatest teacher.
His mercy, his self-giving, his witness to truth,
are what motivate all of us in the work of
Catholic education***

Archbishop - Peter A Comensoli

Loyola College is focused on building a Catholic Community in the Ignatian tradition, in which all members of the College feel welcomed and valued and believe that they have an important contribution to make to the life of the College. Following the Ignatian tradition, Loyola College seeks to develop the whole person through a range of experiences provided for all students.

The College offers a very rich educational experience for all students, who have the opportunity to choose from a wide variety of subjects and courses including the Victorian Certificate of Education (VCE), the Victorian Certificate of Education Vocational Major (VCE VM) and Vocational Education and Training (VET).

We have a very caring, experienced staff, who use their many skills and talents for the benefit of students. Each student is valued, encouraged and nurtured so as to achieve their potential. At Loyola College we strive to develop each student's gifts. We encourage the pursuit of excellence and endeavour to provide a positive learning environment.

Our expectation is that Senior students work co-operatively, take their studies seriously, show respect for their fellow students and staff and be good role models for the younger members of the College. The completion of a successful Senior Program requires that there be an atmosphere which is conducive to good learning and study practices.

This document contains a summary of important information about the Year 11 & 12 study program and processes at Loyola College. Information found within is subject to change.

Further information can be found at the
[Victorian Curriculum and Assessment Authority \(VCAA\)](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx)
<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>



Contents

Key Personnel	5
2025 VCAA External Assessment Periods.....	6
Glossary of Terms	7
VCE.....	11
What is the VCE?	11
Minimum Requirements to Obtain Your VCE	11
Entry into Units / Repeating Units	12
Assessment Principles	13
Scaling of Study Scores	15
Unscored VCE	15
Australian Tertiary Admission Rank (ATAR).....	16
VET and the ATAR	18
ATAR Subject Restrictions.....	18
Communication to Students	19
Study Area Groups	19
Virtual Schools Victoria (VSV) & the Victorian School of Languages (VSL).....	19
VCE Vocational Major (VCE VM).....	20
What is the VCE VM?	20
Minimum Requirements to Obtain Your VCE VM	20
Assessment Principles	21
Satisfactory Completion of Units.....	22
The VCE VM Timetable	22
Structured Workplace Learning (SWL)	22
VET	23
School-based Apprenticeships and Traineeships (SBATs)	25
External Examinations	26
GAT	26
Eligibility for exemption from the GAT	26
End-of-Year VCAA Examinations	27
VCAA Examination Rules.....	27
College Services, Processes and Expectations.....	28
Attendance.....	28
Holidays or Other Unapproved Absences	28
Care in the Use of Technology	29

Use of Generative Artificial Intelligence	30
Ensuring Authentication	30
Student Services	31
Changes and Withdrawal from all VCE Studies	32
Lost, Stolen or Damaged Work	32
Lost, stolen or damaged School-assessed Coursework	32
Dates of SAC and SAT Tasks	32
Lost, stolen or damaged School-assessed Tasks	33
Absence from School-based Assessments	33
Extensions for School-Assessed Coursework (SACs):	36
Extension for School-Assessed Tasks (SATs)	36
Extension for School-based Assessment Tasks – VCE VM Students	36
Feedback to Students	37
Resubmission of Work and Redeeming Unsatisfactory Results	37
Breach of VCE Rules	39
Special Provision in the VCE	42
VTAC Special Entry Access Schemes (SEAS) Applications	46
Learning Pathways	46
ACS Sport Expectations	47
Co-Curriculum Expectations	47
Family Support	47
Acknowledgements and Caveats	48

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2025 VCAA External Assessment Periods

General Achievement Test (GAT)	Tuesday, 17 June 2025
Extended Investigation Critical Thinking Test	Wednesday, 30 July 2025
Performance and Languages Oral Examinations and Extended Investigation - Oral Presentations	Monday, 6 October 2025 – Sunday, 2 November 2025
Languages (CCAFL) Written Examinations	Thursday, 16 October 2025
Auslan Examination	Thursday, 16 October 2025
Written Examinations and Examinations for Scored VCE VET Programs	Tuesday, 28 October 2025 – Wednesday, 19 November 2025

Please note that in the Loyola College 2025 VCE & VCE VM Student/Parent Handbook, information relating to the VCE also includes the VCE Vocational Major (VM), unless otherwise stated or when referring to scored school-based and external assessments and related processes and results.

Glossary of Terms

Accelerated Studies - A single study at VCE Units 1 and 2 level may be undertaken in Year 10 if a student achieves exceptional grades in Year 9. A single study at VCE Units 3–4 level may be undertaken in Year 11 if a student achieves exceptional grades at Year 10.

Assessment Task - Provides students with the opportunity to demonstrate what they know and can do, related to the relevant outcome within the study design.

Australian Tertiary Admission Rank (ATAR) - The ATAR is a ranking on a scale of 0.00 to 99.95, based on study scores, given to qualifying students on completion of their VCE. The ATAR measures the student's overall academic achievement compared with all other final year students in the student's age group.

Authentication - Authentication is the process of ensuring that the work submitted by students for assessment is their own. The student must follow the rules for assessment set by the VCAA and the school to ensure that the teacher can authenticate the work.

Block credit - Students are eligible for credit towards the VCE if they are completing or have completed training in a nationally recognised Vocational Education and Training (VET) qualification that is not included in the suite of approved VCE VET and School-based Apprenticeship or Traineeship (SBAT) programs. Credit towards the VCE will be available for full or partial completion of a nationally recognised qualification at Certificate II level and above. These arrangements (enrolled in the VE3 Certificate type on VASS) see credit accruing at the certificate level: Certificate II qualifications provide credit at Units 1 and 2 levels, up to a maximum of 6 units; Certificate III qualifications provide credit at Units 1–4 level up to a maximum of 6 units; and Certificate IV qualifications or above provide credit at Units 3 and 4 level up to a maximum of 4 units.

Derived Examination Score (DES) - Students who are ill or affected by personal circumstances at the time of a VCE external assessment, and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study, may apply for a DES. If their application is approved, a DES will be calculated by the VCAA. The purpose of a DES is to ensure that a student's final result for an external assessment reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

Examinations - External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies (excluding VCE VM studies) and scored VCE VET programs have at least one examination. Most written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.

Externally assessed tasks - Externally assessed tasks assess a student's level of achievement in accordance with the study design and published assessment criteria. These tasks (relating to Music Composition, Music Inquiry or Extended Investigation) are marked by assessors appointed by the VCAA.

General Achievement Test (GAT) - The GAT is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies. The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level.

Graded Assessment - All VCE studies (excluding VCE VM 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.

Indicative Grade – The indicative grade is the school's prediction of a student's actual level of achievement on the examination. Indicative grades are a letter grade, from A+ to E/UG (ungraded) or NA (not assessed). Schools

should note that plus (+) can be used, but minus (-) is not available for input. Class teachers of the same study at the school should discuss and compare the indicative grades given to their students.

The rank order and level of spread of the indicative grades for the school cohort in the study are extremely important. The VCAA moderates the indicative grades for the school cohort to make sure they are statistically reliable. If they are not, they will not be used.

J - If a student is no longer attending a unit but they have not officially withdrawn by signing a Student exit form, the symbol J will be included on VASS. The J result can only be used if the student is no longer attending class or has not submitted work for assessment. The J result is not reported on the student's Statement of Results. Units with a J result are made available to the Victorian Tertiary Admissions Centre (VTAC) and are treated as equivalent to those with an N result.

Not Satisfactory (N) - An N result for a unit is a not satisfactory result, meaning that the work does not demonstrate achievement of the outcomes, or there has been a substantial breach of the VCAA's rules and the College's rules and procedures.

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a special provision or both)
- the work cannot be authenticated, for example, through lack of attendance
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures.

Learning Outcome - What students are expected to know and be able to do by the time they have completed a unit of study

Learning Program - A course, curriculum, training package, units of study, or structured workplace learning that leads to the award of a qualification

Provisional N - A process whereby the student is at risk of not satisfactorily completing a VCE unit, i.e. at risk of not demonstrating their achievement of the set of outcomes as specified in the study design.

Registered Training Organisation (RTO) - Organisation registered by the Victorian Registration and Qualifications Authority (VRQA) or Australian Skills Quality Authority (ASQA) to deliver and issue VET qualifications

Satisfactory (S) - The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.

School-based Apprenticeship or Traineeship (SBAT) - An SBAT combines the student's senior secondary learning program (the VCE, including the VCE VM) with part-time paid employment and structured training towards a nationally recognised VET qualification.

School-based Assessment task - There are two forms of scored school-based assessment for VCE Units 3 and 4 (excluding VCE VM).

- The **School-Assessed Coursework (SAC)** consists of a set of tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design. Schools provide a score for each

component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.

- **A School-assessed Task (SAT)**, which is set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement based on a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

School-based Assessment task (VCE VM) - Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

School-Based Apprenticeship Or Traineeship (SBAT) - An apprenticeship or traineeship undertaken in the VCE, including the VCE Vocational Major, with at least one day a week spent on the job or in training during the normal school week

Special Provision - Special Provision aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies. These circumstances may include physical or mental disabilities, illness, personal circumstances or other barriers to learning. Students apply to their school for Special Provision for both classroom learning and school-based assessment.

Special Examination Arrangements - Arrangements that have been approved by the VCAA to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access VCAA external assessment.

Statistical moderation - is a process used by the VCAA to adjust the scores teachers give for school-based assessments. It ensures that all schools' assessments are graded to the same standard, while keeping the order of students' rankings (as decided by the school) unchanged. This process helps make sure that assessments from different schools across Victoria can be compared fairly. It also ensures these results can be used in calculating the students' ATAR.

Statement of Results - A set of documents that states a student's VCE results, and if relevant, whether the student has been awarded the VCE

Structured Workplace Learning for VET (SWL) - On-the-job training that enables students to develop their work skills and understand employer expectations while completing their VCE

Study design - A study design for each VCE or VCE VM study is published by the VCAA. It specifies the content for the 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 which shows how a student performed in a VCE study (excluding a VCE VM study), or a scored VCE VET program, 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 assessments and external examinations.

Unit of competency (UoC) - In VET, a unit of competency is a nationally agreed statement that outlines the skills and knowledge required to perform a specific job role or function. A UoC is the smallest part of a Training Package that can be assessed and recognised.

Units - The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

VASS (Victorian Assessment Software System) - is a web-based application that allows student personal details, enrolments for VCE and VET and results to be entered and stored on the central VCAA database.

VCE Study - is a VCE subject, made up of 4 units. Each unit is one semester in length.

VCE VET programs - VET qualifications approved by the VCAA following consultation with schools, industry and training providers. VCE VET programs lead to nationally recognised qualifications and provide an opportunity for students to receive credit towards their VCE or their VCE VM. Information regarding the credit available in each VCE VET program is published on the individual VCE VET program [pages](#). All VCE VET programs contribute to VCE Units that provide credit towards the VCE and VCE VM in the same way as a VCE study. Some VCE VET programs offer scored assessment.

VCE Vocational Major (VM) - An accredited senior secondary certificate of education. The VCE VM is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

Victorian Assessment Software System (VASS) - The internet-based system used by schools to register students and enter VCE enrolments and results directly onto the VCAA's central database

Victorian Curriculum and Assessment Authority (VCAA) - The VCAA is a statutory authority of the Victorian State Government responsible for the provision of curriculum and assessment programs for students in Victoria.

Victorian Tertiary Admissions Centre (VTAC) - VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.

Vocational Education and Training (VET) - Nationally recognised vocational certificates. These certificates can be integrated within a VCE program. For the award of the VCE VM, satisfactory completion of two VET credits (at least 180 hours of VET at Certificate II level or above) is required

VCE

The VCAA states that for the Victorian Certificate of Education (VCE), students have two enrolment options:

- the **VCE**, which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admission Rank (ATAR)
- the **VCE Vocational Major (VCE VM)**, which includes studies with school-based assessments that do not provide a study score towards an ATAR.

What is the VCE?

The VCE is a senior secondary certificate of education. It is designed to be completed over a minimum of two years¹ and includes VCE curriculum components and programs from VET qualifications.

From 2025, VCE enrolled students can also access VCE VM Work Related Skills (WRS) and VCE VM Personal Development Skills (PDS).

The VCE includes school-based and external assessments that can provide a study score and an Australian Tertiary Admission Rank (ATAR).

