

Pastoral & Academic Information

2026



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Key Information Pastoral

Chain of Contact

Wellbeing Concerns

Please start with your child's Homeroom Teacher.

Subject Concerns – Please contact in this order:

1. Subject Teacher
2. Learning Area Leader
3. Homeroom Teacher
4. House Coordinator
5. Assistant Head of Campus (Learning or Wellbeing)
6. Director of Campus
7. Vice Principal – Students (Wellbeing concerns) or Vice Principal – Learning & Teaching (Subject concerns)
8. Principal

Attendance & Absences

- School Day: 8:45am – end of day
- **Report Absences** via PAM or email before 10:30am:
 - Mornington: absentee@padua.vic.edu.au
 - Rosebud: rabsentee@padua.vic.edu.au
 - Tyabb: tabsentee@padua.vic.edu.au
- **Late Arrivals:** Sign in at Admin with a note or call from a parent.

Booklists & Secondhand Books

- Access booklists here: [Booklists](#)
- Secondhand books available via <https://www.sustainableschoolshop.com.au/>

Camps & Excursions

- An essential and expected part of the learning program.
- Provides hands-on experiences that build independence, strengthen relationships, and enhance personal and social development beyond the classroom.

Canteen

- Open daily unless advised prior.
- Lunch orders via **Flexischools**. Order by 9:00am.
- Setup instructions on the Padua website
<https://www.padua.vic.edu.au/padua-community/canteen>

Collecting Students During School

- Send a **note or email in advance** if collecting early.
- Students **must sign out at Reception** and be seen by office staff.
- Unplanned pickups may result in delays (except in emergencies).

College Communications

- **Paduan Newsletter:** Twice per term available on College website
<https://www.padua.vic.edu.au/padua-community/paduan-school-newsletter>
- Includes College news, student contributions, event highlights
- Submissions: p-paduan@padua.vic.edu.au
- **Social Media:** Follow us on Facebook & Instagram

Digital Technology & Acceptable Use

Students must sign an **Acceptable Use Agreement**.

Key conditions:

- Respectful, lawful use.
- No VPNs or hotspot usage.
- Regular updates and charging.
- No Smart Glasses unless instructed.

Breaches may lead to confiscation or restricted access.

Homework

- Curriculum-based with clear deadlines.
- Striving for Excellence: The Power of Homework and Study
<https://www.padua.vic.edu.au/news/edition-2-2025-learning-teaching>
- Parental support in creating a study environment is vital.

Instrumental Music Program

The Padua College Music Program offers students a dynamic and inclusive space to explore and excel in music. Through private tuition in a wide range of instruments—including woodwind, brass, strings, percussion, guitar, keyboard, and voice—students build technical skills and musical appreciation. The program also features ensembles and bands, encouraging teamwork and confidence through regular rehearsals and performances.

Students have opportunities for both solo and group performances, helping develop stage presence. The co-curricular program supports classroom learning and prepares students for VCE Music. In Years 7 and 8, students can join the Concert Band and String Ensemble to begin ensemble playing. Padua College fosters a lifelong love of music, supporting each student’s artistic and personal growth.

Insurance

The College has student accident insurance which partially covers some specific injuries to students at College or when participating in College activities such as camps, excursions, etc. The policy does not cover any fees where a Medicare rebate is applicable.

Enquiries should be directed to the OHS Coordinator – ohs@padua.vic.edu.au or Phone 03 5976 0100

Learning Diversity

Padua College values diversity and strives to provide an inclusive education that ensures every student’s successful participation and achievement, regardless of differences. This approach is guided by the Disability Standards for Education (2005), which ensures students, including those with disabilities, are treated with dignity and benefit from an educationally supportive environment.

Each campus has a Learning Diversity Coordinator (LEC) who manages individual student needs, supported by a team of Learning Support Officers (LSOs). LSOs assist students, particularly those with identified learning needs, through regular check-ins, clarifying instructions, answering questions, and supporting health and wellbeing.

Learning Diversity works closely with families to ensure smooth transitions into secondary school. Parents are encouraged to provide specialist documentation to help staff make appropriate adjustments for their child. For inquiries, please contact the Director of Learning Diversity Katrina Tewman ktewman@padua.vic.edu.au or the LEC on your child’s campus.

Library Services

- Includes VR, board games, 3D printing, books, audiobooks, clubs
- **Opening Hours:**
 - **Mornington:** Mon–Thurs 8:00–5:30 | Fri 8:00–4:00
 - **Rosebud & Tyabb:** Mon–Thurs 8:00–4:30 | Fri 8:00–4:00
- Printing Credit: \$25 per semester

Lockers

Each student will be provided with a locker, housed within a secure location, in which to store their belongings, including books, bags and blazers. A combination lock will be provided to each student at the beginning of the year. It is most important that the lock be used properly and the combination kept confidential. If a student loses or damages the combination lock, a new Padua College approved lock will need to be purchased at a cost of \$12. No padlocks with keys are permitted.

Lost Property

All possessions should be clearly marked with the student's full name. Students are encouraged to care for their own and others' property and to hand found items to the Lost Property Office at Student Reception. If a student loses something, they should report it to their Homeroom Teacher and check the Lost Property Office.

Parent Access Module (PAM)

Parents are encouraged to make use of Parent Access Module (PAM) which can be found under Parent Login at the top right corner of the Padua College Website <https://www.padua.vic.edu.au/>
Notified absences by parents can be submitted via PAM prior to 10:30 am on the day or future dates. <https://tsal.padua.vic.edu.au/using-pam/submitting-parent-notified-absence>

Parents of Padua (POP) in Partnership

Parent involvement plays a key role in supporting a child's education, leading to better academic performance, attendance, behaviour, and social skills. It also brings long-term benefits (Australian Government, Department of Education).

At Padua College, we encourage parent engagement through the Padua Parent Group. Parents can participate in activities like Parent Forums, guest speaker events, and supporting families in need. We also seek parent involvement in campus-specific events, so watch for upcoming opportunities.

We welcome your participation and hope to see you at our meetings and events throughout the year. Should you have any queries, please do not hesitate to contact Matthew Williams (Vice-Principal - Mission, Identity & Community) at mwilliams@padua.vic.edu.au or phone 03 5976 0100.

Parent Resources

Please visit the College Website <https://www.padua.vic.edu.au/>

- Uniform
- Transport
- Term Dates
- Support Programs
- Policies and Resources

Pastoral Care (eXcel)

The eXcel program (Enable, Connect, Engage and Learn) allows students and teachers in each House and Homeroom the opportunity to establish secure relationships and a friendly working atmosphere for all students. eXcel incorporates the elements of Positive Education, Respectful Relationships, Cyber-Safety and House Activities to enhance wellbeing, resilience and dignity in each individual and to form a group identity within each house and homeroom. It promotes equality, allows freedom of communication and encourages a cooperative and respectful attitude within the College community. Our eXcel program has been designed to facilitate a whole College approach to building resilience and a sense of wellbeing for our students.

Pedestrians

Students who walk to and from college must enter and depart through the pedestrian gates and not the vehicular gates.

Privacy

The College collects personal and sensitive information about students, parents/guardians, and family members to meet legal obligations, including duty of care and requirements from MACS. This information may be collected in writing, through technology, or during conversations.

Certain laws, such as education, public health, child protection, and immigration laws, require specific information to be collected and disclosed. Health information, including disabilities under the Disability Discrimination Act 1992, is considered sensitive under privacy laws. If personal information is not provided, it may impact the College's ability to enrol a student, offer services, or respond to inquiries.

