Marian College Myrtleford

'Smaller Community - Big Opportunity'

Student / Parent
VCE & VCE VM Handbook
2026

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DISCLAIMER: Marian College and Myrtleford P12 College Staff have taken all reasonable care in compiling accurate and current information for this book. However, students are advised to check information with relevant course authorities.

Glossary

Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes
Authentication	The process of ensuring that the work submitted by students for assessment is their own.
Derived Examination Score	Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other serious cause.
ATAR	Australian Tertiary Assessment Rank. The overall ranking on a scale of zero to 99.95 that a student receives, based on her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
GAT (General Achievement Test)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing a VCE Unit 3 and 4 sequence and used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School –assessed Tasks.
Outcomes	What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.
SAC (School-assessed Coursework)	A school-based assessment that is reported as a grade for either a VCE Unit 3 or 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment asks that assess students' achievement of VCE Units 3 and 4 outcomes.
SAT (School- assessed Task)	A school-based assessment for a VCE Unit 3 and 4 sequence and reported as a grade. A school-assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.
Statistical Moderation	The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school doing that study.
Study Design (VCE)	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed.
Study Score	A score from between 0 and 50 which shows how a student performed in a VCE study, relative to all other students doing that same study. It is based on the student's results in school assessments and examinations.
VCAA	The Victorian Curriculum and Assessment Authority is responsible for the curriculum, assessment and reporting of both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education Vocational Major.
VCE	The Victorian Certificate of Education is an accredited senior school qualification.
VCE VM	The Victorian Certificate of Education (Vocational Major)
VET	The Vocational Education and Training is a nationally recognized vocational certificate. These certificates may be integrated within a VCE program.
VTAC	Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system.

VCE / VCE VM Teachers 2026

Senior Learning Leader – Sonia McKenzie (sonia.mckenzie@mcm.vic.edu.au)

Pathways Leader VCE VM/VET/SBA – Michael Guinane (michael.guinane@mcm.vic.edu.au)

Head of Community – Maria Fin (maria.fin@mcm.vic.edu.au)

Deputy Principal - Michael Webbers (michael.webbers@mcm.vic.edu.au)

Acting Principal - Kylie Quin (kylie.quin@mcm.vic.edu.au)

VCE SUBJECTS AND TEACHERS

	Units 1 / 2	**Units 3 / 4**
Art Creative Practice	Georgia Rose (MP12)	Georgia Rose (MP12)
Biology	Gemma Fleming	Jody Vlahandreas (MP12)
Business Management	Simon Parker (MP12)	Davina Perkins
Chemistry	Maria Bleeser	Maria Bleeser
English	Sonia McKenzie	Bridget Goodyear
General Mathematics	David Melville	Maria Fin
Health & Human Development	Keira Schaefer (MP12)	Keira Schaefer (MP12)
History	Jo Milford (MP12)	Megan Fullwood
Mathematical Methods	Maria Fin	David Melville
Outdoor & Environment Studies	Callen Perry (MP12)	Callen Perry (MP12)
Physical Education	Callen Perry (MP12)	Brad Carroll
Physics	David Melville	Kalian Barnes (MP12)
Product Design & Technology	Russell Williams	Russell Williams
Psychology	Libby Walters (MP12)	Gemma Fleming
Religious Education	Vicky McGowan (Year 11)	Maria Fin (Year 12)
Visual Communication & Design	Cate Sutterby	Cate Sutterby

VCE VM	Michael Guinane, Megan Fullwood, Bridget Goodyear Brad Carroll, Cate Sutterby

Marian College 2026 Learning Mentor Groups

LM Group	Staff Member	Email
N1	Ms Davina Perkins	davina.perkins@mcm.vic.edu.au
N2	Mr Kevin Tyndall	kevin.tyndall@mcm.vic.edu.au
N3	Mrs Megan Fullwood	megan.fullwood@mcm.vic.edu.au
N4	Ms Bridget Goodyear	bridget.goodyear@mcm.vic.edu.au
G1	Mrs Anna Fin-Genero	anna.fin-genero@mcm.vic.edu.au
G2	Mr Michael Guinane	michael.guinane@mcm.vic.edu.au
G3	Mr Brad Carroll	brad.carroll@mcm.vic.edu.au
G4	Ms Vicky McGowan	vicky.mcgowan@mcm.vic.edu.au
R1	Mrs Sonia McKenzie	sonia.mckenzie@mcm.vic.edu.au
R2	Mr Russell Williams	russell.williams@mcm.vic.edu.au
R3	Ms Cate Sutterby	cate.sutterby@mcm.vic.edu.au
R4	Ms Gemma Fleming	gemma.fleming@mcm.vic.edu.au