Your VCE qualification, your Study Score, and your ATAR

Getting your VCE qualification, a study score for your VCE studies, and your ATAR is not the same thing.

- Your VCE certificate shows that you have satisfactorily met the outcomes and all other minimum requirements of the VCE qualification.
- Your study score is a ranking, from zero to 50 which shows how you performed in a VCE study or a scored VCE VET program over Units 3 and 4.
- Your Australian Tertiary Admission Rank, or ATAR, is a ranking of your Year 12 results that measures your overall academic achievement compared with all other final year students in your age group. Australian tertiary institutions, such as universities, may use it to select students to whom they will offer places in their courses.

[Back to contents page](#)

Minimum Requirements to Obtain Your VCE

Demonstrate all the outcomes for each VCE unit in order to satisfactorily complete the unit:

The VCE is awarded based on the satisfactory completion of units.

To receive a Satisfactory (S) result in a VCE unit, students will need to:

- produce work that demonstrates achievement of the outcomes
- submit work that is clearly their own.

¹ * VCE can be completed over 3 years by students commencing accelerated studies in Year 10, or who are suffering extreme hardship which prevents them from undertaking a 2-year course.

Outcomes are statements in each VCE study design that outline what a student must know and be able to do to receive an S result for the relevant VCE unit. Satisfactory completion of units is determined by the College, in accordance with VCAA requirements. At Loyola, satisfactory completion is based on assessment tasks (including school-based assessment - SACs/SATs) and classwork.

Receive S results for 16 units:

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

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

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

Maintain high attendance:

A student needs to demonstrate sufficient class attendance to fulfil the time and work requirements of the VCE unit. The College sets minimum class time and attendance rules of 90%. If there has been a substantial breach of the College's Attendance Policy, the College may be unable to authenticate the student's work completed across the outcome. Where the College chooses to assign an N result for the unit, because the work cannot be authenticated, the College must assign an N for the outcome or outcomes that cannot be authenticated.

Be able to authenticate work:

A student must submit work that is clearly their own; completed and submitted under the conditions set by the VCAA and Loyola College. For more information, see the section 'Ensuring Authentication'.

Entry into Units / Repeating Units

A student may study just Unit 1 of a study, or just Unit 2, or both Units 1 and 2. Units 3 and 4 of a study must be studied as a sequence and completed in the same year. Students, excluding those enrolled in a VCE VM study, must undertake Unit 3 before commencing Unit 4 of a study. For students enrolled in a VCE VM study, Units 3 and 4 can be taken together over the duration of the academic year so these can be integrated.

For some studies, it is advisable to complete either or both Units 1 and 2 before enrolling in Units 3 and 4. Some studies have specific eligibility requirements (such as EAL). The College can advise you on study selection and whether those studies have educational pre-requisites.

There are no restrictions on students repeating units, however you may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition. Students wanting to receive a study score when repeating VCE units will need to satisfactorily complete the Unit 3–4 sequence in the year of repetition.

There is no penalty for repeating VCE units. Repeating a study at the Unit 3 and 4 level may improve the student's study score and enhance the student's chances of getting into a tertiary course. However, you cannot count a unit more than once towards satisfactory completion of the VCE. It is necessary to repeat Unit 3 of VCE studies as well as Unit 4 to gain a study score.

[Back to contents page](#)

Assessment Principles

At the beginning of the academic year, students will be provided with clear written details of both the VCAA's rules and the College's rules and procedures for VCE school-based assessments, including the rules for authentication of school-based assessments.

There are two levels of assessment undertaken in the VCE (excluding VCE VM studies):

- the satisfactory completion of units of study, used to attain the VCE
- scored assessment, used to determine a study score.

Satisfactory completion of units of study is separate to the assessment of levels of achievement via scored assessment.

Satisfactory VCE Unit Result - Units 1 and 2

Each unit of study in the VCE is made up of learning outcomes. To achieve an S (Satisfactory) for a unit, a student must:

- produce work that demonstrates achievement of the outcomes
- ensure that work submitted is clearly their own
- adhere to VCAA and College rules, including the College rules for attendance.

The decision about satisfactory completion of outcomes is based on the teacher's judgement of the student's overall performance on a combination of set work and assessment tasks related to the outcomes. Students will be provided with multiple opportunities across the Learning Program to develop and demonstrate the key knowledge and key skills required for all outcomes of the unit.

Meeting these outcomes can be determined through student work in the following areas: a folio of works, written tests, classwork, practical activities, open book assessments, performances, interviews and oral presentations.

The outcomes form the basis of S/N results. For VCE studies at Units 1 and 2 level, the College will award internal marks for the purposes of feedback about academic progress and achievement to students, families and teachers. The only assessment information that the College will pass onto the VCAA will be the result of 'S' (Satisfactory) or 'N' (Not Satisfactory). The decision to award an 'S' or 'N' for a unit is made at the end of the semester in which the unit was taken.

Satisfactory VCE Unit Result - Units 3 and 4

As for VCE Units 1 and 2, for VCE Units 3 and 4, the decision about satisfactory completion of outcomes is based on the teacher's judgement of the student's overall performance on a combination of set work and assessment tasks (including school-based assessment) related to the outcomes.

To achieve an S (Satisfactory) for a unit at Units 3 and 4 level, a student must:

- produce work that demonstrates achievement of the outcomes
- ensure that work submitted is clearly their own
- adhere to VCAA and College rules, including the College rules for attendance.

Scored Assessment - Units 3 and 4

At Units 3 and 4 level (excluding VCE VM studies), scored assessment is used within the VCE to determine each student's level of achievement in their units of study. School-based assessment is in the form of School-assessed Coursework (SACs) and School-assessed Tasks (SATs). The form or forms of school-based assessment and their weighting is specified for each study within the relevant study design.

Formal SACs are used to rank student academic performance and not as sole evidence of a student meeting an outcome, unless the student has not completed the coursework tasks before the SAC.

School-assessed Coursework (SACs)

- A number of assessment tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design.
- Schools provide a score for each component of coursework specified in the study design. SACs are part of the regular teaching and learning program and completed mainly in class time.
- Attendance is compulsory for SACs and any absence requires a medical certificate for rescheduling purposes.

School-assessed Tasks (SATs)

These are used in studies where products and models are to be assessed, including the following studies: Art Creative Practice, Art Making and Exhibiting, Media, Applied Computing Data Analytics and Software Development, Systems Engineering, Product Design and Technologies and Visual Communication Design.

Results of these school-based assessments will count towards the study score in each VCE study and ultimately towards the ATAR.

For VCE studies at Units 3 and 4 level, the College will pass onto the VCAA the result of Satisfactory (S) or Not Satisfactory (N) based on the Satisfactory or Not Satisfactory completion of the outcomes associated with each unit. If one of the units is deemed to be Not Satisfactory (N) then the Unit 3–4 sequence is automatically awarded an N status, and no study score is obtained for that subject. The final decision to award an 'S' or an 'N' for the unit is made at the end of the semester in which the unit is taken. The scores for graded assessments (such as SACs and SATs) are provided to the VCAA, as they contribute to the student's study score for each VCE study.

Satisfactorily completing Vocational Education and Training (VET) units

Satisfactory VET unit of competency result

Students will receive an S for a unit of competency (UoC) if they have been assessed as competent in the unit. The student's Registered Training Organisation (RTO) makes the final decision on assessment.

Not yet competent (NYC) VET result

Students will receive an N (not yet competent) result for a UoC if they have not yet demonstrated competence. This may be due to not completing the unit or not being able to demonstrate competence as required by the UoC.

Study Scores

A study score indicates how a VCE student performed in relation to all other VCE students who undertook the study. It is calculated using the student's final scores for School-assessed Coursework (SACs), School-assessed Tasks (SATs), externally assessed tasks and examinations for each study.

To receive a study score, students must achieve 2 or more graded assessments in the study and receive an S for both Units 3 and 4 in the same academic year, unless they have interrupted studies status and have met these requirements over 2 academic years.

A study score is a score achieved between 0 and 50 for an individual Unit VCE Unit 3–4 sequence (excluding VCE VM studies) or a scored VCE VET Unit 3–4 sequence. The study score is not a mark or percentage. It is a ranking. It indicates how a student performed in that study in relation to all other students doing that same study.

For studies with large enrolments (1000 or greater), the following table shows the approximate proportion of students who achieve a study score on or above the stated values. For studies with fewer enrolments, the proportions may vary slightly.

Study Score	45	40	35	30	25	20
Proportion of Students on or Above This Position (<i>approx.</i>)	2%	9%	26%	53%	78%	93%

[Back to contents page](#)

Scaling of Study Scores

Many students believe that to achieve their best possible ATAR they need to choose studies that have been scaled up in previous years. This is not true and can work against you.

Scaling is not an adjustment due to the subject's level of difficulty. Scaling is an adjustment of the student's study score (either up or down) to ensure a fair comparison of students' achievements over all their studies, regardless of what they have studied.

Some subjects are scaled up and others down. If a subject is scaled up, the student's study score may be adjusted upwards at the end of the year.

Example 1:

SUBJECT A tends to attract students who get an average grade of C. As the study score is a ranking, you don't have to get very good grades to get a high ranking. So, the study scores are sometimes scaled down to adjust for this.

Example 2:

SUBJECT B tends to attract students who get an average grade of B+. As the study score is a ranking, you must get very good grades to get a high ranking: much higher grades than you would if you did Subject A. So, the study scores are sometimes scaled up to adjust for this.

[Back to contents page](#)

Unscored VCE

A student may be eligible for the award of the VCE if they have completed the minimum requirements of the VCE, without being assessed for levels of achievement in their VCE units undertaken or sitting external assessment. Students must still undertake all requirements of the outcomes specified for the units, including any school-based assessments. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the work provided by the student, without assessing levels of achievement.

This option only applies in response to individual student need, and not as an alternative VCE program for a cohort of students. Examples of circumstances where it is appropriate to offer this option include the following:

- illness and/or absence
- mental health and wellbeing issues
- clear and well-supported post-school aspirations that do not require an ATAR, for example, an offer of an apprenticeship
- other specific and personal circumstances (not based on academic results).

Students who complete VCE units without a study score are still required to:

- be assessed for satisfactory completion
- participate in school-based assessment for levels of achievement, even if a score is not provided to the VCAA. However, the conditions under which the school-based assessment is to be completed may be varied.

VCE VM studies contribute to satisfactorily completing the VCE certificate, and do not include scored assessment of levels of achievement for study score calculation.

Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies.

The ATAR is a rank based on each student's aggregate (or total) produced by adding:

- The VTAC scaled study score in one of English, English Language, Literature or English as an Additional Language (EAL)
- The next best three VTAC scaled study scores permissible; and
- 10% of the fifth and sixth permissible scores that are available.

To qualify for an ATAR through VTAC, a student must:

- qualify for the VCE, and
- achieve study scores in at least four permissible Unit 3 and 4 VCE studies, including one from the English group.

Before producing the student's ATAR, VTAC must first calculate the student's aggregate. The student's aggregate is produced as a sum of the student's primary four studies and a maximum of two available (and permissible) increments. Subject to VTAC's rules and restrictions, up to six studies can be used in calculating the student's aggregate and they may include:

- VCE Unit 3 and 4 sequences
- VCE VET programs with Unit 3 and 4 sequences
- other approved VET studies (VE3 Certificate type), and
- one approved higher education study.

However, only some of these types of study can be included in the student's primary four, others can only be used as increments. If you have more than six results, only the six permissible results that give the highest ATAR are used.

Primary four

These are the four studies that are counted first in the calculation of the student's aggregate. The student's primary four aggregate is the sum of:

- the student's VTAC Scaled Study Score in one of English, English (EAL), Literature or English Language, and
- the next highest three permissible scaled study scores.

Increments

If available, a maximum of two increments are added to the student's primary four during the calculation of the student's aggregate. Increments could be:

- ten per cent of a fifth or sixth permissible scaled score
- a permissible unscored VCE VET or VE3 increment
- a permissible higher education study increment
- Year 12 credit for studies completed interstate
- an increment for legitimate one-year students.

Subject / Study	Description
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English Subject	The scaled score of the highest-scoring English subject (English, English Language, Literature, or EAL) is always included.
Next Best Three Subjects	The scaled scores of the next three highest-scoring subjects are included.
Additional Subjects	10% of the scaled scores of the fifth and sixth highest-scoring subjects are included, if applicable.