The College's collection, use, disclosure, and storage of personal information are outlined in the College's Standard Collection Statement and Privacy Policy, available on the website. Students will be photographed for the Yearbook and internal systems. Photos and videos may also be taken during College activities for promotional purposes, publications, or social media, including by associated organizations like MACS, CECV, and SIS.

Photos and recordings that are selected for publication are chosen with care, respecting the dignity of each student. But if a parent/guardian/carer or student wishes to opt out of such use, the College can be contacted at marketing@padua.vic.edu.au.

Religious Education

Spirituality at Padua College is nurtured through daily prayer, liturgical celebrations, College Masses, and opportunities to receive the sacraments. The Year 7–9 Religious Education program builds students' understanding of faith, identity, and community through topics such as the College's history, Lent and Easter, creation stories, relationships, Jesus' ministry, prophets, and the Australian Church. The program encourages students to live with compassion, purpose, and a strong sense of belonging.

Reports

Padua College provides ongoing feedback to students and parents online through SIMON (for students) and PAM (for parents). A summary report is available at the end of each semester on PAM. Progress reports are posted on PAM before the Progress Interviews held at the end of Terms 1 and 3. Parents can also arrange additional interviews or phone calls with staff by contacting the College Office.

Sick Bay / Medication

Sick Bay facilities are available with a qualified First Aider on duty. Parents should keep unwell students at home. If a student becomes ill at school, they will be taken to Sick Bay for care. Parents will be contacted if further attention is needed, and students must not use their phones to contact parents directly. On excursions or camps, parents will be informed immediately if a student is injured or ill.

Padua College is part of the Southern Independent Colleges (SIS) Sports Association, offering a variety of individual and team sports, with Year 7 students encouraged to participate. Students can also compete in non-SIS events like the State Netball Championships and the Herald Sun Cup and try out for College Sports Victoria teams.

For House Sports, students are grouped into four houses and can compete in major sporting carnivals like Swimming, Athletics, and Cross Country, with top performers invited to represent the College in SIS competitions.

The College offers specialized sports camps for swimming (Term 1) and cross-country (Term 2), open to Year 7–12 students, with selection based on performance at House carnivals.

Student Counselling

Student counselling at Padua College is available to assist students to develop appropriate skills and attitudes to manage the challenges of education they might experience. Counselling is provided within the whole College pastoral context which involves staff and parents as required.

Students access Counselling Services for many reasons such as :

- Prolonged sense of sadness and/or overwhelming feelings of worry;
- College work may be overwhelming, or feeling under strain;
- Relationships with family or friends are not going well;
- Having lost something or someone important;
- Life looks OK on the outside; it feels like something's missing or not quite right on the inside.

Counselling is provided within the College pastoral context, which involves staff and parents as required.

Counselling services are provided at each campus and students are encouraged to contact their Homeroom Teacher or House Coordinator who can refer them to the team for support.

Students riding Bicycles

Bicycles may be ridden to and from College but students must walk their bikes from the gates to the bike shed. Helmets are always compulsory whilst riders are mounted. Students may wear sports shoes whilst riding to and from College for safety purposes but must change into College shoes upon arriving at College. Students are not required to wear their blazers when riding to College. Although all reasonable precautions are taken, the College can bear no responsibility for bikes, and students are advised to lock their bike.

Student Pick up, Drop Off & Car Parking

Mornington Campus:

- Visitor parking available via Gate 2.
- Strict traffic protocols in place for safety. Speed limit: 10 km/h, give way to buses.
- Gate 2: Drop-off and pick-up prohibited before 9:00 a.m. and between 3:00 p.m. - 3:45 p.m.
- Gate 4: Early pick-ups may cause delays, queues start at 2:45 p.m. No early exits through vehicular gates.
- Drop-off and pick-up: Before 9:00 a.m., use Gate 4 (exit through Gate 3). After 3:00 p.m., pick-up via Gate 4 only.
- Traffic flow: Traffic controllers direct vehicles. No U-turns, No Standing zones apply. Follow all guidelines for safety.

Rosebud Campus:

- Parking provided for visitors. Do not use bus lanes for pick-up/drop-off.
- Speed limit on Inglewood Crescent: 50 km/h.
- Students must use pedestrian gates, not vehicular gates.
- Pick-up/drop-off: Inside College grounds only, use Entry Gate for access.
- Speed limit: 10 km/h, give way to buses and pedestrians. Use pedestrian crossings.

- Be patient and courteous to other drivers, especially when buses or staff need to exit.

Tyabb Campus:

- Entry/exit via Main Gate off Frankston-Flinders Road. Parking near Reception.
- Speed limit: 10 km/h, follow signage and Traffic Controllers.
- Pick-up: Queue at designated areas, leave spaces for College buses.
- Students must use pedestrian crossings and walkways.

Student Use of Mobile Phones

Padua College recognizes that mobile phones are useful for communication but can be distracting and disruptive to learning. As part of our commitment to creating a safe, engaging environment, mobile phones are not to be used or carried during College hours. The College aims to foster responsible digital citizenship, focusing on student resilience and community respect.

Mobile phones cause issues such as distractions, theft, social media addiction, and bullying. They must be kept in lockers during the College day. If seen or heard, the following actions will occur:

- **First offence:** Confiscation until the end of the day, with parent notification.
- **Second offence:** Confiscation, with phone returned at the end of the day and required to be handed in each morning for one week.
- **Third offence:** Confiscation, a meeting with parents, and ongoing collection of the phone each day for a specified period.

Students needing to contact parents must use the College office. Parents should contact the office to relay messages to students.

Travel 2026

Padua College offers a mix of private, special, and public bus services on a user-pays, opt-in basis. Parents must register via the College website, with limited capacity available. A conveyance form is required before travel, and a bus pass will be issued upon receipt. Final timetables will be sent by January 2026. More details are in the Bus Contribution Program booklet on the website.

Uniform

It is an expectation that the uniform will be worn correctly and with pride - both personal pride and pride in our College. When students wear the uniform correctly it enhances the reputation of the College and we expect parent and student support in this. The Student Organiser that your child receives contains details of the uniform. Enquiries may be directed to the relevant House Coordinator.

<https://www.padua.vic.edu.au/enrolment-tours/uniform>

Visiting the College

Visitors must report to Reception when visiting the College or collecting a child for an appointment. Students will meet their parent or guardian at Reception. For student safety, all visitors must sign in and are not permitted to enter the grounds without doing so.

Welfare Measures

Attending a Catholic College implies that students should respect all staff and one another. Self-discipline and the need to respect the rights of others (fellow students, teachers and visitors) are insisted upon.

Parents are always informed of serious breaches in discipline and are asked to co-operate with the College administration in such cases. Behaviour in the community outside of College hours should reflect the values encouraged by a Christian education.

Key Information Academics

Accelerated subjects/Extended studies

- 1.1 An accelerated subject is when a student undertakes a Units 1 & 2 (Year 11) subject in Year 10 or a Units 3 & 4 (Year 12) subject in Year 11.
- 1.2 Students who achieve a Grade Point Average (GPA) of 8 or above (equivalent to a B+ grade average) across all of their subjects in Semester 1 will receive a letter giving them an opportunity to undertake an accelerated subject in Year 10 or Year 11 in the following year.
- 1.3 Undertaking an accelerated subject is not the right decision for every student (even if they have met the academic requirement) and individual circumstances must be considered before taking up this offer. Some students benefit from an additional year of skill building within the Learning Area and end up achieving better grades as a result.
- 1.4 Students who are eligible to undertake an accelerated subject should discuss this with their subject teachers, careers team, House Coordinator, Learning Team Leaders or Assistant Heads of Campus – Learning and Pedagogy if they are unsure of whether this is the right decision for them.