Policy

The College's VCE/VCE VM Policy Handbook is reviewed annually and, in accordance with VCAA guidelines, decisions relating to the VCE/ VCE VM are final, after approval by the Principal.

Administration of the VCE

The Senior School Leader is responsible for liaising with Myrtleford P12 College and the VCAA, monitoring the implementation of the VCE/VCE VM, overseeing the performance of VCE/VCE VM students (in conjunction with the 10-12 Coordinators/Senior School Leaders) and approving all VCE/VCE VM academic related activities.

A VCE/VCE VM Administrative Appeals Panel is responsible for hearing appeals or adjudicating disputes in respect of the VCE/VCE VM. The Principal will determine the membership of this panel. A panel is likely to include the student home school Principal (or nominee), a 10-12 Year Level Coordinator or Senior School Leader, and (if the incident occurred at Myrtleford P12 College or involves a Myrtleford P12 College student) a representative of Marian College.

Student VCE or VCE/VM Pathways

Students have two options within the VCE:

1. The VCE, which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR)
2. The VCE VM, a vocational and applied learning program which includes studies with school-based assessments that do not provide a study score towards an ATAR. VCE VM students can include other VCE studies (dependent on timetabling) and VET units as part of their VCE VM program.

Each VCE/VCE VM unit involves at least 50 hours of scheduled classroom instruction. Students are also expected to undertake up to 50 hours of self-directed learning for each unit.

VCE/VCE VM Curriculum

The studies offered by Marian College Myrtleford/ Myrtleford P12 College each year are determined by the joint VCEIC (VCE/VCE VM Implementation Committee) and will cover a variety of interests and academic rigour.

During their VCE/VCE VM each student:

- Shall be given a list of due dates and an assessment schedule (note that this may be revised)
- Shall be given the opportunity to undertake specific training in examination techniques and revision practices.
- Shall sign and update their enrolment form as required by the College on behalf of the VCAA. The signing of enrolment forms is important – by signing the student is confirming that the information on the form is correct. It is essential that information on these forms is correct to ensure students are eligible to receive their VCE/VCE VM and that their statement of results accurately reflects the subjects they have undertaken.

Structural Organisation of the VCE

At Marian College, VCE students will generally study 18 - 24 Units over the two or three years of their VCE:

- Year 11 - 12 units (6 per semester)
- Year 12 - 10 units (5 sequences)

To satisfactorily complete the VCE, a student must pass (achieve a satisfactory 'S' result) in at least 16 units including:

- three (3) units from the English group (including a Unit 3/4 sequence)
- three unit 3/4 study sequences (which may include further sequences from the English group and/or VCE VET sequences)

(Note VCE VM Literacy is only available to students enrolled in an eligible VCE VM program).

Students may sometimes be given permission by the Senior School Leader to study fewer or more units to enable them to better negotiate the challenges of the VCE.

All VCE Studies will be allocated at least nine x 50 minute lessons per 2 week cycle. Year 11 students may study Unit 3 and 4 subjects, where appropriate.

Sample VCE Program

Year 11	English 1	Business Management 1	General Maths 1	Biology 1	Psychology 1	Art (CP) 1
	English 2	Business Management 2	General Maths 2	Biology 2	Physical Education 2	Art (CP) 1

Year 12	English 3/4	Business Management 3/4	General Maths 3/4	Biology 3/4	Psychology 3/4	Private Study

Structural Organisation of the VCE Vocational Major (VCE VM)

The VCE Vocational Major (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.

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

- 3 VCE VM Literacy (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. Most students will undertake 16–20 units over the two years.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET.