Example Calculation

ATAR Snapshot: Valerie

Valerie knew what she liked, what she was interested in and good at. Valerie chose studies based on all of these factors and focussed on studying. She was in the top six per cent of the state even though five of her six studies were scaled down.

Valerie completed Dance in Year 10, so her study score was scaled in 2021, and Health and Human Development in Year 11, which was scaled in 2022. Her result for Health and Human Development was included as an increment because it was one of her lowest two scaled scores (apart from the English subject, which must be in her primary four).

Year	Study	Study Score	Scaled Score	2023 Aggregate Contribution
2023	English Language	34	36.47	36.47
2023	Visual Communication Design	48	47.76	47.76
2023	General Mathematics	43	41.59	41.59
2023	Psychology	41	40.21	40.21
2022	Health and Human Development	40	36.86	3.68 (10% of 36.86)
2021	Dance	27	26.13	2.61 (10% of 26.13)
Aggregate				172.32
Aggregate converted to an ATAR of				95.65

ATAR Snapshot: Jin

Jin didn't know what he wanted to do when he left school, so he chose a wide range of studies that he was good at. He performed well across all of his studies; met the prerequisites of the course he was interested in and was offered a place. It is also interesting to note that all of Jin's studies were scaled down, but this didn't prevent him getting the ATAR he was aiming for.

Year	Study	Study Score	Scaled Score	2023 Aggregate Contribution
2023	English	31	28.94	28.94
2023	Health and Human Development	40	37.25	37.25
2022	Psychology	34	32.55	32.55
2023	Business Management	35	31.99	31.99
2023	Visual Communication Design	35	32.03	3.20
2023	General Mathematics	28	25.41	2.54
Aggregate				136.17
Aggregate converted to an ATAR of				80.30

VET and the ATAR

Vocational Education and Training (VET) contributes to the VCE and the ATAR in different ways. Only scored VCE VET programs with a Unit 3–4 sequence will attract a study score, and only if the student undertakes the scored assessment. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study increment. However, where scored assessment is available in a VCE VET program and a student opts not to undertake scored assessment, so they elect not to receive a study score for a scored Unit 3–4 sequence, no contribution to the ATAR will be available from the VCE VET program.

Unscored VCE VET programs with a Unit 3–4 sequence (i.e. VCE VET programs that do not have scored assessment) may contribute to the ATAR as an increment (the fifth and/or sixth study). The amount of the increment is determined by calculating 10% of the fourth study score in the student's primary four. These can only be used in the calculation of the student's aggregate after all scored results in the same study area grouping have been used. Up to two unscored VCE VET increments may contribute to the student's aggregate.

Unscored VET (VE3 Certificate type or 'block credit') programs may contribute to the ATAR as an increment (the fifth and/or sixth study). The amount of the increment is determined by calculating 10% of the fourth study score in the student's primary four. VCE and VCE VET results will take precedence over VE3 block credit results in the calculation of the student's aggregate. VE3 block credit can only be used in the calculation of an aggregate if there are fewer than six VCE or VCE VET studies available for calculation. Up to two VE3 increments can contribute to the aggregate.

ATAR Subject Restrictions

There are restrictions to how many studies from the same **Study Area Group** (see below) can contribute to an ATAR. Subsequent studies within the study areas identified below will not be considered in a student's primary four subjects and will contribute 10% to the ATAR.

Communication to Students

Loyola College ensures that students have access to accurate information about their course. Students are provided with written information about the following matters:

- the VCAA's rules and the school's rules for participation in the course, including rules for assessment
- eligibility for award of the qualification
- that initial school assessments for Units 3 and 4 may change following statistical moderation of school-based assessments
- procedures for requesting an extension of time for submitting school-based assessments
- procedures for Special Provision.

Loyola College also provides students with:

- comprehensive course advice
- information on the consequences of receiving an N or a J result for a unit
- clear information on the processes for appealing an adverse school decision, including a decision on an assessment result
- VCE examination timetables and, for all students enrolled in a Unit 3–4 study, a copy of the VCE Exams Navigator.

For all VCE units, staff must inform each student in writing at the beginning of each VCE unit of the following:

- all set work and assessment tasks they must complete to achieve an S for the unit and the conditions under which the work is to be completed
- all school-based assessment they must complete for the assessment of levels of achievement and the conditions under which the school-based assessment is to be completed
- instructions on how to submit work
- timelines and deadlines for completing work.

Study Area Groups

Subjects are placed in the following Study Area Groups: English, Mathematics, Music, History, Information Technology, Contemporary Society, VET Industry, and Languages.

For the calculation of the ATAR, Study Area Group restrictions are:

1. At most, two results from the same study area grouping can be included in the primary four.
2. At most, three results from the same study area grouping can contribute to the ATAR, the third being an increment.
3. If the student has unscored VCE VET results, these can only be used in the calculation of the student's aggregate after all scored results in the same study area grouping have been used.

NOTE: Study groupings are continually reviewed; this page will be updated with any confirmed amendments: [VTAC ATAR and Scaling Guide 2025](#)

[Back to contents page](#)

Virtual Schools Victoria (VSV) & the Victorian School of Languages (VSL)

On some occasions, where the College is unable to provide access to a subject that the student wishes to study, there may be the option of studying that subject remotely via the Virtual Schools Victoria (VSV). Likewise, if the student would like to study a VCE Language Study that the College doesn't offer, it is sometimes possible to study

that language via the Victorian School of Languages (VSL). This is not an option for all students and each student's case is assessed individually. Application timelines and requirements are set by the VSV and the VSL.

[Back to contents page](#)

VCE Vocational Major (VCE VM)

What is the VCE VM?

The VCE Vocational Major (VCE VM) is a senior secondary certificate of education. The VCE VM is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

To help build their skills and knowledge, students in the VCE VM program undertake units of Literacy or English, Numeracy or Mathematics, Work Related Skills and Personal Development Skills.

Students also select accredited curriculum components from **Vocational Education and Training (VET)** qualifications (*see below*) and undertake **Structured Workplace Learning (SWL)**.

[Back to contents page](#)

Minimum Requirements to Obtain Your VCE VM

As for the VCE, the VCE VM is awarded based on the satisfactory completion of units.

To receive a Satisfactory (S) result in a VCE or a VCE VM unit, students will need to:

- produce work that demonstrates achievement of the outcomes
- submit work that is clearly their own.

Students must also adhere to VCAA and College rules, including the College rules for attendance.

To be eligible to receive the VCE VM, students must satisfactorily complete a **minimum of 16 units**, including:

- 3 VCE VM Literacy units or units from other studies in the VCE English group (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency (UoCs) to the total of 180 nominal hours drawn from multiple VET qualifications)
- In addition to their Unit 3–4 sequence from the English group, students must complete a minimum of three other Unit 3–4 sequences as part of their program.

Most students will undertake 16–20 units over the two years.

Students will receive the appellation of ‘**Vocational Major**’ on their **VCE certificate** upon satisfactorily completing the VCE VM program.

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

Maintain high attendance:

A student needs to demonstrate sufficient class attendance to fulfil the time and work requirements of the VCE VM unit. The College sets minimum class time and attendance rules of 90%. If there has been a substantial breach of the College’s Attendance Policy, the College may be unable to authenticate the student’s work completed across the outcome. Where the College chooses to assign an N result for the unit, because the work cannot be authenticated, the College must assign an N for the outcome or outcomes that cannot be authenticated.

Attend College events:

There are a number of College events throughout the year that will take precedence over both VET and SWL placement commitments on Wednesdays and Fridays. The days of compulsory attendance are:

- College Swimming and Athletics Carnivals
- Activities Week events, the Year 12 Retreat and Year 11 Christian Service
- Reflection Days
- St Ignatius Day.

[Back to contents page](#)

Assessment Principles

At the beginning of the academic year, students will be provided with clear written details of both the VCAA’s rules and the College’s rules and procedures for the VCE, including for the VCE VM.

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks, designed on applied learning principles. Assessment for VCE VM units must be part of the regular teaching and learning program and should be completed mainly under teacher supervision and within a pre-determined timeframe.

Achievement of the outcomes for a VCE VM unit may be demonstrated in one integrated assessment activity or spread over several different activities. An assessment task used to demonstrate achievement of one outcome in a VCE VM unit cannot be used to demonstrate achievement in any other VCE VM unit, VET unit of competency or VCE study.

Unlike other VCE studies, there is no scored assessment or external assessments (examinations) for VCE VM studies, including for VCE VM Unit 3–4 sequences. VCE VM studies have school-based assessments that do not have scored assessment for levels of achievement that are reported to the VCAA. VCE VM studies do not provide a study score, so they won’t count towards an ATAR. If a student wants to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

Whilst for **VCE VM** studies there is no scored assessment for levels of achievement reported to the VCAA, including for VCE VM Unit 3–4 sequences, the College assesses students’ levels of achievement in VCE VM studies with internal marks.

Satisfactory Completion of Units

Students may not achieve an S for a range of reasons, including not demonstrating achievement of the outcome(s) based on the teacher's judgement, or the teacher not being able to verify the validity or authenticity of the student's work. Please refer to the glossary for explanations of what is meant by S, N and J results.

[Back to contents page](#)

The VCE VM Timetable

Students enrolled in the VCE VM at the College study Religious Education (RE) plus their four core subjects:

- VCE VM Literacy
- VCE VM Numeracy
- VCE VM Work Related Skills
- VCE VM Personal Development Skills.

The College meets the VCAA requirement for 50 hours of scheduled classroom instruction for each VCE VM unit.

In addition to this, as well as a VET course delivered internally, students have the opportunity to study an external VET course to meet the VET requirements for the award of the VCE VM, and undertake Structured Workplace Learning (SWL).

To facilitate this, the College's VCE VM program consists of three days of VCE VM classes (Monday, Tuesday and Thursday). Wednesday and Friday are reserved for the external VET programs and SWL.

Students will work with the Head of VCE VM and VET in selecting their external VET course and work alongside the Student Engagement Coach in arranging their SWL (see below for further details).

For further information and examples of student timetables, please refer to the Course Guide, available on the College website.

[Back to contents page](#)

Structured Workplace Learning (SWL)

The College strongly believes that an integral part of achieving success in a VCE VM program is undertaking a one day per week SWL placement. This placement must complement one of the VET courses that the student undertakes.

With the support of the Student Engagement Coach (part of their role is the SWL Coordinator), students organise an SWL placement to occur on these reserved days. The SWL Coordinator not only supports students in this process, but also ensures OHS requirements have been met and arrangements comply with the Ministerial Order 1412. This person also monitors attendance and progress and is the main point of contact for students undertaking SWL and their parents, as well as for employers.

Whilst SWL is not a mandated component of any VCE VM units, the College values its role in helping students develop employability skills, interpersonal abilities, and leadership qualities. SWL provides students with the opportunity to apply the skills and knowledge gained from their VET program in a real-world industry setting, fostering independent action, decision-making, and task achievement.

The VCAA has determined that SWL is an appropriate and valuable component of all VCAA VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to their VCE VET program. VCAA VCE VET [program](#) publications contain information relating to the SWL requirements.

The VCAA mandates SWL under the following situations:

- where a period of work placement is mandated for the award of a VET qualification, or
- where the Assessment Conditions from a unit of competency contain a statement regarding the requirement to demonstrate skills in a workplace.

[Back to contents page](#)

VET

Vocational Education and Training (VET) in the VCE and the VCE VM allows students to include VET within their senior secondary certificate. For the award of the VCE VM, students are required to satisfactorily complete 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency to the total of 180 nominal hours drawn from multiple VET qualifications).

VET refers to a specialised form of education that focuses on providing students with practical skills and knowledge directly related to specific careers or trades. VET courses typically combine classroom instruction with hands-on training in real-world environments, allowing students to gain valuable experience and competencies required for employment in various industries.

By including VET in their senior secondary program, students develop industry-specific knowledge and skills, as well as general skills they need for success in future employment, training, and further education.

Students can do nationally recognised training, with the opportunity to receive credit towards their VCE or their VCE VM through:

- a VCAA-approved VCE VET [program](#) (*VE1 Certificate type*) that has been developed by the VCAA in consultation with schools, industry and training providers. Information regarding the credit available in each VCE VET program is published on the individual VCE VET [program](#) pages. Some VCE VET programs offered scored assessment
- an apprenticeship or traineeship (*VE2 Certificate type*), or
- any other VET qualification (*VE3 Certificate type*), which provides credit into the VCE through [Block Credit Recognition](#).