Please note: students who undertake an accelerated subject in Year 11 are expected to undertake a full load of five Units 3 & 4 subjects in Year 12.

1.5 **RECOGNISED UNIVERSITY STUDIES**

This is a special program offered by Universities for some VCE students who are very strong academically. University studies in the 2026 program are:

- Equivalent in content and assessment in every respect to one or more current first year studies and are at least 20% of a full time first year university course
- Of a level for a high-achieving student and, therefore, a clear advance on the designated preparatory VCE Year 12 study and commensurate in workload with an additional VCE study
- Of a level which will normally allow the student, on successful completion, to proceed to second year study at the university in that discipline.

- 1.6 Students are selected by schools to participate in the University extension studies program, taking into account selection guidelines provided by universities, which may include specific tests. The Principal of the school will be required to certify that selected students meet the specified criteria.
- 1.7 Students who successfully complete university studies have the titles of the studies and the University reported on their VCE Statement of Results. The studies may contribute to satisfactory completion for the award of the VCE as an unscored Units 3 & 4 VCE sequence or may provide a small ATAR increment as outlined below.

1.8 **ATAR INCREMENT**

VTAC has advised that for University extension studies there will be 'grading' of the ATAR increment for any result of pass or above. This study score can be treated as their fifth or sixth study score towards their ATAR, subject to the restricted combinations outlined by VTAC <https://vtac.edu.au/>

Assessment Review Panel

- 2.1 The Assessment Review Panel (ARP) is appointed by the Principal and has the task of dealing with the assessment of students' outcomes which are submitted late or are incomplete. The ARP will be chaired by an Assistant Head of Campus – Learning and Pedagogy (Morningson Senior Campus).

Attendance Policy

- 3.1 College Policy, in line with VCAA Policy, requires a high attendance rate of students in all units of study to ensure satisfactory completion of the unit. School excursions for other subjects studied, attendance at school endorsed activities and cases of illness **supported by a doctor's certificate** are eligible for special consideration/exemption. Students with unexplained absences that result in attendance **dropping below 90%** throughout the year fail to meet the College's attendance policy and may, as a result, receive an N (Not Satisfactory) for that unit of study.
- 3.2 School Assessed Coursework (SAC) Scores/School Assessed Task (SAT) Scores achieved in **non-credited units**, do not contribute to a student's Australian Tertiary Admission Rank (ATAR).
- 3.3 In many instances students will be required to demonstrate achievement of the specified outcomes for a unit through completion of classwork and assessment tasks, which must be completed in class time for authentication purposes. Absences which impact on the student's ability to demonstrate these outcomes will require an application to the College for a SAC Reschedule or Special Provision. In each instance of legitimate grounds, a decision will be made as to how the student is to demonstrate achievement of the specified outcomes.
- 3.4 A parent/guardian meeting will be required for any student with unsubstantiated/unauthorised absences.

Authentication

The following rules (adapted from those outlined by VCAA) apply to all Coursework and School Assessments in Years 10, 11 and 12 regardless of the senior certificate you are completing. Students also need to be aware that it is **their responsibility** to ensure that the teacher has no difficulty in authenticating their work.

- 4.1 Students must ensure that all unacknowledged work submitted for coursework is their own.
- 4.2 Students must acknowledge all resources used, including:
 - text and source material
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided

Please see the section of referencing at the end of this handbook to ensure appropriate and correct referencing of source material is completed.

- 4.3 Student must sign the acknowledgement of own work on the Assessment Cover Page. This may also include a declaration on any assessments completed online.
- 4.4 Students must not receive undue assistance from any other person or artificial intelligence (AI)

program, application or website in the preparation and submission of work.

Acceptable levels of assistance include:

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

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgment.
- Actual corrections or improvements made or dictated by another person.
- Discussions with other students regarding content that was on a SAC (for those students undertaking the assessment task at an alternate time).
- Use of artificial intelligence (AI) programs, computer applications or websites to generate answers, responses or content without acknowledgment, that the student then uses as their own work.

- 4.5 Students must not submit the same piece of work for assessment in more than one study or more than once within a study.
- 4.6 Students who knowingly assist other students are breaching the rules and may be penalised. Students may be required to discuss this breach with LAP for formal decision.
- 4.7 If work is completed outside of class, students will be required to sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
- 4.8 For School-Assessed Tasks (SATs) students must also:
- (a) Produce appropriate evidence of the development of the work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student's own.
 - (b) Submit evidence of the development of each School-assessed Task.
 - (c) Sign the **Declaration of Authenticity** at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Computer Use

- 5.1 The relevant extract from the VCAA Handbook regarding computer use states: “A student who uses a computer to produce work for assessment is responsible for ensuring that:
- there is an alternative system available for use in case of computer or printer malfunction or unavailability
 - hard copies of the work in progress are produced regularly
 - each time changes are made, the work is saved as a backup file, which should not be stored on the computer.”
 - students will be required to acknowledge authentication of their work.

Curriculum, Pastoral & Careers (CPC)

- 6.1 Year 12 students are allocated five CPC (Curriculum, Pastoral and Careers) periods each fortnight within their timetable. In 2026, these CPC periods fall on Thursday afternoons (Day 4 and Day 9) Period 5, as well as fortnightly on Wednesday (Day 8) Periods 1&2 and Friday (Day 5) Period 5.

Year 11 students are allocated one CPC period within their timetable on a fortnightly basis. This falls on Thursday (Day 9) Period 5.

- 6.2 Throughout the year many assessment tasks, assemblies and other events will be scheduled during these CPC times and students will be expected to attend. On days where nothing is scheduled during CPC, students are not required to be at school but should use the time productively at home for private study or to catch up on work. Students are welcome to stay onsite but must sign into the Library, the Study Centre – L108 during these times.
- 6.3 CPC times are not to be used for employed work and other external commitments as students are expected to be free to attend events/assemblies that are scheduled.
- 6.4 Year 10 students are allocated one Learning to Learn subject period within their timetable on a fortnightly basis. This falls on Thursday (Day 9) Period 5. Attendance is compulsory for all Year 10 students. These sessions focus on building thinking strategies and skills that empower students to work effectively.

Breach of Rules & Investigations

- 7.1 The College is committed to ensuring that all Student Assessment for VCE and VCE VM Units is conducted in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements. Where an allegation of a breach of authentication or academic integrity is raised, the College will follow a fair, timely and transparent process.
- 7.2 When an allegation of a breach of assessment rules or authentication requirements is received, the College will notify the student and their family in writing through a formal Simon/PAM letter. This notification will outline:
- The nature of the alleged breach
 - The assessment task and Unit/Outcome concerned
 - That an investigation will be initiated
- At this stage, no determination has been made. The purpose of the notification is to ensure

that students and families are informed and able to engage with the process.