Sample VCE VM Program

Year 11	VM Literacy 1	VM Numeracy 1	VM PDS 1	VM WRS 1	VET/SBA 1
	VM Literacy 2	VM Numeracy 2	VM PDS 2	VM WRS 2	VET/SBA 2
Year 12	VM Literacy 3/4	VM Numeracy 3/4	VM PDS 3/4	VM WRS 3/4	VET/SBA 3/4

Please note that while it is possible to include VCE English and VCE Mathematics subjects in a VCE VM Program, this is dependant on the timetable. In such cases every effort is made to best cater for individual students.

Other Options (VET)

VET in Schools
These programs link general and vocational curriculums together. They provide more options for all VCE students without detracting from existing pathways. They provide TAFE vocational curriculum (national training packages) as an integrated part of the VCE and not as an add-on. Successful completion of a VET in Schools program continues to give the student a higher education option but also provides additional pathways to TAFE, training and work.

VET in Schools programs provide students with the opportunity to study their VCE as well as a TAFE Certificate and get their Australian Tertiary Admissions Rank (ATAR) all at the same time.

Some VET courses have an exam and can be counted in the top four subjects of the ATAR. Others do not have an exam but can be used as a 5th or 6th subject for the ATAR.
See the Pathways Leader for more information.

VET in Schools programs would be of particular interest to students wishing to:

- Complete their VCE
- Complete a recognised Certificate Course
- Obtain an Australian Tertiary Admissions Rank (ATAR) and keep tertiary options open
- Provide program flexibility - students may choose from the full range of studies offered
- Undertake studies with a more vocational focus that includes work placement and/or part time work.

By undertaking one of these programs the quality of student outcomes will not be compromised in any way. Students wishing to pursue University Studies will have their VCE considered along with all other VCE graduates. Students wishing to undertake Advanced Certificates at a TAFE College will have their certificate and/or VCE credited to them. Students wishing to enter the workforce at the completion of the program will have the benefit of both certificates (including the skills and competencies covered in the programs).

Students undertaking any of these programs will not be separated from students doing the more traditional VCE. They will not be ‘streamed’ into any VCE studies.

Other Options (SBAT)

School Based Apprenticeship Training Programs

These allow VCE students to participate in part-time schooling and paid part-time employment. Participating students enter into a Training Agreement as part of their required employment arrangements. A student who undertakes a School Based Apprenticeship while still at school must be:

- Undertaking VCE-VM studies as part of a program managed and coordinated by a school, and
- A signatory to a Training Agreement registered with the State Training Board, and
- Employed under an award or registered agreement, and
- Undertaking a training program that leads to a nationally recognised vocational qualification.

Marian College and Myrtleford P12 students have the opportunity to be involved in School-based Part-time Apprenticeships. Generally these students attend regular classes 4 days per week and attended their workplace one day per week. They also complete additional paid work and training during some of their holiday period to meet the average 13 hours per week requirment.

In some ways a school-based Apprenticeship program is similar to a VET in Schools program - with similar advantages. However, within an Apprenticeship program it is required that students spend the equivalent of at least one day per week in paid employment that is, four days at school, one day working. This is considerably more work placement than is involved in VET in Schools programs. VCE-VM students may be at their workplace up to two days per week.

Similarly to the VET in Schools programs, these students will be issued with a nationally recognised statement on the successful completion of the two years. They will also receive a VCE certificate providing they successfully complete the VCE requirements. So they will have had the benefit of completing their VCE, completing a Certificate II or III level training qualification, and also spending a significant amount of time in the work force being paid a training wage.

The main difference between VET in Schools programs and School Based Apprenticeships is that for a School Based Apprenticeship the student requires an employer for the duration of the program. This does not necessarily mean that the employer must guarantee the student a job at the end of the program/end of VCE. It just means that the employer is willing to employ the student (at training wage rates) during the program (typically two years) on a part-time basis. This effectively provides the student with a part-time job throughout their VCE in an area of interest to them.

Students involved in the part-time Apprenticeship program are paid training wage rates. This is usually less than students of a similar age may earn in other forms of casual part-time employment, but it needs to be remembered that students participating in the part-time Apprenticeship program are also undertaking training and will be awarded a nationally recognised certificate at the successful completion of the program.