The following table provides a summary of the credit arrangements:

VASS certificate type	Credit arrangements
VE1 (VCE VET program)	<p>VCE</p> <ul style="list-style-type: none"> • Units 1–4 levels • generally, includes one qualification providing a Unit 3–4 sequence towards satisfactory VCE completion • automatic enrolment in VCE VET units through enrolments in UoC • a study score may be available • can provide additional credit where the qualification exceeds the hours that provide Units 1–4
VE2 (VRQA-approved certificates available as SBAT)	<p>VCE</p> <ul style="list-style-type: none"> • Units 1–4 levels • Certificate III qualifications and selected Certificate II qualifications include one Unit 3–4 sequence towards satisfactorily completing the VCE • can provide additional credit where the qualification exceeds the hours that provide Units 1–4

VASS certificate type	Credit arrangements
	<ul style="list-style-type: none"> automatic enrolment in VCE VET units through enrolments in UoC
VE3 (all other VET program)	<p>VCE</p> <ul style="list-style-type: none"> contribution through block credit recognition Certificate I qualifications do not provide any credit in the VCE Certificate II qualifications provide credit at Units 1 and 2 levels only; with each completed 90 nominal hours of training providing one unit of credit; credit accrues with hours of training completed in the following sequence: Units 1, 2, 1 and 2; credit is capped at 6 units Certificate III qualifications provide credit at Units 1–4 levels; most include one Unit 3–4 sequence; additional credit is available where the qualification exceeds the hours that provide Units 1–4; with each completed 90 nominal hours of training providing one unit of credit. Credit accrues with hours of training completed in the following sequence: Units 1, 2, 3, 4, 3 and 4; credit is capped at 6 units Certificate IV and above qualifications that are pre-approved by the VCAA provide credit at Units 3 and 4 levels; with each completed 90 nominal hours of training providing one unit of credit; credit accrues with hours of training completed in the following sequence: Units 3, 4, 3 and 4; credit is capped at 4 units credit accrues within each qualification enrolment

Since 2023, there are additional recognition arrangements for VET undertaken by VCE and VCE VM students. Students may accrue credit achieved through units of competency (UoCs) undertaken, that are not contributing to a VCE VET Unit at Certificate II level or above. These UoCs are ‘overflow’ and can be combined to form up to 2 VCE VET units at Unit 1 and 2 level. A maximum of 180 hours from UoCs will be recognised across VET qualifications. These VCE VET units will be reported as ‘General units’.

VET courses may contribute towards an ATAR (see the section on **VET and the ATAR**).

It is important for students and parents to understand some key factors:

- VET courses attract additional fees
- Most VET courses have been developed as a two-year program
- Structured Workplace Learning is an integral key component of a VET course.

For more information, refer to the links below or to the Head of VCE VM and VET:

- <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>
- <https://www.vic.gov.au/vet-pathways-schools>
- [VCE VET program chart](#)

[Back to contents page](#)

School-based Apprenticeships and Traineeships (SBATs)

A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program. Students can receive credit for their SBAT towards their senior secondary certificate. Regular school attendance is combined with at least one timetabled day per week spent on the job or in training during the normal school week. An SBAT combines part-time, practical experience in the workplace with recognised, structured training (VET) from a Registered Training Organisation (RTO).

The SBAT is organised by the student with the employer. The employer decides on the RTO that will provide the structured training for the SBAT student.

SBATs are available to secondary school students who are:

- over 15 years old
- enrolled in Years 10, 11 or 12 and in the VCE or the VCE VM
- Australian citizens or permanent residents.

SBATs offer students the option of combining:

- part-time employment
- school
- training.

In Summary:

- An Apprentice Connect Australia Provider will facilitate the signing and registration of the Training Contract. The Training Contract is a legally binding contract between the student (and their parent if the student is under 18 years of age) and the employer, registered with the [Victorian Registration and Qualifications Authority \(VRQA\)](#).
- The SBAT Training Plan is developed by the RTO and endorsed by the College. Submission of the College-endorsed Training Plan is required for the apprenticeship or traineeship to be registered as an SBAT.
- The minimum number of employment and training hours for SBAT arrangements is 13 hours per week and must include a minimum 7 hours per week of paid employment and 6 hours per week of training. This requirement is calculated as an average for 3 periods of 4 months in the year.

The College signs the SBAT Training Plan to confirm that the student is enrolled in a nationally recognised qualification that can be undertaken as an SBAT, and that at least one timetabled day is spent on-the-job or in training during the normal school week for the delivery of the SBAT.

The College may agree for a student to undertake an SBAT with an employer as part of the VCE VM program. The College will only agree to a student undertaking an SBAT where it does not affect their learning, which includes training and work on a Wednesday and Friday. The College does not take responsibility for organising a student's SBAT, but will support the student through their SBAT, with regular check-ins to monitor their progress.

A student who wishes to undertake an SBAT will need to speak to the Head of VCE VM and VET for further information.

[Back to contents page](#)

External Examinations

GAT

The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies.

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. GAT results are also used in the calculation of the Derived Examination Score (DES).

No special study is needed. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning

GAT Structure

The GAT is composed of two sections:

- Section A: Literacy and numeracy skills comprised of:
 - a 2-part writing task – 30 minutes
 - 50 numeracy multiple-choice questions – 45 minutes
 - 50 reading multiple-choice questions – 45 minutes
- Section B: General knowledge and skills comprised of:
 - an extended writing task – 30 minutes
 - 25 mathematics, science and technology multiple-choice questions – 30 minutes
 - 25 arts and humanities multiple-choice questions – 30 minutes

Who Sits the GAT?

Both Sections A & B: students enrolled in one or more **VCE or scored VCE VET Unit 3–4 sequence**, including students not planning to undertake scored assessment even if they have met the standards in a previous year.

Section A: students enrolled in one or more **VCE VM Unit 3–4** sequence but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences.

Section A of the GAT assesses whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling. This gives another indication of their readiness to move onto further education, training or employment. If a student has already met the standards in a previous year and they are enrolled in the VCE VM but not in any VCE or scored VCE VET Unit 3–4 sequences, they will not be expected to sit Section A. However, they may do so if they wish.

GAT results are important for checking that VCE external assessments and school-based assessments have been accurately and fairly assessed and can be used to calculate Derived Examination Scores.

The GAT usually takes place in June each year.

Eligibility for exemption from the GAT

A student may be deemed eligible for an exemption from the GAT if they meet one or more of the following criteria:

- they have a condition, circumstance or impairment for which arrangements cannot reasonably be made. Special Examination Arrangements (SEAs) for the GAT can be provided for students with a vision impairment or students who are deaf or hard of hearing

- they are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event
- they are employed and cannot be absent from work (evidence from their employer is required).

A personal trauma may include the death or serious illness of, or an accident involving, a family member.

A serious intervening event may include:

- an accident before or on the day of the GAT
- attendance at a funeral of a family member or other person of close relationship
- required attendance at a legal proceeding.

Applications submitted based on illness, injury, personal trauma or a serious intervening event require evidence from an appropriate professional. An application for an exemption from the GAT cannot be submitted solely based on:

- a student requiring SEAs
- a student not completing any graded assessment
- interrupted studies status or compassionate late withdrawal
- a student being interstate or overseas at the time of the GAT.

End-of-Year VCAA Examinations

Each VCE study (excluding VCE VM studies) and scored VCE VET programs include at least one external examination and the VCAA will use the examination score in each study as the basis for statistical moderation of schools' assessments. In studies with two examinations, scores from both examinations will be used.

[Back to contents page](#)

VCAA Examination Rules

Exams for all VCE Units 3 and 4 studies (excluding VCE VM studies) and scored VCE VET programs occur at the conclusion of Unit 4. Exams take the form of performance and written tasks, depending on the nature of the subject. These external assessments are hosted by Loyola College but are administered and staffed by the VCAA.

Students undertaking examinations are subject to the rules set out by the VCAA. At the start of the year students who study the VCE are required to sign a declaration that they will abide by the rules of the VCAA, including those rules relevant to exams. Details of how exams are undertaken, what materials are permitted, and what rules are relevant to these external assessments can be found at [VCE Exams Navigator](#). Copies of the rules are also on display outside every examination room prior to all exams.

Students are provided with an Exams Navigator and timetable before external assessments (including the GAT) to ensure that they are aware of their requirements and schedule. Students who study a VCE Units 3 and 4 subject (excluding VCE VM studies) or a scored VCE VET program are also required to undertake trial exams. These typically take place in the month before the start of VCAA exams. They may take place in the first week of the Term 3 holidays, and families should be aware of this requirement in planning holidays.

[Back to contents page](#)

College Services, Processes and Expectations

Attendance

The College requires that all students maintain a minimum of 90% attendance. The VCAA requires that each unit has 50 hours of scheduled classroom instruction.

Students need to demonstrate sufficient class attendance to fulfil the time and work requirements of the unit. If a student has completed work but there has been a substantial breach of the College's Attendance Policy, the College may not be able to authenticate the student's work completed across the outcome(s). If the work cannot be authenticated, the College will assign an N for the outcome or outcomes.

Holidays or Other Unapproved Absences

The College strongly discourages holidays or other unapproved absences during school term time.

Unexplained or unapproved absences

The College's Attendance Policy adheres to the Melbourne Archdiocese Catholic Schools (MACS) Attendance Policy. A principal can approve or not approve any absence based on the requirements of the *Education and Training Reform Act 2006* (Vic.), an individual school policy or on a case-by-case basis.

The Act provides some examples of what a reasonable excuse is for the purposes of explaining a school absence and includes, amongst other considerations:

- illnesses and accidents
- unforeseen and unexplained circumstances
- if the absence was a result of complying with another law
- the child is receiving distance education through a registered school
- the child is undertaking approved education, training and/or employment
- the child has been suspended or negotiated transfer/expelled
- the child is attending or observing a religious event or obligation.

A principal will record an absence as unexplained if no explanation about the absence is given to the school by the parent/guardian/carer of the student.

In the event of holidays or other unapproved absences, we cannot ask teachers and staff to modify the learning program; provide content, resources or work in advance or through alternative channels; to live-stream or record lessons; or to reschedule assessments.

Students who are absent for any reason other than a necessary, documented medical event or extreme hardship (as determined by the College) will receive a score of 0 for school-based assessment (or an internal mark of 0 for assessment tasks, as applicable) for any missed assessments. As the teacher's judgement of satisfactory completion for the outcome is determined based a **range** of learning activities and assessment tasks (including school-based assessments), students may be asked to complete the assessment upon their return in order to receive an S result for the task (please refer to **Rescheduling** detailed later in the document).

Any unapproved absence will contribute to the calculation of student absences, thus meaning the student is at risk of falling below the College's required 90% attendance rate. In this instance, there are intervention mechanisms in place to support the learning and wellbeing of the student (parental contact by the class teacher, support of the Head of House, Director of Students and the Head of VCE). Those students who fall significantly below the expected 90% will be put on a Support Plan, and closely monitored by the Director of Students and the Head of VCE.

VCE Approved reasons for absence	VCE Unapproved reasons for absence
Illness (medical certificate required)	Driving lessons
Funeral (documentary evidence)	Personal issues (without further explanation)
Medical/dental appointments (which cannot be arranged out of class time, medical certificate required)	Preparation for assessment tasks (including school-based assessment in preparation for a SAC / SAT) or completion of work due in other studies (see Breach of Rules Policy)
Court appointments or counselling (letter from the court or counsellor required)	Part time work commitments
College/State/National representation in sport (if outside school, letter from coach is required)	Sleeping in or missing the bus/car or bike breakdown
College-approved activities (e.g. excursions and events; participating in Work Experience or Structured Workplace Learning or a School-based Apprenticeship or Traineeship; engaging in educational programs delivered externally (e.g. VET))	Centrelink appointments
Religious observation (key calendar date) or cultural observance	
Approved remote learning (e.g. arrangements approved under Special Provision)	

[Back to contents page](#)

Care in the Use of Technology

Computer or other technology malfunctions are not considered reasonable excuses for the non-submission of student work.

Failing printers, broken laptops, crashing computers, lost work, home network or internet issues, or misplaced USB or external hard drives are not considered reasonable excuses for an extension for submission of set work and/or assessment tasks. All Loyola College students are provided with their own cloud-based storage which should be used for all electronic work.