- 7.3 Following notification, the College will undertake an investigation in accordance with VCAA principles of procedural fairness. This process will include:
- Examination of the student work in question
 - Consideration of teacher observations, records, and relevant evidence
 - Providing all parties with an opportunity to respond to the allegation
- The investigation will be overseen by the relevant Learning and Pedagogy Leaders, ensuring that decisions are evidence-based, consistent, and aligned with VCAA policy.
- 7.4 Formal communication throughout the investigation and decision-making process will occur via Simon/PAM letters. These communications will ensure that students and families are:
- Informed of the progress of the investigation
 - Advised of outcomes and any penalties applied
 - Provided with information about review or appeal processes, where applicable
- Informal discussions may occur to support understanding, but official decisions and outcomes will always be confirmed in writing.
- 7.5 The College will respond to alleged breaches in a timely manner, recognising the importance of minimising disruption to student learning and ensuring assessment outcomes can be resolved appropriately. While timeframes may vary depending on the complexity of the matter, investigations and decisions will be prioritised and completed as promptly as possible.
- 7.6 Students will be given clear and reasonable opportunities to respond to allegations. These opportunities include:
- A meeting with Learning and Pedagogy Leaders to discuss the allegation
 - The opportunity to provide a written response explaining the development and authorship of the work
- If the matter proceeds to a formal Decision Review Panel (DRP), the student will be given a further opportunity to respond and provide additional information before any outcome is finalised.
- 7.7 The Discipline Review Panel (DRP) is appointed by the Principal and has the task of implementing senior school administrative policies and procedures. One of the Assistant Heads of Campus – Learning and Pedagogy (Mornington Senior Campus) will chair the DRP.
- 7.8 The panel will:
- (a) deal with alleged breaches, by students, of senior school policies (e.g. authentication concerns, unauthorised materials)
 - (b) advise the Principal of any significant breaches of senior school policies
 - (c) advise the Principal as to whether penalties should be imposed on students who breach senior school policies and where appropriate, what penalties should be imposed.
- 7.9 If a breach is substantiated, penalties will be applied in accordance with VCAA guidelines and College policy. Possible penalties may include:
- A resubmission or re-sit of the task
 - Completion of an alternate assessment task
 - A score of zero (0) recorded for the assessment task

Where a zero result is recorded for a task, students will retain the opportunity to demonstrate satisfactory achievement (S) of the relevant Outcome and Unit through other means, as permitted by VCAA requirements.

7.10 STUDENT APPEALS

The student shall have right of appeal if a penalty is imposed after a breach of rules. A statement of intention to appeal must be made in writing to the VCAA less than 14 days after the student is notified of their penalty by the Principal. Details of the appeal process appear in the VCAA VCE & VCE VM Administrative Handbook 2026, which is available from the Assistant Heads of Campus – Learning and Pedagogy or the VCAA Website.

Enrolment in Second Languages & Languages other than English (Lote)

- 8.1 Units 3 and 4 Chinese (Second Language), Indonesian (Second Language), Japanese (Second Language), Korean (Second Language) and Vietnamese (Second Language) can be studied by students who do not have a Chinese, Indonesian, Japanese, Korean or Vietnamese background and have learned all the Chinese, Indonesian, Japanese, Korean or Vietnamese they know in an Australian school or similar environment.

Students wanting to enrol in Units 3 and 4 Second Language or LOTEs need to see the Assistant Heads of Campus – Learning and Pedagogy for a special application form. The VCAA determines eligibility and grants approval.

The final date for students to submit applications to the VCAA to study LOTE Units 3 and 4 in 2026 is late 2025 (10th October 2025).

External Studies

- 9.1 If a student is undertaking an external study such as an external VET subject, a VCE language through a Language School or the Victorian School of Languages, a VCE subject through Virtual Schools Victoria or an Enhancement Study through a university or other provider this may be eligible to contribute to the student's VCE results. Contact should be made with the Assistant Heads of Campus – Learning and Pedagogy to investigate whether this is the case.
- 9.2 Student undertaking an external study that contributes to their VCE may be eligible for a reduced load at school.

Failure to submit or present for SAC/SAT

- 10.1 A student who fails to submit an extended SAC/SAT by the due date and who has not been granted an extension of time by the Assessment Review Panel may:
either – have the SAC/SAT accepted late (within the current term) and graded for the purposes of determining an 'S' for the Unit. This student will however be awarded a zero score for the coursework mark.
or – not have the SAC/SAT accepted late, and be given an 'N' for the work and, in effect, for the Unit.
Whichever alternative applies will be determined by the Principal, after consideration of the circumstances applying to the case and after consultation with the Assessment Review Panel.
- 10.2 A student who is absent from class/school on the day of a class **SAC** may be eligible for a SAC Reschedule and complete an equivalent task at a SAC catch-up session. This will be on the first

Tuesday or Thursday afternoon (3:15pm sharp start) after the student returns to school following the absence. The student must provide documentary evidence (doctor's certificate or statutory declaration) to Senior Administration (Level 1 Whyte Senior Learning Centre) within a week of their return to school. **Reschedule approvals will not be given to students with a poor attendance record, or to those students seeking reschedules on repeated occasions.**

- 10.3 If the student fails to attend the planned reschedule session without a legitimate reason, substantiated by further documentary evidence, they will receive a zero score for the task. They will still need to complete the task the following Tuesday or Thursday afternoon to be eligible for 'S' for the outcome. Failure to attend this second reschedule will result in an 'N' being awarded for the outcome and in effect the Unit.
- 10.4 A student who is absent on the due date of a **SAT** needs to make contact via phone with an Assistant Head of Campus – Learning and Pedagogy in the morning to discuss alternate submission arrangements. This may involve the student/parent/guardian/friend delivering the assessment task to the College directly to the Assistant Head of Campus – Learning and Pedagogy or subject teacher. SATs should not be delivered to College reception or any other staff member other than the student's subject teacher or an Assistant Head of Campus – Learning and Pedagogy.

Please note: Special Provision/Reschedules will only be granted to students with legitimate cause, substantiated by a doctor's certificate or other appropriate independent documentary evidence in the case of family/personal crisis.

Family Holidays During the School Term

- 11.1 Parents/Guardians are reminded that family holidays are non-approved/unexplained school absences and therefore should not be booked during school term dates or exam periods.
- 11.2 Students who are absent from an assessment task due to a non-approved/unexplained school absence may receive a zero grade for that task. The student will still be required to complete the task upon their return to school to be eligible for an S (Satisfactory) for the unit but the zero grade will stand.
- 11.3 Students who are absent from an exam due to non-approved/unexplained school absence will not be approved for a reschedule.
- 11.4 If a student's attendance drops below the minimum 90% as outlined above they also place themselves at risk of receiving an N (not satisfactory) for that unit (or multiple units) of study regardless of their results in assessment tasks already completed.

General Achievement Test & Examinations

- 12.1 All students enrolled in one or more VCE or scored VCE VET Units 3–4 sequence will be expected to sit both Sections A and B. Students enrolled in the VCE VM certificate will be expected to sit Section A - Literacy & Numeracy Skills. Student undertaking a non-scored VCE are expected to sit both Section A and B.

The new format GAT which consists of two parts, will take place on Tuesday 16 June 2026. Padua students are required to stay for the full duration of the GAT and may not leave early.

12.3 A statement of GAT results will be sent to the student and to the school as part of the VCAA results released in December.

12.4 **PURPOSE OF THE GAT**

While the GAT already plays an important role in quality assuring VCE assessments, it will now also provide students with an opportunity to demonstrate they have the literacy and numeracy skills expected of students completing studies at senior secondary level. Literacy and numeracy skills are a core part of the curriculum in both VCE and VCAL and are key skills expected of students leaving secondary school. Explicit assessment and reporting of reading, writing and numeracy gives students the opportunity to show that they are ready for further education, training or to enter the workforce – regardless of the pathway they have chosen.

The GAT will be delivered in two sections:

- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills.

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that school-based assessments and examinations have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES).

The GAT results can be used for:

- the statistical moderation of school-based assessments
- checking the accuracy of student scores in examinations
- the calculation of a DES.
- used to show employers that you have met the literacy and numeracy standards.

Students who do not meet the standards in Literacy and Numeracy will be given an opportunity to resit in the following year.