School-based part-time Apprenticeship programs do not require students to undertake a set of prescribed VCE subjects.

It is essential that students must have an employer before embarking on a school-based part-time New Apprenticeship. Some assistance is available with securing an employer and the Colleges have established good working relationships with a number of local Group Training Companies who are available to speak with prospective employers to explain all the details of a school-based part-time apprenticeship.

Please see the Pathways Leader regarding School Based Apprenticeship Training courses.

Virtual Schools Victoria

Some students will find that two subjects that they desperately wish to study are blocked at the same time, or that a subject that appeals to them is not offered. For students who meet the criteria, studying a subject through the VSV becomes an option. The VSV's courses combine quality print-based, audio and visual learning materials and electronic interaction through the internet/social media.

Subjects are divided into terms of nine weeks' work. The subject notes provide guidance and assignments for the student to complete and send/email to the VSV teacher **weekly**. At some levels, tests are sent to the home school for supervised completion.

Criteria for a successful VSV student

- As students are frequently doing this subject alone, good **independent work** habits are essential This includes being resourceful about locating information.
- To be **well organised** is a key criteria as work is sent away weekly.
- To **seek assistance** early when unsure, either via the phone or electronic media.
- **Good literacy** skills, as work requires extensive reading and writing.

Please note that VSV studies incur additional fees of $850 per subject in 2026.

VSV offers a wide range of VCE subjects (but not all). Students wishing to undertake a subject through the VSV should speak with their Learning Mentor or for more information check out the VSV website **https://www.vsv.vic.edu.au/**

The VSV supervisor is Sonia McKenzie (Senior School Leader).

Satisfactory Completion of VCE

Examination results do not determine a unit result. At VCE Unit 1/2 level, examinations are extremely important as part of preparation for VCE Unit 3/4 formal examinations, however, it is work undertaken during the semester which determines whether learning outcomes have been achieved.

'The decision to award satisfactory completion, an S, for the unit must be distinct from the assessment of levels of achievement.'

Satisfactory Completion of VCE

Students must satisfactorily complete a minimum of 16 units, which include:

- An approved combination of three units from the group of English studies and
- three sequences of Units 3 and 4 studies other than English

Schools are responsible for determining whether or not a student has satisfactorily completed the VCE. In all cases where a discrepancy may occur between a school policy and statements in the **Administration Handbook**, the VCAA document will be followed.

Satisfactory Completion of a Unit

School Assessed Coursework (SAC) assesses each student's overall level of achievement on specific assessment tasks. The study design specifies a range of tasks to assess each outcome within a unit. These tasks make up part of the teaching and learning program and are completed mainly in class time.

The decision re satisfactory completion will be based on the teacher's judgment of the student's performance on assessment tasks and class work designated for the unit. The judgment of satisfactory completion is a school responsibility.

To achieve an outcome the student must:

- Produce work that meets the required standard
- Submit work on time or under negotiated timelines
- Submit work that is clearly their own
- Observe the VCAA and school rules.

Results of School Assessed Coursework count towards a student's Study Score in each VCE study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR). If any of the outcomes specified in the study design are not achieved, the student receives an N (Not satisfactory) for the unit.

Non Satisfactory Completion of VCE

Non Satisfactory Completion of a Unit ('N' Result)

A student may not be granted satisfactory completion if:

- The work does not demonstrate achievement of the outcomes
- The student has not met a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated as the student's own work or
- There has been a substantive breach of rules including school attendance rules.

Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve the outcomes of the unit. Judgements regarding satisfactory completion must not be made based on a single school-based assessment.

Consequences of receiving an 'N' result for a unit

If a student receives an N result, and after any appeal that may be lodged the decision is for the N result to remain, it may impact the student meeting the minimum requirements for the completion of the VCE. This may require repeating a unit and may extend the time required to complete the certificate. Therefore, a student should discuss with their teacher and/or other appropriate staff (e.g Learning Mentor, Pathways Leader and Senior School Leader) any difficulties that may arise that could result in receiving an N result so supports can be offered to help avoid the situation.