The VCAA states that a student who uses technology to produce work for assessment is responsible for ensuring that:

- There is an alternative system available for producing assessable work in case of malfunction or unavailability
- Hard copies of the work in progress and backup versions are produced regularly.

The College recommends that students should ensure that each time changes are made to their work in progress, the work is saved onto a back-up file. The back-up file should not be stored with the computer. A USB or cloud storage technology is ideal for this.

All students should keep electronic records of emailed work, including evidence of the time and date the work was sent.

[Back to contents page](#)

Use of Generative Artificial Intelligence

- The rapid emergence of generative artificial intelligence (genAI) presents both challenges and opportunities for schools in administering school-based assessments. While the integration of assistive technologies in teaching and learning can promote student autonomy and engagement, the ubiquitous use of these technologies may pose a challenge for the authentication of some assessment tasks
- Unattributed or disallowed use of genAI in assessment may be a breach of academic integrity. It must be investigated under the school's policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment.
- Students should be provided with appropriate guidance to ensure there is no misunderstanding of the consequences if genAI is used to misrepresent their learning. Teachers should draw on the range of strategies already in place to authenticate learning, building an informed relationship with students as they observe and guide their engagement. These strategies support the importance of tasks that promote transparency in student decision-making, reflection, feedback and collection of evidence of learning.
- The VCAA website has additional resources for teachers, including approaches to authentication in the era of genAI.

[Back to contents page](#)

Ensuring Authentication

The VCAA sets down rules which a student must observe when preparing work for assessment by the College.

They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.

To reduce the possibility of authentication problems arising, the following strategies are useful:

- Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with your work in progress and can regularly monitor and discuss aspects of your work.
 - Ensure that you document the specific stages of the development of your work, starting with an early part of the task such as the topic choice, list of resources and/or preliminary research.
2. A student must acknowledge all resources used, including:
 - Texts, websites and other source material
 - The name/s and status of any person/s or source who provided assistance, and the type of assistance provided.
 3. A student must not receive undue assistance from another person, including their teacher, or source, in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work, including their teacher's work, another source's work, or other resources without acknowledgment
 - Corrections or improvements made or dictated by another person, including their teacher.
4. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
 5. A student must not knowingly assist another student in a breach of rules.
 6. A student must not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment.

[Back to contents page](#)

Student Services

Student Services offers a range of supports to students:

Cognitive and Educational Assessment: Our Learning Diversity Teachers and/or Psychologist have the capacity to perform cognitive or educational assessments of students where appropriate.

Counsellors can also support SEAS applications for Year 12 students who they have provided counselling to during the year. Students need to discuss this with their individual counsellor.

Counselling Support: Student Services has qualified counsellors available to support students at Loyola. Senior students can self-refer to the counsellors at any time by emailing counsellors@loyola.vic.edu.au or by dropping into the Student Services Department. They can ask their Mentor or Head of House to refer them.

Students may seek counselling support for a range of issues from stress and worry about the year, friendship concerns, family issues, mental health concerns or conflict between themselves and another student. Students are treated with dignity and respect during this process and are seen as the experts in their own lives.

Counsellors may work with a student for a short period of time or across several months, depending on the needs of the student. These discussions are confidential unless the counsellor has concerns about the student's safety or that of another student. It is possible that other staff, parents or outside authorities may need to be informed at this time.

Counsellors, with consent from the student, may also provide information to the Head of House, Mentors, Head of VCE, Head of VCE VM and VET, or subject teachers, that allows them to better understand the student's circumstance and/or offer additional support if required. Discussions with parents or caregivers might also occur with the student's knowledge and consent if it is deemed beneficial for the student's academic and emotional wellbeing.

If a student's issues are serious, counsellors may refer them to external private Psychologists, or organisations that offer more intense support. Parents will be informed, and a cost will be incurred if they wish to pursue further help and support.

The counselling team is also involved in the Senior student's Personal Development program and presents to year level groups at different times during the year and/or when required.

Parents can also contact the Head of Student Services to discuss concerns or ask for a counsellor to see their child. Parents may seek advice about supporting their child through the senior years. It can be a stressful time for parents as well as students.

The Student Services area is located in M block and support is available before school, during school hours and after school until 4:30. All services are free. Counsellors try to ensure that student appointments do not occur during classes where tests, exams or assessment tasks (including school-based assessments) are occurring. The times of the appointments are individually negotiated with the counsellor.

[Back to contents page](#)

Changes and Withdrawal from all VCE Studies

Students wishing to change their courses must meet with the Head of VCE and/or the Head of VCE VM and VET, depending on the nature of the move, who will then convene a meeting with the student and their parents or guardians. Prior to this meeting the student will also be required to meet with the Learning Pathways Coordinator to ensure the student has a pathway post Loyola. This meeting may involve the Deputy Principal Teaching and Learning.

A student will not be able to change courses until this occurs.

Changes and withdrawal must be done in accordance with VCAA guidelines and adhere to their published deadlines.

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 explaining the circumstances. The statement must be signed, dated and filed at the College. The College must keep a record, but they are not required to report the loss, theft or damage to the VCAA. The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Lost, stolen or damaged School-assessed Coursework

If a teacher or student has lost a SAC task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the College. The College must keep a record but is not required to report it to the VCAA. The Principal will determine an initial score for the assessment task, acting on advice from the teacher and based on their assessment records.

Dates of SAC and SAT Tasks

At the start of the year, an internal SAC/SAT calendar will be published to all students through the LMS. Subject teachers will also provide these dates to their classes. Teachers set dates that attempt to minimise students in their classes having multiple SACs in one day. With regular use of the LMS, constant monitoring of emails and high-level class attendance, there will be no reason for students to claim that they were unaware of a SAC or SAT due date. Teachers should provide at least 1 week notice to students of upcoming SACs. This includes and applies to all assessment tasks for VCE Units 1 and 2 students and for VCE VM students.

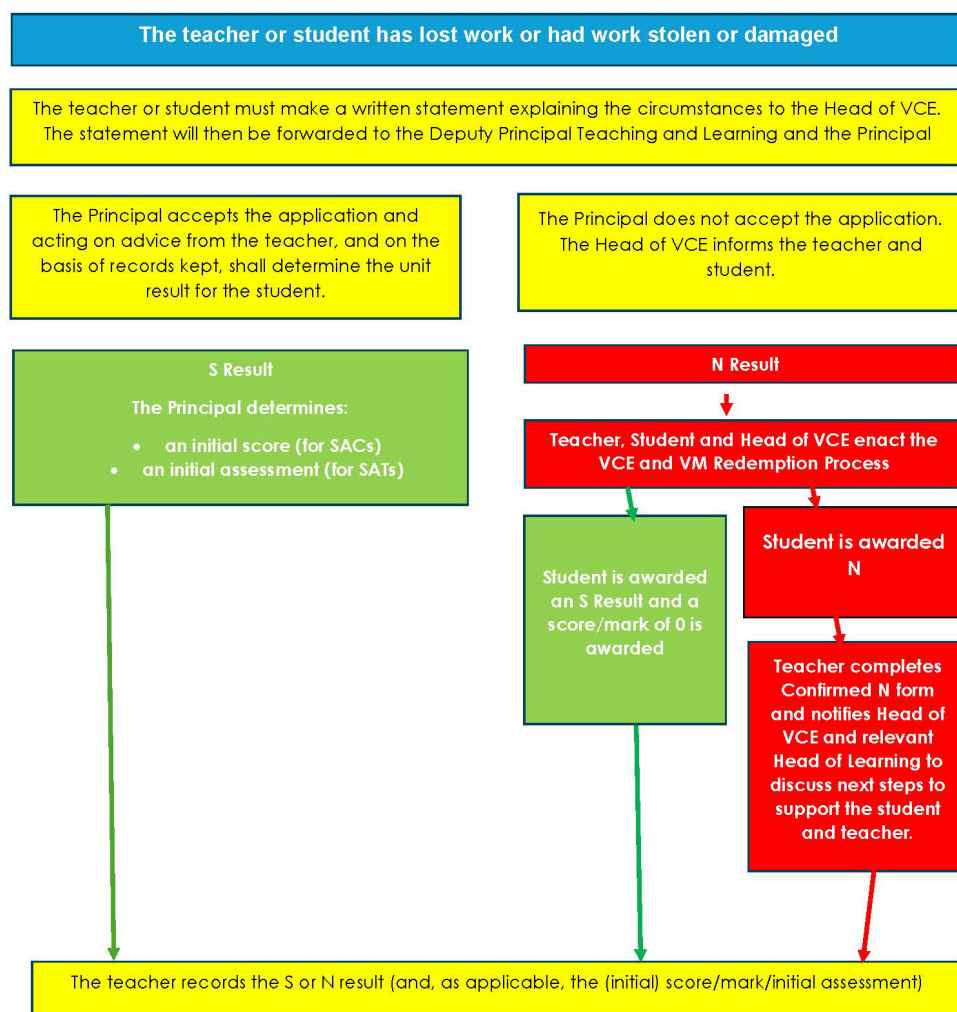
It is worth noting however, there will be times throughout the semester when a number of SACs and assessment tasks fall within the same week or on the same day. For students who keep up to date with their work, SACs and assessment tasks are a natural end to the Area of Study and should not prove stressful nor arduous. With constant preparation and a high level of organisation, students should be able to cope with these busy assessment periods.

[Back to contents page](#)

Lost, stolen or damaged School-assessed Tasks

If a teacher or student has lost a SAT, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed, dated and filed at the College. The College must complete the **Report on lost, stolen or damaged school-assessed tasks and externally assessed tasks** form, enter an estimated score on VASS and email the form to the VCAA [School-based Assessment Audit team](#). The Principal, acting on advice from the teacher and on the basis of records kept on the **Authentication record** forms, will determine an initial assessment.

VCE Lost, Stolen or Damaged Work



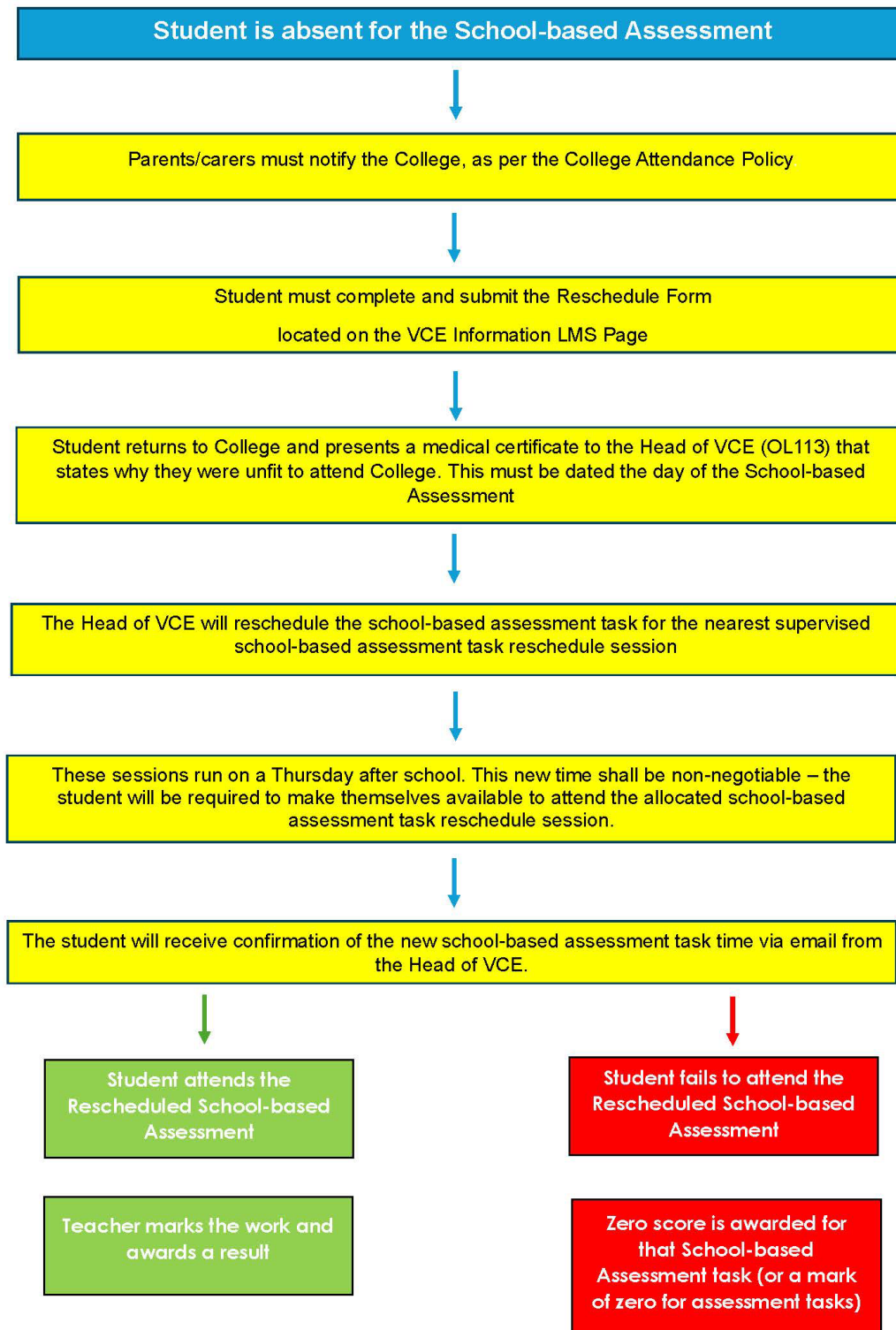
Absence from School-based Assessments

Only under **extreme circumstances** should a student not be present in class on the day of a school-based assessment. This includes preceding lessons on the day of the school-based assessment. An unexplained absence constitutes a serious breach of the College's Attendance Policy. A student may be awarded a 'Not Satisfactory' completion for a task or unit if the absence has prevented the student in meeting an outcome.