12.5 **DERIVED EXAMINATION SCORE (DES)**

The calculation for the DES uses all available scores for the student in the affected study, the indicative grade for the examination provided by the school and the GAT component scores.

For each **approved** application for a specific examination, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:

- moderated School-based Assessments
- GAT component scores
- other examination scores if applicable
- indicative grades provided by the school

12.6 Examinations are set by Panels appointed by the VCAA.

The Principal of the school is authorised by the VCAA to take responsibility for the administration and conduct of examinations within rules, regulations and procedures set down by the VCAA in the VCE, VCE VM and VPC Administrative Handbook and the 2026 Examination Supervisors Manual.

Students will be required to observe the rules and regulations set down by the VCAA for the conduct of examinations. All breaches of rules will be reported to the VCAA Secretary and serious cases will be referred to the VCAA Discipline Committee.

Assessment will be based upon published criteria and where necessary, discrepancy marking by a second or third assessor who will assess the task without knowledge of the previous assessments. Examinations will be subject to independent marking by panels appointed by the VCAA.

12.7 ASSESSMENT PERIODS

For Units 3 & 4 there are a number of scheduled assessment periods for written examinations in 2026:

GAT:	Tuesday 16 June 2026
Units 3 & 4 Trial exams:	<i>During school holidays – timetable published Term 3</i>
VCAA exams:	Monday 26 October 2026 – Wednesday 18 November 2026
VCAA Language oral examinations and performance examinations	Monday 5 October 2026 – Sunday 1 November 2026

For Year 10 and Year 11 there are two examination periods in 2026:

Year 10 and Year 11 Semester 1 exams:	June 2026
Year 10 and Year 11 Semester 2 exams:	November 2026

12.8 SPECIAL EXAMINATION ARRANGEMENTS

Special Examination Arrangements may be made to meet the needs of students who have physical or other disabilities or illnesses that would prevent them from achieving their optimum performance in an examination or in the General Achievement Test. Enquires and applications should be made to the Assistant Heads of Campus – Learning and Pedagogy at the beginning of the year. Medical documentation is required for special examination arrangements to be implemented. Documentation for Year 12 students will include the VCAA Special Provisions Application form.

12.9 ABSENCE FROM EXAMINATIONS

All absences from examinations and the GAT are noted on the attendance rolls at the time of sitting. 'NA' will be reported on the Statement of Results for Units 3 & 4 subjects. Where a student has been prevented from undertaking a VCAA Units 3 & 4 examination due to circumstances that warrant Special Provision, an application may be made for a Derived Examination Score. A Derived Examination Score is not guaranteed so students are encouraged to still attempt all examinations. The Assistant Heads of Campus – Learning and Pedagogy must be notified at the earliest possible time.

12.10 EXAMINATION TIMETABLE CLASH

If a student has an examination timetable clash on a particular day, the Assistant Heads of Campus – Learning and Pedagogy will reschedule the timetabled clash. Examinations will not be rescheduled for other reasons, including absence.

Note: for Units 3 & 4 examinations, a clash of exams will mean rescheduling one of the exams to another time on the same day under the guidance of VCAA.

12.11 STUDENT NUMBERS AND PINS

The VCAA Student Number is a key identifier that allows the VCAA to securely maintain student result data and to identify the student for an examination.

The VCAA is committed to protecting student information and handles all personal information in accordance with the *Privacy and Data Protection Act 2014 (Vic)*. The confidentiality of a student record should be restricted to the student themselves, to the Administrative staff at their home school and assessing school, to VCAA staff who have a specific role in the maintenance of that data and to VTAC for the purpose of the calculation of the ATAR.

Students are advised that they should keep their PIN in a secure place to avoid unauthorised access to their results on the Results Service at the end of the year.

Students must identify themselves by writing their student number on scripts used for VCAA examinations. Student numbers are provided by the VCAA and distributed by the Assistant Heads of Campus – Learning and Pedagogy. This number is issued upon first enrolment in VCE and doesn't change whilst the student is completing their VCE Certificate. Students are required to carry their student ID cards for all examinations.

Granting Extensions

13.1 **REQUESTING AN EXTENSION OF TIME BEFORE THE DUE DATE FOR ANY TYPE OF GRADED SCHOOL ASSESSMENT**

Extensions of time to complete Graded School Assessments (SACs/SATS) are only possible under ***extreme circumstances*** and within ***strict limits***. Any student suffering ***extreme*** difficulty in completing Graded School Assessments by the due date should see their Subject Teacher and an Assistant Head of Campus – Learning and Pedagogy to complete an **'Application for Extension to School Assessed Coursework Task 2026'** form and have the matter considered by the Assessment Review Panel. Requests for extensions should be made prior to the due date of the assessment.

The decision of the Assessment Review Panel will be conveyed to the student, in writing.

- If an extension of time is granted, a new date will be agreed upon between the student and the Panel, after consultation with the Subject Teacher.
- If an extension of time is denied, the original date will remain effective.
- LAP will confirm a new date if approved.

Non-Scored VCE

14.1 Occasionally, in extenuating circumstances, a student may wish to apply to undertake a Non-Scored VCE. This means the student still completes their VCE certificate but foregoes the calculation of study scores for each of their subjects and therefore an ATAR. The decision to undertake a Non-Scored VCE should not be taken lightly as this does have implication on the student's ability to transition into University and further education. The College has a detailed process to deal with such situations and a student who wishes to investigate this option should first discuss this decision with their House Coordinator, not their individual subject teachers.

14.2 All VCE students are expected and assumed to be undertaking a scored VCE until the full College process, appropriate discussions and paperwork have been completed, finalised and confirmed with all relevant parties.

14.3 Students who have been approved to undertake a Non-Scored VCE will have their progress, application to work and behaviour monitored to ensure it does not negatively affect other students in the class. Failure to meet College expectations in relation to these matters may

jeopardise a student's continued enrolment at the College.

- 14.4 Students undertaking a Non-Scored VCE are expected to sit both Sections A and B of the 2026 General Achievement Test (GAT).
- 14.5 All students considering a Non-Scored Year 12 VCE Pathway must meet with a Careers Counsellor.
- 14.6 All students undertaking a Non-Scored program are expected to attend all classes throughout Terms 1, 2 and 3. At the start of Term 4 subject teachers will confirm with parents, via a letter generated on SIMON, that a satisfactory result has been achieved by the student.

Reduced Load

15.1 A normal full load of subjects for each year level in the Senior School is outlined below:

- **Year 10** – 12 units in total.
English (2 units);
Maths (2 units);
Religion (VCE Unit 1 only);
Commerce (1 unit);
Science (1 unit);
Humanities (1 unit);
4 elective units.
- **Year 10 ALP** - 12 units in total.
ALP Literacy (2 units)
Maths (2 units)
ALP RE (1 unit)
Careers & Pathways
One from each of Commerce/Science/Humanities (1 unit)
4 elective units.
- **Year 11** – 12 Units in total
Units 1 & 2 subjects (5 subjects)
1 Mathematics or English Boost or 1 Yearlong
VCE unit
Religion and Society (Unit 2 Ethics)
- **Year 12** – 10 Units in total
Units 3 & 4 subjects (5 subjects)
Year 12 Religion (school based)

15.2 A reduced load refers to having less than the above number of units in a Semester. Reduced loads can be applied for using the 'Application to Reduce or Alter Senior Class 2026' form available through the Assistant Heads of Campus – Learning and Pedagogy Leaders.

15.3 Reduced Load requests will be considered if the individual student has a specific medical condition or learning disorder, difficult personal circumstances, undertakes an external subject (VET, VCE Language, Enhancement Study or similar).