Redeeming outcomes: submitting further work

If work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements.

A student may submit further work or resubmit a School-assessed Coursework assessment (Assessment Task) for reconsideration only to redeem an ‘S’ for the outcome. The teacher may not allow a student to resubmit work to improve a score of an assessment for School-Assessed Coursework.

Teachers will provide students with at least two additional opportunities to demonstrate their understanding. Teachers will provide students with alternative ways to demonstrate their understanding.

A letter will be sent home via PAM to notify parents of the Provisional N result. Students will also receive formal notification via their class teacher or the Senior School Leader The communication will include an outline of how the student can redeem the result and indicate a timeline within which the task should be completed.

When the student has completed the task to a satisfactory level the parents/carers and student will be formally notified via PAM.

Students usually complete work for a unit during the semester in which the unit is undertaken. As far as possible the school will delay the decision about satisfactory completion to allow a student to complete or submit further work.

If, after being provided with multiple opportunities, a student has not redeemed their result, they will receive an N for this unit. At Unit 1/2 level this means that this unit will not contribute to the minimum of 16 units required to satisfactorily complete their VCE/VCE VM. At Unit 3/4 level (because the units are completed as sequences) if a student receives an N for Unit 3, they can not

continue into Unit 4. This may be of more significance as students must successfully complete four unit 3/4 sequences to be eligible to satisfactorily complete their VCE/VCE VM.

Repeating Units

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

VCE Unit Result of J

If a student is no longer attending but they have not officially withdrawn by signing a student exit form the symbol 'J' is issued. The J result will be used if the student:

- Is no longer attending class
- Has not submitted work for assessment.

The J result is recorded on the VCAA database, but 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.

Student Appeal

If a student has received an N for a unit, they can lodge an appeal. ***The student must lodge an appeal in writing to the Principal via the Senior School Leader within fourteen (14) days of receiving the result.***

An Appeals Committee will consider all records relating to the case and may interview the student. The student will be given twenty-four (24) hours notice of the interview. The student may bring a parent or friend in a support role but not as an advocate.

The teacher who awarded the result may be required to provide additional evidence to the Appeals Committee.

The student will be notified in writing of the decision within fourteen (14) days of being interviewed. Students have the right of appeal to the VCAA against penalties imposed for breaches of authentication in relation to coursework.

Students may appeal against the decision of the Principal on one or both of two grounds:

- that a breach of the rules by the student had not occurred
- that the penalty imposed was too severe

A student's intention to appeal must be received in writing at the VCAA within fourteen (14) days of the Principal's written notification to the student. Correspondence must be addressed to the VCAA Secretary.

Assessment Tasks, SACs and SATs

There are two forms of school-based graded assessments for VCE Units 3 & 4 - coursework (SACs) and school-assessed tasks (SATs). The form or forms of school assessment and their weighting are specified for each study.

Teachers will report to students the raw (actual) score on the work as it is returned. The student report will not carry these numbers or the grade equivalent because of the VCAA statistical moderation process that occurs throughout the year. School assessments may change following review of school-assessed tasks or statistical moderation.

Results of these school assessments count towards a student's study score in each VCE study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR)

School assessed coursework has priority over excursions. Students who are absent from school assessed coursework will not receive a score unless their absence is an approved one.

In Units 1 & 2 assessment tasks are completed and graded. The results are communicated to parents in the mid-year and end of year reports. The grades do not contribute to the student's VCE study scores or ATAR score however, it is important that students satisfactorily complete these units in order to satisfy the unit requirements of VCE.

Extension of Time

The school is able to grant extension of time under some circumstances for the completion of coursework and outcomes, SACs & SATs and for the purposes of deciding satisfactory completion.

Students may apply for an extension of time **where circumstances beyond the control of the student have meant that they have not been able to spend sufficient time on preparation of work** such as a death in the family, acute illness that is supported by a medical certificate, an accident which affects the student or family. If a student requires an extension of time to complete work he/she must fill in the appropriate form and hand it to the unit teacher at least two days before the due date for the work. This form is to be signed by the parent/guardian before it is handed to the subject teacher.