Reschedule Process

- If a student is unable to attend a school-based assessment task due to illness, parents/carers must notify the College, as per the College Attendance Policy.
- The student must complete and submit the Reschedule Form that is located on the VCE Information LMS page.
- On the day of the return to school, the student presents a medical certificate to the Head of VCE that states they were unfit to attend College, dated the day of the school-based assessment. The Head of VCE's office is location is OL113.
- The Head of VCE will reschedule the school-based assessment task for the nearest supervised school-based assessment task reschedule session. These sessions run on a Thursday after school. This new time shall be non-negotiable – the student will have to make themselves available to attend the allocated school-based assessment task reschedule session.
- The student will receive confirmation of the new school-based assessment task time via email from the Head of VCE.
- Failure to attend a catch-up school-based assessment task session without authorisation by the Head of VCE will result in a zero score for that school-based assessment task (or a zero mark for assessment tasks, reported internally).

Reschedule of School-based Assessment



Extensions for School-Assessed Coursework (SACs):

The Head of VCE reserves the right to refuse a SAC extension if:

- There is no medical documentation to support the student's absence. Medical documentation will only be accepted from a General Practitioner, Specialist, Pharmacist or Dentist who has consulted the student about their illness.
- The application is not made in a timely manner – i.e.: not on the day of the student's return to school. If a SAC extension is refused, then the student should still sit the SAC for Satisfactory (S), but a zero score will be assigned.

The student has a right to appeal any decision made and should do so through the Deputy Principal Teaching and Learning.

If the work is a submission piece, the work must be submitted on the day of return, regardless of the student's timetable. Approval for the late submission should be sought via the process outlined above.

Requesting an alternative submission date before the due date for any type of graded school assessment

Extensions of time to complete SACs are only possible under extreme circumstances and within strict limits. Any student suffering extreme difficulty in completing SACs or SATs by the due date should see their Subject Teacher and the Head of VCE to have the matter considered. Requests for extensions should be made prior to the due date of the assessment via the Extension Request Form located on the LMS.

The above process also applies to assessment tasks for **VCE Units 1 and 2 studies**.

Extension for School-Assessed Tasks (SATs)

School-assessed Tasks will, under normal circumstances, not be extended. Even if absent, the student is expected to make every effort to submit the folio and all other required work at the time in which it is due. If a student experiences prolonged illness, has informed the Head of VCE and their subject teacher and submits medical documentation to support this absence, the extension of a couple of days will be considered.

Extensions will only be considered to SATs if the student has remained up to date with their work in class and this work is seen at frequent intervals by the subject teacher. Requests for extensions should be made via the Extension Request Form located on the LMS.

Extension for School-based Assessment Tasks – VCE VM Students

Assessment tasks will, under normal circumstances, not be extended. Even if absent, the student is expected to make every effort to submit the required work at the time in which it is due. If a student experiences prolonged illness, has informed the Head of VCE VM and VET and their subject teacher and submits medical documentation to support this absence, the extension of a couple of days will be considered.

Extensions will only be considered if the student has remained up to date with their work in class and this work is seen at frequent intervals by the subject teacher. Requests for extensions should be made via the Extension Request Form located on the LMS.

The College may permit an extension of time as outlined above, but not into the next academic year.

Extensions for tasks related to units of competency (UoCs) contributing to scored VCE VET sequences cannot be permitted beyond the final date for results submission. Unit completion is essential for finalising study scores, which must be calculated at the same time for all VCE studies.

[Back to contents page](#)

Feedback to Students

Only when all students have completed the task, will formative feedback be provided. This feedback should occur within two weeks of the task being completed. All results will be made available electronically, via the LMS.

Appropriate feedback includes:

- Advice on where and how improvements can be made for further learning
- Reporting S or N decisions and/or written comments on students' performance.

Feedback is provided to students at observation points throughout a SAT. These comments are noted on the School-assessed Task Authentication Record Form. In addition, after the SAT has been submitted and marked, teachers provide feedback to students on their level of achievement. This is also documented on the School-assessed Task Authentication Record form. The earliest date SATs may be returned to students is published annually in the VCAA's Important Administrative Dates.

Students should also be provided with their initial school-based assessment score for individual SACs. When initial SAC scores are provided, teachers must advise students that their scores may change following statistical moderation

While the College may allow students to provide additional evidence to demonstrate satisfactory completion of a unit, it does not permit the submission of further tasks to reconsider school-based assessment scores already awarded.

[Back to contents page](#)

Resubmission of Work and Redeeming Unsatisfactory Results

If, in the judgment of the subject teacher, the assessment submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The College may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. A Provisional N may be granted, and this will be followed up with the subject teacher and appropriate Head of Learning.

Submitting further evidence to redeem an N result

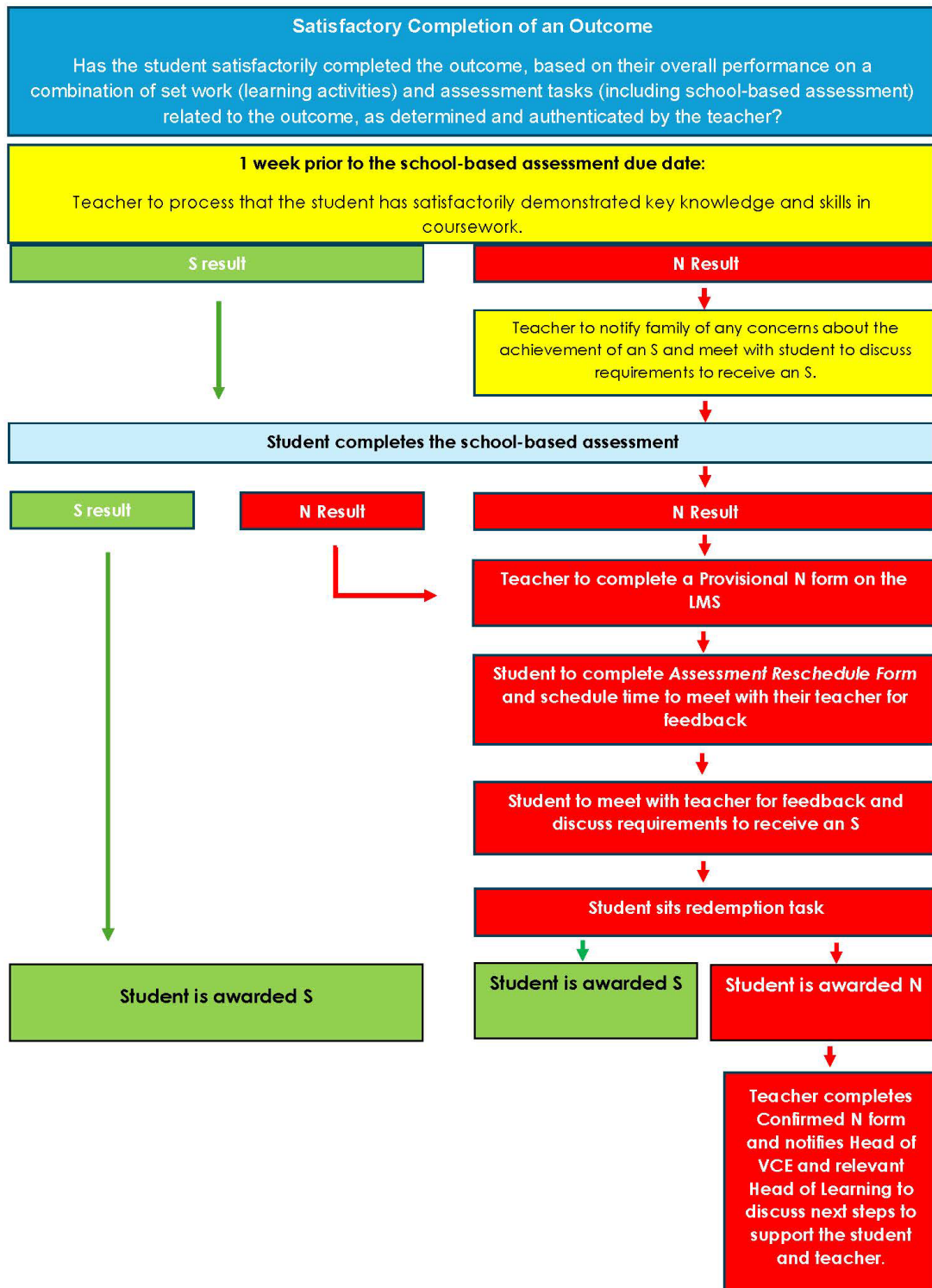
If, in the judgment of the teacher, neither the school-based assessment task nor the previously submitted classwork by the student meets the requirements set out in Satisfactory Completion, a teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit.

A student may only submit further evidence, or resubmit a school-based assessment for reconsideration, to redeem an S for the outcome, but not to improve a school-based assessment score (or internal mark). In VCE Units 3–4 (excluding VCE VM studies), the original score will remain the same, but the N shall be replaced by an S for the outcome if redeemed. Marks assigned for VCE Units 1–2 (and for VCE VM studies) are for internal reporting purposes only, and these are not reported to the VCAA. Students may not resubmit for the reconsideration of the scores for school-based assessment awarded by the College, or internal marks awarded for assessment tasks by the College.

Normally, students complete work for a unit during the semester in which the unit is undertaken. Students may be permitted to submit further work or resubmit a school-based assessment by a due date negotiated with the subject teacher, up until the end of the semester. At times a student's circumstances warrant extending the timeline beyond the end of the semester (but not into the next academic year). However, the timeline for the redemption process and allowing time for marking, must fall within VCAA deadlines for the entry of data into VASS. The decision to allow a student to resubmit work is a serious one. It is not a right of the student's and occurs only in exceptional circumstances, subject to consideration by the Deputy Principal Teaching and Learning and the Head of VCE in consultation with the Heads of Learning (including the Head of VCE VM and VET). The College may decide to delay the decision about satisfactory completion to allow for a student to complete or resubmit work.

[Back to contents page](#)

VCE Assessment & Redemption Processes



Breach of VCE Rules

Investigation

The subject teacher will report any alleged breach of VCE rules to the relevant Head of Learning via email, who in turn will inform the Head of VCE.

Following this report, the relevant Head of Learning will investigate the allegations, with detailed records kept. The student(s) concerned will be advised that an investigation is to take place. Examples of breaches that may be investigated are:

- The possession of a mobile phone or other electronic digital device during a school-based assessment, even if turned off
- Work that is not typical of other work produced by the student
- Work that is inconsistent with the teacher's knowledge of the student's ability
- Work that contains unacknowledged material
- Work which has not been sighted and monitored by the teacher during its development. In this instance, the work may not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred, the original version of the work is to be retained by the College. The student should be given a copy of the work
- Use of AI, tutors or other resources that contradicts College standards around plagiarism and academic authenticity, as defined by the College
- Sharing of the contents of a SAC with students who have not yet completed the school-based assessment whether verbally, in writing or electronically
- Cheating on a school-based assessment or enabling others to cheat.