15.4 Reduced Load requests are considered and discussed by the Year 10-12 Learning & Pedagogy Leaders who will decide on the outcome of the application.

Please note: if a student undertakes one accelerated Units 3 & 4 subject in Year 11 they are still expected to undertake a full load of five Units 3 & 4 subjects in Year 12. It is only when a student has completed more than one Units 3 & 4 subject in previous years that undertaking a reduced load in Year 12 will be considered, as only six Units 3 & 4 sequences can contribute towards a student's ATAR.

Reporting

- 16.1 All students enrolled in the VCE or VCE VM will receive a Statement of Results, from VCAA at the end of the year. The Statement of Results will show satisfactory (S) or not satisfactory (N) results for all units undertaken in the VCE or VCE VM. Students enrolled in Units 3 & 4 of a study will also receive an assessment grade (A+ to E, UG or NA) for each Assessment Task associated with the study and for Coursework.
- 16.2 SAT and Coursework results will be passed on to the Victorian Tertiary Admissions Centre (VTAC) for use in calculating the Australian Tertiary Admission Rank (ATAR). SAT and Coursework results will only be considered where the student has been awarded S for both Units 3 and 4. **Where a student has been awarded N for either, or both Units 3 and 4 of a study, SAT and Coursework results for that study will not be considered in the calculation of an ATAR.** Where two or more of the grades awarded for a study are UG or NA then no results for that study will be considered in the calculation of the ATAR.

- 16.3 College reports will be issued as follows:

Year 10 & Units 1 – 4	Interim reports at the end of Terms 1 & 3
Year 10 & Units 1 – 3	End of semester reports in June and December

Please note: College reports are NOT issued at the end of Unit 4. Units 3 & 4 students have the opportunity to participate in student-led conferences with teachers at the end of Term 2.

- 16.4 For Units 1 & 2, the grades will indicate levels of performance as follows:

A+ / A	Highest level of performance
B+ / B	High level of performance
C+ / C	Moderate level of performance
D+ / D	Low level of performance
E+ / E	Lowest level of performance
UG	Did not meet the lowest criteria for assessment
NA	Not assessed (work submitted late or not submitted at all)

- 16.5 **STUDY SCORE (RELATIVE POSITION)**

The Study Score (Relative Position) which is reported by VCAA for each student in each study is based on SAT or Coursework scores and has a maximum of 50. The relative position indicates how the student performed **in relation to others who took the study**. Scores of 23-37 indicate the student is in the middle range. A score above 37 is evidence that the student is in the top 15% of candidates in this study.

The symbol UN indicates that the Study Score is unavailable because more than one graded assessment is NA or because the student did not satisfactorily complete both Units 3 and 4 of

a study. Where a Study Score is less than 20, the score will be reported to the student as <20. The actual score will be sent to VTAC and, on request, is available to the student.

School Assessed Coursework (SACS) & School-Assessed Tasks (SATS) Policy

17.1 At the beginning of each unit, students will be given:

- An outline of the unit.
- A list of the School-Assessed Coursework (SAC) and School Assessed Tasks (SAT) with the dates for their completion and submission.

Please note: Year 10, Units 1 & 2 and Units 3 & 4 Assessment/SAC/SAT Calendars are available to students and parents on the school website – Learning and Teaching – Curriculum – Year 10 or Year 11-12, VCE VM & VPC, VCE.

17.2 **ACHIEVEMENT OF OUTCOMES FOR SATISFACTORY COMPLETION**

Students are required to complete and hand in each assessment task to the subject teacher on or before the due date. If the work meets the requirements of the study design, the student will receive an 'S' for *Satisfactory* demonstration of the designated outcomes. If the work submitted does not meet the requirement of the study design, cannot be authenticated or the student has not adhered to the attendance requirement outlined above, the student may receive an 'N' for *Not Satisfactory*.

Please note that an 'N' result for a School Assessed Task (SAC/SAT) would result in an 'N' for the Unit of Study regardless of the student's examination grade or their grade in other tasks. Coursework results in 'N' subjects do not contribute to a student's ATAR.

17.2a **SUCCESSFUL COMPLETION OF VCE**

To successfully complete the Victorian Certificate of Education (VCE) students must complete a minimum of 16 units which must include at least three units from the English group, including a Units 3 & 4 English group sequence and at least three other Units 3 & 4 sequences.

17.2b **SUCCESSFUL COMPLETION OF VCE VM**

To successfully complete the Victorian Certificate of Education - Vocational Major (VCE VM) students are required to complete a minimum of 16 credits which include:

- three VCE VM Literacy or VCE English units (including a Unit 3/4 sequence);
- two VCE VM Numeracy or VCE Mathematics units;
- two VCE VM Work Related Skills units;
- two VCE VM Personal Development Skills units;
- a minimum of three additional Unit 3/4 sequences, which can include other VCE or VCE VET studies;
- a minimum of 180 nominal hours of VET at Certificate II level or above.

17.2c **SUCCESSFUL COMPLETION OF VPC**

To successfully complete the Victorian Pathways Certificate (VPC) students are required to complete a minimum of 12 units

- at least two units of VPC Literacy
- at least two units of VPC Numeracy
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

The remaining four units may include units from the Senior Secondary Certificate such as VCE units, VCE Vocational Major units, VET units and Structured Workplace Learning (SWL) recognition.

17.3 SCHOOL ASSESSED COURSEWORK (SACs)

Coursework Assessment is an assessment of each student's level of achievement based on the School Assessed Coursework tasks (SACs) set by the subject teacher. These tasks must be completed within a limited timeframe and must be completed mainly in class time, though some work can be set for completion out of class. **The assessment undertaken by the students is based only on that work which is completed in the classroom under examination-type conditions.** If students do not submit their work by the specified date, the College may accept the work to indicate satisfactory achievement of an outcome but may award a zero score.

In each case, teachers will indicate, as part of the instructions for the coursework assessment, the method by which the work is to be submitted.

Completion of School Assessed Coursework:

- i. Teacher is to collect all student work at the end of each session. Students must ensure they submit their work to the teacher before leaving the room.
- ii. Task to be wholly completed in class.
- iii. **ABSENCE FROM SAC** - Absent students with a legitimate cause, substantiated by documentary evidence, may be granted Special Provision to reschedule and complete an equivalent task. Students must provide documentary evidence (doctor's certificate or statutory declaration) to Senior Admin (Level 1 Whyte building) within a week of their return to school. **Reschedule approvals will not be given to students with a poor attendance record, or to those students seeking reschedules on repeated occasions.**
- iv. Rescheduled SACs will be completed **after school** on the first immediate Tuesday or Thursday upon returning to school starting at 3:15pm sharp in the Senior Study Centre (located on Level 3 of the Senior Whyte building – L108). The specific subject teacher will book the student into the reschedule and will email the booking information through to the student and parents/guardians so that they are aware.
- v. **Rescheduled SACs are not completed during class time.**
- vi. Rescheduled SACs should only occur during study periods (if applicable) if the absence from SAC was due to a School Calendared Event/Excursion or if the student has multiple SACs to reschedule due to prolonged absence.
- vii. **Failure to attend a catch up SAC session without authorisation by an Assistant Head of Campus – Learning and Pedagogy or without further documentary evidence outlining the reason for their absence may result in a ZERO score.** Students will still need to attend the following week to complete the task in order to be eligible for an S (Satisfactory) in the relevant outcome but the zero score will stand. **Failure to attend a reschedule for a second time may result in an N (Not Satisfactory) for the unit.**
- viii. Students may bring in approved resources that must be submitted with the task (if permitted by the teacher). These should be shown and stamped/signed by the subject teacher prior to the SAC reschedule session.
- ix. No undue or inappropriate teacher input will occur during an assessment.
- x. If a word count is relevant to an assessment task it will include all material provided by the student which is presented for assessment. Citations of references, mathematical calculations, tables of figures, graphs, diagrams, maps, photographs, page numbers, student identification material and any additional material which is submitted to support the student response will not count.