The extension of time will be granted at the discretion of the teacher concerned. The teacher concerned will indicate the new date for submission. The completed form is to be handed to the subject teacher and a copy given to **Senior School Leader.**

Students who do not complete the work by the new due date may receive an **N** for the unit if it does not satisfy the specified outcome it is assessing. Parents will be notified.

Assessment

Marian College and Myrtleford P12 College are committed to preparing students for tertiary studies. Given that entrance to universities will be based on the aggregate of Unit 3 and 4 Assessment Task scores, it is important that students experience form Assessment Tasks in Unit 1/2 VCE subjects.

In VCE Units 1/2, teachers will set Assessment Tasks of which at least one is an examination. Teachers will typically set similar tasks to those, which students will encounter in Units 3 and 4. Students will be given the criteria for assessing these Assessment tasks before attempting them. Students undertaking VCE VM Unit 1/2 units will be required to complete Assessment Tasks, but will not be required to complete examinations.

An examination week is held at the end of each semester for VCE Year 11 students. These assessment tasks do not determine whether or not a student satisfactorily completes the unit. It must be noted that all Year 11 students are expected to complete their end of unit examinations – regardless of whether they are considering non-scored completion in Unit 3/4 or if they are not intending to complete the subject at Unit 3/4 level. Completion of the exams is considered to part of the process of finalising their results for Unit 1 and Unit 2.

Students undertaking VCE VM are required to sit the GAT and therefore some experience with formal assessment is advantageous. Teachers should ensure that VCE VM students have some experience of completing low stakes assessment tasks under formal examination conditions to ensure that they are well prepared for undertaking the GAT.

Students must not submit the same piece of work for completion of more than one outcome task. Students must not submit the same piece of work for assessment in more than one AT.

Scheduling of Assessment Tasks

Teachers are required to provide students with the dates for completion of assessment tasks in advance. For Marian College and Myrtleford P12 College, teachers are asked to complete a Semester assessment calendar which is a shared document – these dates are then shared with students.

It may be necessary to reschedule an assessment task for an entire class. In this instance all students must be provided with adequate notification (verbal and written) and teachers must ensure that no student in the class is advantaged or disadvantaged.

Rescheduling of an assessment task for an individual student will only be granted in special circumstances.

Retention of School-based Assessments

Students must be provided with a copy of each completed school-based assessment, and the initial school-based assessment results for each assessment task. Students must be advised that the initial school assessments for Units 3 and 4 may change following statistical moderation of school-based assessments.

Students are encouraged to retain work completed for assessment until the end of the academic year in which the work was undertaken.

Rules for authentication of school-based assessment

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Apart from reference to, and incorporation of appropriate texts and source material, no part of a student's work may be copied from any other person's work. Students are advised to keep rough notes or some evidence that the final product is the result of the students' research and drafting.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise
- not cheat
- acknowledge all resources used, including
  - ◊ texts, websites and other source material
  - ◊ the name and status of any person or source who provided assistance and the type of assistance provided
- not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules.

Acceptable levels of assistance include:

- incorporating 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 or self-correction or both.

Unacceptable forms of assistance include:

- use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement
- use of or copying sample answers provided by their teacher, another person or another source
- corrections or improvements made or dictated by another person, including their teacher.

Authentication is only possible if teachers review the students' progress within class time. Learning outcome tasks/SACs are fundamental to the course and must be substantially completed within class time.

A student may not accept undue assistance from any other person or source in the preparation and submission of work. Plagiarism will not be tolerated. The use of genAI in work submitted for assessment will be treated as an allegation of a breach of VCE rules.

The teacher may consider it appropriate to ask the student to demonstrate their understanding of the outcome task at or about the time of submission of the work. If the teacher is not satisfied that the work is the student's own then the student 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 an understanding of the work.

If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

Students must sign the Authentication record for school-based assessment form for work done outside class.

Students who complete school-based assessment work outside class must sign and submit the VCAA Authentication record for school-based assessment form. The Authentication record for school-based assessment will be provided by the unit teacher.