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. To obtain the necessary evidence, students may be required to:

- Provide evidence of the development of the work
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- Provide samples of other work
- Complete, under supervision, a supplementary assessment task related to the original task
- Attend an interview or complete a test to demonstrate understanding of the work.

Student interviews

If the investigation conducted by the Head of Learning suggests there is any substance to any part of the allegation, the Head of Learning will inform the Head of VCE.

The Head of Learning will inform the student in writing of the nature of the allegation and invited to attend an interview to respond (students may bring a support person with them). The support person is there to provide moral support, rather than to represent the student or to speak on their behalf. If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The interview must be conducted using the following guidelines:

- The Head of Learning should give the student at least 24 hours' notice (in writing) of the interview.
- The interview panel must consist of the Head of Learning and the Head of VCE. An additional College staff member may be invited if needed.
- All members of the panel must understand the purpose of the interview and, if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions.
- The length of the interview will depend on the individual case. In general, it is expected that most interviews will be completed within fifteen (15) minutes.

Outcomes of the interview

The panel will recommend to the Deputy Principal Teaching and Learning what penalty, if any, should be imposed on the student. Should the College be satisfied, based on evidence, that there has been a breach of rules, then the Deputy Principal Teaching and Learning has the power to determine what action should be taken. This will be communicated in writing to the student within 24 hours of the interview.

Possible penalties include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome.

Student Appeals Against School Decisions for School-Based Assessment

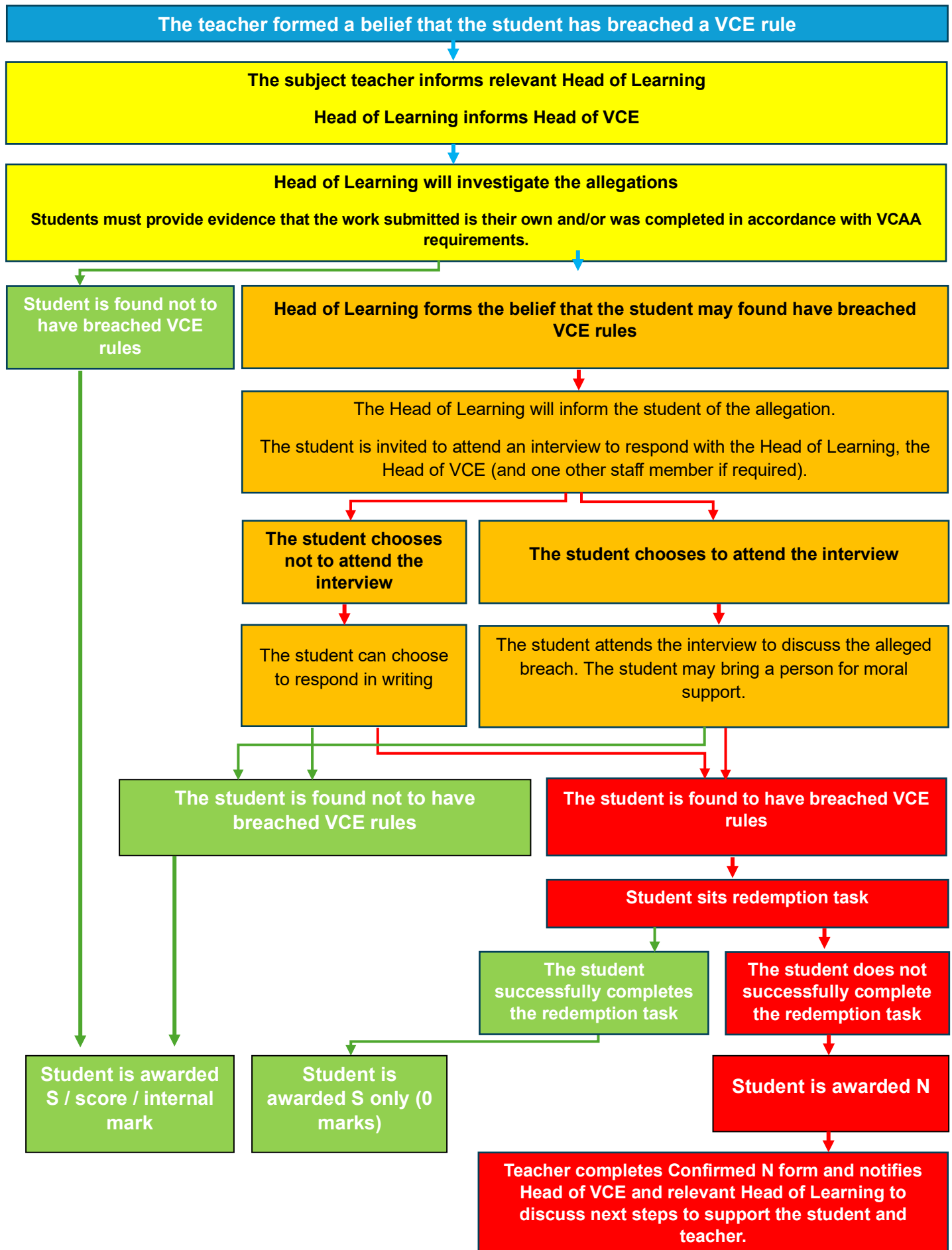
The College is responsible for ensuring that students abide by the VCAA rules for school-based assessment and can investigate any alleged breach of these rules, applying appropriate penalties where necessary.

A student may appeal to the VCAA against a decision by the College, and any penalty imposed by the College, in respect of a contravention of the assessment rules of the VCAA relating to school-based assessments.

An appeal against a College decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision from the College. On receipt of a notice of appeal from a student, the Chief Executive Officer of the VCAA will nominate an officer of the VCAA to interview the parties to the appeal and attempt to resolve the matter. The Head of VCE will provide further details to the student if they wish to proceed.

[Back to contents page](#)

Breach of VCE Rules



Special Provision in the VCE

Special Provision is available to all VCE students for classroom learning and school-based assessment and VCE external assessments.

The underlying principle of the VCAA Special Provision Policy is to make sure students are offered the most appropriate, fair and reasonable options to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other personal circumstances.

At the same time, students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Students are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing school-based assessments and VCE external assessments if relevant.

Examples of Special Provisions might include additional working time, a separate workspace or a scribe.

There are different types of Special Provision arrangements:

- Special Provision for classroom learning and for school-based assessment
- Special Provision for VCE external assessments (Special Examination Arrangements)
- Derived Examination Scores.

Special Provisions for classroom learning and school-based assessment

Eligibility: Students are eligible for Special Provision for classroom-learning and school-based assessment if their ability to engage and/or demonstrate achievement is adversely affected by:

- Illness – acute or chronic (physical or psychological)
- An impairment or disability, including learning disorders
- Factors relating to personal circumstance.

For classroom learning and school-based assessment, the College is responsible for determining eligibility and the nature of the provisions granted. However, the VCAA requires that there be documented records of all decisions made for each student. The Special Provisions granted by the College for classroom learning and school-based assessments must also be in-line with what the College expects the VCAA would apply for Special Examination Arrangements. For example, if the VCAA is likely to give a student 10 minutes of extra working time in their VCAA examination, the College will do the same in school-based assessments.

Applying for Special Provision – *Classroom learning and school-based assessments and VCAA Special Examination Arrangements*

Classroom learning and school-based assessments: The College has a process in place which supports the VCAA's Special Provision Policy. As part of the College's procedures, there is an application process.

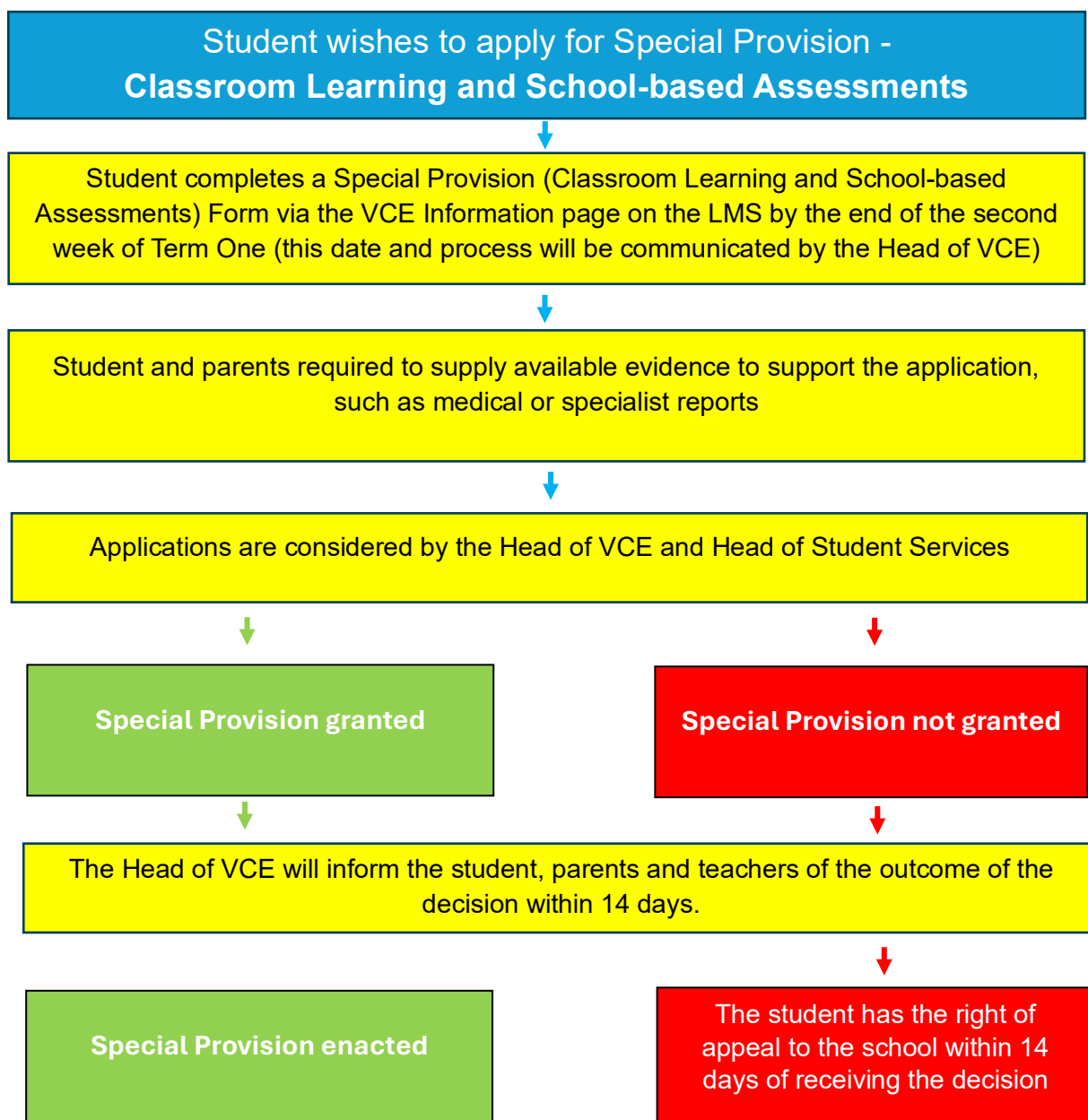
Students complete a Special Provision (Classroom Learning and School-based Assessments) Form located on the LMS.

Applications will require the student and parents to supply available evidence to support their application, such as medical or specialist reports. Applications are considered by the Head of VCE and Head of Student Services who meet every two weeks. Applications will consider the evidence the student and parents has supplied, along with existing documented learning and wellbeing supports that the student has received previously, consistent with VCAA advice.

Applications are due by the end of the second week of Term One; the date and process will be communicated to students. However, late applications can be considered as students' individual circumstances can vary. Late applications are still subject to VCAA guidelines as to late submissions.

The outcome of the decision is communicated with the student, parents and teachers within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision. Special provisions are not granted automatically. They are considered in terms of equity, and their alignment with the VCAA's Special Provision Policy.

Ongoing support and monitoring for the student is provided by Student Services, in consultation with the Head of VCE. Students will be required to make an additional application for Special Examination Arrangements for VCE External Assessments if they are undertaking such assessments.