- xi. **All resources need to be acknowledged.**
- xii. Exam conditions must prevail during any assessment task. This includes NOT being in possession of mobile phones, iPods, Apple Watches or any other form of electronic equipment that is capable of storing information during the assessment task, **even if they are switched off.**
- xiii. Students submit only finished pieces of work.
- xiv. As coursework tasks are done mainly in class and within a limited timeframe, the nature of coursework means that teachers will not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion (unless required by the teacher for authentication purposes).
- xv. Teachers must not mark or provide comments on any draft of work that is to be submitted for coursework assessment.
- xvi. Students may resubmit work to meet satisfactory completion requirements of a unit. Students may not resubmit tasks for the reconsideration of Coursework scores awarded by the school.

Students/Parents/Guardians must note that:

The results awarded by teachers are NOT the student’s final results because of the process of statistical moderation carried out by the VCAA. Coursework scores may change following moderation, which is carried out using GAT and examination results. It should be noted that students’ total scores for Coursework will be moderated, NOT the scores for individual tasks/outcomes.

17.4 SCHOOL ASSESSED TASKS (SATs)

This form of graded assessment is applied to the studies of Art, Studio Arts, Visual Communication and Design and some Technology subjects.

Students are required to submit School-Assessed Tasks on or before the College's determined **due date** according to the instructions outlined by the teacher. Work **must not** be left at the office or staff room. These School-Assessed Tasks will be graded against criteria set by the VCAA.

Feedback to students and return of work

In 2026, students may receive feedback on their SATs once all students have completed the task and all the work has been corrected.

Resubmission of work

Students may resubmit work to meet satisfactory completion requirements of a unit. Students may not resubmit SATs for the reconsideration of scores awarded by the school.

It is a College decision as to whether student SATs are returned at the end of the school year. Exceptions will be made in the case of Art folios where interviews have been arranged. Access must be arranged with the relevant subject teacher. Students/Parents/Guardians must note that:

The results awarded by teachers are NOT the student’s final results because of the process of review carried out by the VCAA. SAT scores may change following individual students or whole subject reviews by the VCAA.

17.5 LOST, STOLEN OR DAMAGED SATs

A teacher of a student who has lost a SAT, who has had a SAT stolen or who has damaged a SAT,

must complete a written statement describing the circumstances. The statement must be signed and dated. The Principal must report in writing cases of lost, stolen or damaged SATs to the Manager, School Assessment Unit, VCAA, detailing the student number, school number, study and SAT number. This does not apply to SATs lost or damaged due to computer misuse or malfunction: these are simply counted as Not Assessed (NA).

The Principal, acting on advice from the teacher and on the basis of records kept in relation to draft material and work progress checks, will determine an initial assessment for the SAT. The initial assessment for such a SAT may require adjustment as a result of the review process conducted by the VCAA.

17.6 All materials/assessments submitted by students must not offend or be controversial in nature. This includes reference to any inappropriate organisations.

17.7 **Redeeming Outcomes- Submitting Further Evidence for Satisfactory Completion**
The school is committed to ensuring that all students are provided with appropriate opportunities to achieve satisfactory completion of VCE outcomes, in accordance with VCAA requirements, while maintaining the integrity of School-based Assessment.

- i. Where a student is awarded an initial 'N' (Not Satisfactory) for an outcome, the school will provide at least two further opportunities for the student to redeem the outcome. These opportunities are designed to enable the student to demonstrate achievement of the key knowledge and key skills as outlined in the relevant Study Design.
- ii. Opportunities to redeem an 'N' will involve alternative tasks or modified approaches that differ from the original School-based Assessment task. These tasks will provide the student with appropriate and varied ways to demonstrate satisfactory understanding, rather than replicating the original assessment conditions.
- iii. The school will delay the final determination of satisfactory completion to allow students adequate time to undertake additional work.
- iv. Students will be booked into the Study Centre to complete redemption tasks under appropriate supervision.
- v. The classroom teacher will consult with the student to determine a suitable time for completion. This may include:
 - o after school sessions on Tuesday or Thursday afternoons,
 - o during a CPC session, or
 - o in a scheduled study period.

This structured approach ensures that students are supported and provided with equitable access to complete the required work.

- vi. Redemption opportunities are provided solely for the purpose of demonstrating satisfactory achievement of the outcome.
- vii. The original School-based Assessment score will remain unchanged and will be the score reported for that task.
- viii. Additional work completed as part of redemption will be assessed on a Satisfactory (S) or Not Satisfactory (N) basis only, and will not contribute to the numerical score.

Special Provisions

Students of Non-English-Speaking Background

- 18.1 A student studying Units 3 and 4 is eligible to be assessed on English Assessment Tasks using EAL if the student's native language is a language other than English, and if:
- (i) the student has been a resident in Australia or New Zealand for a period of not more than seven calendar years immediately prior to the 1 January of the year in which English Units 3 and 4 are undertaken.
 - (ii) English has not been the student's major language of instruction for a total period of no more than seven years prior to the commencement of the year in which English Units 3 and 4 are undertaken.
- 18.2 A student who believes that they are eligible to receive special provision as a result of their comparative unfamiliarity with the English language must apply to the Assistant Heads of Campus – Learning and Pedagogy. The Assistant Heads of Campus – Learning and Pedagogy will then refer the matter to the Principal who will approve or reject the application with reference to the strict VCAA guidelines.
- 18.3 Where a student has applied for and has been granted EAL status, the student may enrol in English (EAL) or English.
- 18.4 Where a student has applied for and has been granted EAL status, an extension of time may be permitted for SATs and School Assessed Coursework. Students need to apply for an extension by seeing the Assistant Heads of Campus – Learning and Pedagogy. Specific arrangements will depend on the nature of the assessment task and will be decided by the Assistant Heads of Campus – Learning and Pedagogy in consultation with the relevant subject teacher. Such arrangements are not automatic. Special Examination Arrangements such as an extension of time is not available for EAL students' examinations.
- 18.5 Acknowledgment of EAL status does not permit alteration of the grade awarded. The grade must be awarded according to the way in which the work presented meets the criteria for the award of grades as specified by VCAA.

GENERAL

- 18.6 Special Provision allows schools and the VCAA to report that a student has been unable to perform at an optimum level in assessment tasks and/or examinations because they have experienced significant hardship/illness during the course of their VCE and VCE VM studies. The onus is on the student to apply to the Assistant Heads of Campus – Learning and Pedagogy for Special Provision. Students who are eligible for 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.

Special Provision aims to make available procedures that can assist students whose studies are affected by:

- acute or chronic illness (physical or psychological)
- an impairment or disability, including learning disabilities
- any factors relating to personal environment

If a student is granted Special Provision, the provision will be an equivalent alternative

arrangement. The Provision will not confer an advantage for the student over the other students.