For **VCE external assessments**, the **VCAA** is responsible for provisions and will aim to approve provisions consistent with those already implemented by the school for classroom learning and school-based assessments. VCE external assessments include all VCE examinations, the Extended Investigation Critical Thinking Test and oral presentation, and the General Achievement Test (GAT). Provisions can be:

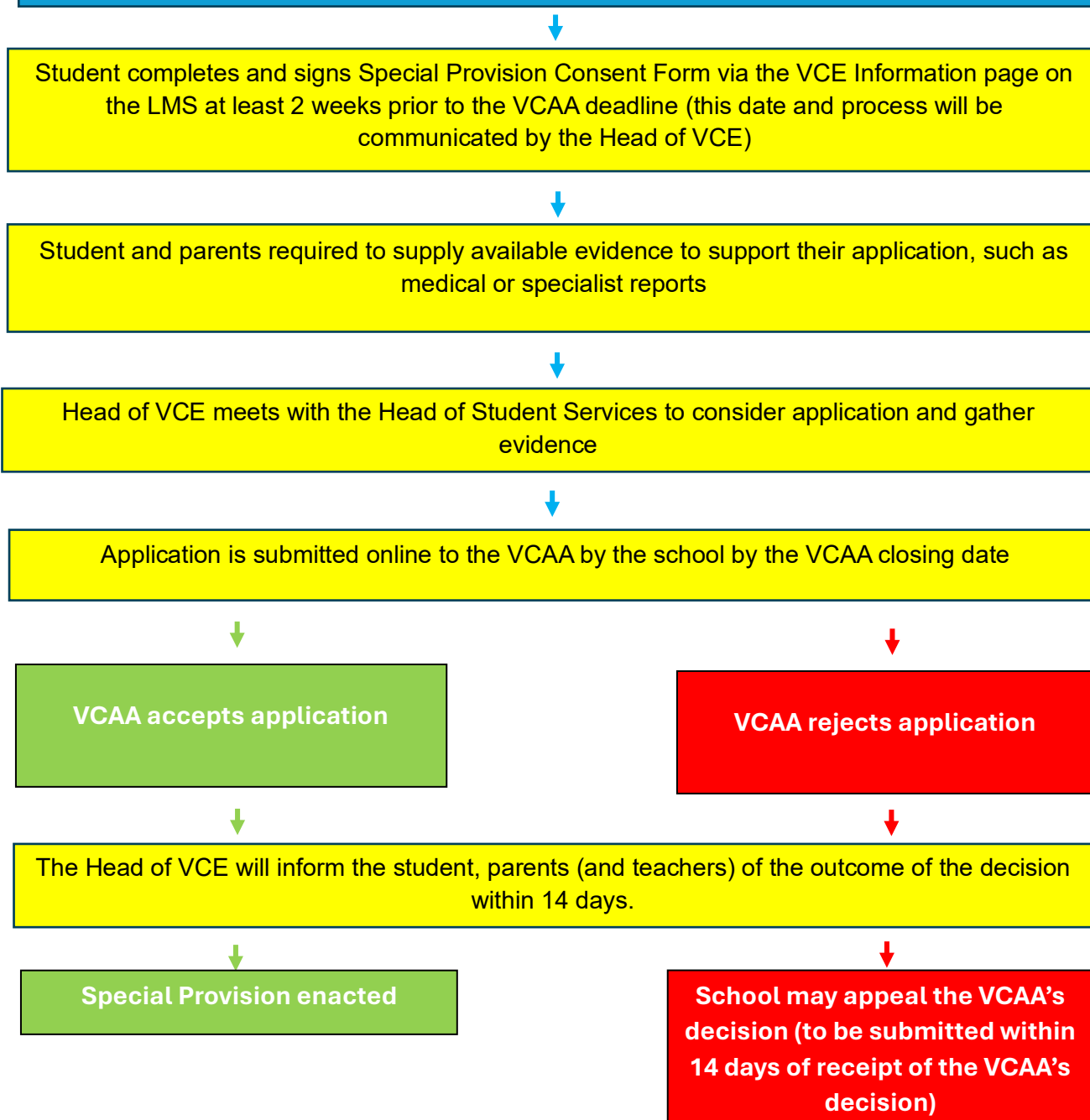
- Special Examination Arrangements, and/or
- A Derived Examination Score.

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access a VCE external assessment is impaired due to one or more of the following:

- Mental health conditions
- Health impairment or physical disability
- Specific learning disorders
- Language disorder
- Motor disorders
- Deaf and hard of hearing
- Vision impairment.

The Head of VCE, in conjunction with the Head of Student Services when applicable, will work with the student, family and medical specialist to make the online application to the VCAA for Special Provisions, with the required supporting evidence. The VCAA makes the final decision on the Special Provision outcome.

Student wishes to apply for Special Provision – **External Assessments**



It is extremely important that any student (VCE and VCE VM) who may wish to apply for any Special Provision type consideration notifies the Head of VCE as soon as possible. Applications for Special Provision for external assessments are due two weeks prior to the VCAA deadline; the date and the process will be communicated to students. However, late applications can be considered as student's individual circumstances can vary. Late applications are still subject to VCAA guidelines as to late submissions. This application process is lengthy as documented evidence from the College and medical specialists is required.

Note: It is possible to apply for Emergency Special Examination Arrangements in extreme cases. Any student who cannot sit an examination for any reason must notify the Head of VCE without delay, on the day of the exam or days prior for unforeseeable challenges that have arisen.

Derived Examination Scores (DES)

In the event of serious illness or serious intervening event at the time of a VCE external assessment, so that their result is unlikely to be a fair or accurate indication of their learning or achievement in the study, students may apply for a Derived Examination Score (DES).

Students need to contact Head of VCE immediately if they intend to apply for a Derived Examination Score, as it can be a lengthy process.

Students who experience the onset of an illness or the occurrence of an injury or personal trauma before or during an assessment period should discuss, with the Head of VCE, a school application for *Emergency Special Examination Arrangements*, which may help them sit their VCE external assessments.

If possible, it is always advisable that a student attends the exam, even if unwell, and then a DES application can still be made. There is a risk that if a student does not attend the exam and cannot provide sufficient evidentiary documentation to explain their absence, their application may be refused, therefore impacting on their study score in the affected subject.

It is acknowledged however, that there are times a student may be too ill to attend exams, and the College will support within reason, a DES application.

DES applications need to be supported by timely medical documentation and must be received by the VCAA within seven days of the student's last exam within the specific examination period (i.e. the performance exam period or the written exam period – whichever is relevant).

The responsibility of submitting a DES application is that of the student and the College will guide the student through the process.

Eligibility for a DES

Students are eligible for a DES if they meet all the following criteria:

- They have completed the course of study leading to the external assessment and have a result for at least one other graded assessment in the same study.
- They experience the onset or an exacerbation of an illness or the occurrence of an injury, personal trauma or serious intervening event in the period before or during a VCE external assessment, that has either prevented them from attending the external assessment or significantly affected their performance during the external assessment.
- They provide evidence that demonstrates the illness, injury, personal trauma or serious intervening event has affected their performance in the external assessment or has prevented them from attending the external assessment.

A 'personal trauma' may include, but is not limited to, the death or serious illness of a family member, an accident involving a family member, or family break up.

A 'serious intervening event' may include, but is not limited to, an accident on the way to or at an examination, attendance at a funeral of a family member or other person of close relationship, or the required attendance at a court proceeding.

Students cannot submit an application on the basis of:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- long-term or chronic condition or illness
- matters that could have been avoided by the student, for example misreading the examination timetable or instructions, or matters related to school discipline
- matters of the student's own choosing, such as involvement in social events, sporting or training activities, school events or volunteer work.

[Back to contents page](#)

VTAC Special Entry Access Schemes (SEAS) Applications

When applying for courses through VTAC towards the end of Year 12, students can apply for the Special Entry Access Scheme (SEAS) if you have circumstances that have had an ongoing impact on the student's studies.

Each institution manages SEAS differently and it is the responsibility of the student to ensure that they complete all the relevant sections on the VTAC website when applying for Special Consideration. Assistance can always be sought from the Learning Pathways Coordinator, the Head of VCE, the Head of VCE VM and VET, and the College counsellors.

To aid the student's application, it is important that you maintain documentation of events that have impacted you. This could take the form of medical documentation, police records, a brief diary outlining events as they occur, among other forms. If you are currently in Year 11, it is important that you keep an accurate record of that impact so that you can apply for Special Consideration the following year.

Students may be eligible for SEAS if their ability to demonstrate achievement over a period of time is adversely affected by:

- Chronic illness
- Impairment – long term
- Personal circumstances
- Financial circumstances.

In addition to this, Loyola College works in partnership with students to apply for several early access schemes through the universities, including: La Trobe Aspire, RMIT Early Offer Program, ACU Guarantee, Swinburne Early Entry Program, The University of Melbourne's Access Melbourne, and others. These early access schemes allow students the opportunity to be offered a conditional offer early. All information can be sourced from the Learning Pathways LMS page.

All VCE students are eligible to apply - this is done through the Learning Pathways Coordinator.

Further information can be found at: <https://www.vtac.edu.au/access/seas.html>

[Back to contents page](#)

Learning Pathways

We strongly encourage all students to seek advice with one of College's Learning Pathways Team throughout their senior years of schooling. The Learning Pathways Faculty provides advice about a range of opportunities and includes compulsory interviews for all Year 10 and Year 12 students to ascertain important information relating to the VCE, VCE VM, future pathway options and future job opportunities. Year 11 students who seek assistance can also have access to an interview. Further information can be obtained by contacting the Learning Pathways Coordinator.

[Back to contents page](#)

ACS Sport Expectations

All Loyola College students are expected to be involved in the sport program. Sport runs on Wednesday afternoons for Senior students. Students selected in ACS teams are required to represent the College in Home and Away fixtures as per their enrolment agreement with the College.

ACS Sport participation in weekly competition is compulsory for all Years 10 and 11 students. (Exemptions are currently only granted to VCE VM students who are off campus on Wednesday afternoons). Year 12 students provide leadership in our ACS sport teams and their involvement is strongly encouraged as a means of meeting their co-curriculum obligations and developing their leadership skills through the Principal's Representative program.

Participation in the 3 major ACS Carnivals – Swimming, Athletics and Cross Country for students selected is a compulsory expectation for all students, including all Year 12s and VCE VM students.

[Back to contents page](#)

Co-Curriculum Expectations

Participation in Co-Curriculum Activities at Loyola is an important part of College life for all our students. Participation in Co-Curriculum needs to be carefully balanced with academic pursuits.

Loyola College recognises and rewards Co-curricular participation via a points system.

This participation takes two forms: College Representation describes all activities where a student represents the College externally. College involvement describes activities that are conducted within the College environment. Points are accrued for both types of involvement.

All students are required to accumulate 50 points over two years (Years 7-8, Years 9-10, Years 11-12) in 'College Representation' and/or 'College Involvement'.

VCE VM students must accumulate 30 points over two years during Years 11 and 12.

All individual student College Representation points contribute to House Shield.

The points allocation per activity may be found in the Co-Curriculum Student Handbook. Points are awarded when students have fulfilled the 90% attendance requirement.

[Back to contents page](#)

Family Support

- Provide a quiet and calm area to allow for uninterrupted and effective study
- Try and ensure some family time – this could be as simple as a common dinner time all together
- Take a whole-family approach to supporting the student
- Encourage the student to believe in themselves and keep their goals in perspective
- Help them put the year in perspective
- Support them to pursue their interests in and out of school
- Ensure the student is getting enough sleep each night and not staying up late studying
- Keep an eye on their emotional and mental health; look for changes in sleeping or eating
- Be there to discuss topics, verbalising the concepts can help clarify student understanding
- Have open dialogue with the school and Head of House where there are issues of concern
- Encourage students to continue to engage in their hobbies and physical activity throughout their studies as a break.

[Back to contents page](#)

Acknowledgements and Caveats

The material contained in this Student and Parent Handbook describes Loyola College's internal policies for administering the VCE as mandated by the VCAA and information provided by the VCAA through the VCE Administrative Handbook 2024.

Whilst every effort has been made to ensure the accuracy of the information presented, students and their parents should be aware that the College Policies change in response to student needs, the VCAA issues periodic information through a variety of sources and errors inevitably occur.

[Back to contents page](#)



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