18.7 FORMS OF SPECIAL PROVISION

- (i) Student program
- (iii) School-based assessment
- (iv) Special Examinations Arrangements
- (v) Derived Examination Scores

(i) ELIGIBILITY FOR SPECIAL PROVISION IN STUDENT PROGRAM

Student must show that they have:

- been adversely affected by a physical/psychological illness
- been adversely affected by factors relating to personal environment
- disability/impairment

Ineligibility for Special Provision in student program include:

- prolonged absence from school **not** related to one of the above factors
- teacher absence and other teacher difficulties
- unfamiliarity with the English language

(ii) ELIGIBILITY FOR SCHOOL BASED ASSESSMENT

Students must show that an:

- illness (acute/chronic), and/or
- impairment (long term), and/or
- personal circumstances, has adversely affected the student's ability to achieve.

Strategies for this type of Special Provision include:

- extension of working time or rest break time
- postpone task/reschedule
- extension of due date (student must apply for this)
- use of a 'like' task
- technological aides
- consideration of oral assessment adjustment request (school based) available from LAP office

(iii) ELIGIBILITY FOR SPECIAL EXAMINATION ARRANGEMENTS

Available to students who have been adversely affected by:

- accident/sudden illness
- personal circumstances
- long-term impairment (which has demonstrated to affect the student's studies) including:
 - severe health impairment
 - significant physical disability
 - hearing impairment
 - vision impairment
 - learning disability
 - severe language disorder

NB: EAL status is not in itself grounds for Special Examination Arrangements.

All applications need to be supported with medical or specialist documentation.

Applications could be made for:

- extra working time (reading, writing, mathematical reasoning) for the examination
- rest breaks during the examination
- use of enlarged print/Braille (for those visually impaired)
- other arrangements specific to the student's individual needs

(iv) DERIVED EXAMINATION SCORES (DES)

Students may apply for a Derived Examination Score if they have been adversely affected by illness or personal circumstance at the time of an examination, or immediately prior, and therefore their result is unlikely to reflect an accurate indication of their learning or achievement in the study (DES are only available for Unit 3 & 4 studies).

ELIGIBILITY FOR DES

- the illness or personal circumstance occurred during or up to two weeks prior to the student's examination period and prevented the student performing to optimum level or sitting the examination at all.

Please note: All applications must be supported with medical documentation, a school statement and evidence from an independent source. A student who arrives late and/or misreads an examination timetable or paper is not eligible to apply.

Students seeking DES must complete an online form, contained in a link which will be sent to their personal email address, and submit it personally to VCAA within seven days of the completion of their personal examination timetable.

The VCAA will determine the success of the application. Students may appeal to the VCAA.

If the application is successful the VCAA will derive an examination score for each examination affected using the student's coursework and SAT scores, the GAT score, school indicative grades and other examination scores (if applicable).

Group DES is available in an extraordinary situation where an examination has been disrupted or prevented from being conducted (i.e. storm/evacuation) or an event has had a profound effect on the student group or some form of irregular conduct has occurred (i.e. wrong examination time given). The Principal can apply on behalf of the whole group for a DES.

Please note: in all cases (i) to (iv) (except group DES) the onus is on the student to make a formal application for assistance and supply all the necessary supporting documentation.

18.9 Students who are granted special provision are also advised to seek advice from the Careers Coordinator regarding their tertiary studies application.

18.10 Special Provision (iii) + (iv) requires students to complete VCAA forms each of which are available from the Assistant Heads of Campus – Learning and Pedagogy.

Study Periods

Students who have study periods allocated within their timetable (classes coded as STY) must be onsite during these periods. Students will have a room allocated (Library - L101C or the Study Centre – L108) and must attend that designated room.

Year 10 students who have study periods within their timetable are allocated to the Study Centre (L108) for these periods. These students must 'tap-on' to register their attendance at the Study Centre. No Year 10 students should be utilising the Library during their study period/s without consent from the staff member in the study centre.

Year 11 students with study periods are allocated to the Library (Room L101C) for their study periods and must attend the library during these times. Students must tap in at the start of each study period so that their attendance is registered.

Year 12 students with study periods are allocated to the Library (Room L101C) but may choose to utilise a breakout area within the Senior Whyte Learning Centre for their study (including the Study Centre – L108 for silent study). Students must tap in at the relevant area they will be working for the period so that their attendance is registered and we know where they can be found.

The senior Study Centre located in room L108 is used for assessment task reschedules/resits and for silent private study only. No food or drink is permitted in this room (unless the student has special provisions in place that allow this).

The Library is for study and research purposes. Senior students may access and utilise the carrels that are set up in the southern end of the library for silent, private study or may work quietly in small groups ensuring that their noise level is not impacting those around them.

Both the Library and Study Centre are always mobile phone free zones including before and after normal school hours, for the security and regulations in relation to VCE assessment tasks.

Students who do not use their study periods in an appropriate manner or fail to follow the rules within the library and/or study centre, may have their study periods revoked and be forced to pick up an additional subject.

STUDY CENTRE OPENING TIMES:	Monday and Wednesday	9.00 am – 3.30 pm
	Tuesday and Thursday	9.00 am – 4.30 pm
	Friday	9.00 am – 3.30 pm

Subject Changes

20.1 Students are assigned subjects (also referred to as courses) based on their submitted **ordered** preferences, with every effort made to accommodate their choices. However, due to a variety of factors such as scheduling constraints, class size limits and student interest, nominated selections may not always be accommodated.

20.2 Should a student submit a request to change subjects, they must be made within the **first two weeks of each semester**. Beyond this time subject changes may not be possible due to the amount of work missed by the student and the possibility of missing class tasks and assessments.

Every effort will be made to accommodate requests, noting that timetable constraints may affect the viability of the request being possible. In the event of a permissible subject change, other classes within the student timetable may be affected (such as class changes).

Year 12 students are not eligible to change subjects for Semester 2 as their Units 3 & 4 studies are a sequence that must be completed together.

Subject change requests will only be processed when the student follows the process as outlined below:

- Student collects the relevant year level subject change form from Senior Administration.
- Student fills in the form in full and obtains the required signatures (parent/guardian, respective learning area leader, class teacher, careers, student) and return to Senior Administration.

The request will be considered and duly processed where possible, and the student's timetable updated or the student will receive feedback as to why the change was not possible.

Requests for subject changes will only be processed when students have followed the above steps. This process is put in place to ensure it is fair to all students, students are making the right decision for the right reasons, requests can be processed in a timely manner and it encourages our senior students to take ownership for their own learning program.

Virtual Schools Victoria

21.1 Virtual Schools Victoria gives students an opportunity to complete subjects that are either not offered at Padua College or not available due to timetabling clashes or other issues.

Enrolments for new Years 10, 11 and 12 students open October 2025 and April 2026.

For further information please visit <https://www.vsv.vic.edu.au/>

Withdrawal from Study

22.1 **COMPASSIONATE LATE WITHDRAWAL**

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. Documentation of the exceptional circumstances must be included.

Compassionate Late Withdrawal is not available to students who are simply not coping with the demands of VCE studies. If the exceptional circumstances claimed are for medical reasons, evidence from a Health Professional, for example a general practitioner or psychologist, is required as part of the application.

22.2 Compassionate Late Withdrawal from a Units 3 and 4 study will not be approved if a student has a final, reported grade for an examination or School-based Assessment.

22.3 If the student has scores for an examination or School-based Assessment associated with Unit 3 only and wishes to continue with that study the following year, the school may apply for

Interrupted Studies status on the student's behalf.

Changes to this Handbook

- 23.1 The Principal, in consultation with the Vice Principal – Teaching and Learning and the Assistant Heads of Campus – Learning and Pedagogy, have the authority to change/modify or institute new guidelines, when circumstances dictate that such action is necessary. Parents and students will be notified, in writing, of any revisions.

Updated : Wednesday 29 April 2026