Allegations of breaches of rules in school-based assessment

Reporting An Alleged Breach

The Deputy Principal or Senior School Leader should be the initial point of contact for reports of allegations of breaches of rules in school-based assessment. The Deputy Principal will then appoint an appropriate person to undertake an initial investigation of the allegation.

'Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party such as a tutor.

Allegations should be handled sensitively and may need to be kept confidential.

On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.' (VCE Administration Handbook 2024).

The following information has been taken from the VCAA VCE Administrative Handbook and adapted to suit the Marian College Myrtleford / Myrtleford P12 shared VCE provision situation.

Preliminary Investigation

On receipt of an allegation, the person responsible for investigating alleged breaches of rules should conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation. The school may decide it is appropriate to appoint an external person to carry out the investigation and report back to the VCE/VCE VM Administrative Appeals Panel. The student should be advised that an investigation is to take place.

Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment. If so, the evidence should be put to a VCE Administrative Appeals Panel for determination.

The investigator must approach the investigation with an open mind and act fairly and without bias. They should consider the allegation against the student, the evidence of anyone who might have something relevant to say about the allegation, and any documents or information that may shed light on whether an allegation has substance. Some or all the information and evidence gathered during the investigation may show that the allegation against the student is unfounded; this evidence should not be discounted.

The investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules)
- the student's work
- copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
- samples of other work by the student for comparison, if relevant
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

If the investigation suggests there is any substance to any part of the allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to

bring a support person to the interview. 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 student's parent(s) or guardian(s) will typically be advised of the nature of the allegation. The school retains some discretion based on the school's knowledge of the student's personal circumstances.

If an allegation suggests that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own or was completed in accordance with VCAA requirements or both.

The student may be asked 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 their other work
- complete, under supervision, a supplementary assessment task related to the original task.

Decision-making

The VCE/VCE VM Administrative Appeals Panel has the authority to decide if a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment on receipt of a report from the person appointed to carry out the investigation.

The VCE/VCE VM Administrative Appeals Panel will consider the material gathered during the investigation, including evidence that suggests the allegations are not proven, as well as any responses the student provided during the investigation.

If the VCE/VCE VM Administrative Appeals Panel forms the view that the evidence against the student is insufficient to establish the allegations against the student, the panel will confirm this in writing to the student and advise that no further action will be taken.

If the VCE/VCE VM Administrative Appeals Panel considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a meeting or hearing should be convened so that the evidence can be considered, and the student given an opportunity to be heard.

The VCE/VCE VM Administrative Appeals Panel must act fairly and without bias.

The student must receive at least 24 hours' written notice of the meeting conducted by the VCE/VCE VM Administrative Appeals Panel. The notice should include:

- the date, time, place and likely duration of the meeting
- the allegation(s) against the student
- the names of all VCE Administrative Appeals Panel members
- advice that the student may bring a support person to the meeting (see below)
- the name of a contact person if the student has queries about the meeting
- a copy of any evidence that the decision-makers will consider at the meeting, including whether any witnesses will be present at the meeting
- the possible outcomes, including penalties.

It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any meeting, The meeting should be conducted at the student's home school, in an environment that is not intimidating for the student but that is appropriate given the nature of the allegation.

At the meeting, the VCE/VCE VM Administrative Appeals Panel must explain the purpose of the meeting to the student and confirm the allegation against the student and the possible outcomes.

The VCE/VCE VM Administrative Appeals Panel may ask questions of the student.

The student must be given the opportunity at the meeting to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing.

The VCE/VCE VM Administrative Appeals Panel must consider all evidence and submissions carefully, including the student's response, and whether the allegation (and the student's defence) is supported by evidence that is relevant and credible.

The VCE/VCE VM Administrative Appeals Panel must consider all relevant factors and no irrelevant factors.

The VCE/VCE VM Administrative Appeals Panel must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt.

The VCE/VCE VM Administrative Appeals Panel must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Possible penalties could 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/VCE VM unit
- refusal to accept any part of the work, awarding an N for the outcome.

The VCE/VCE VM Administrative Appeals Panel will inform the student of the decision and any penalty to be imposed at the meeting, and of the student's right to appeal the decision to the VCAA in accordance with section 2.5.21 of the Education and Training Reform Act 2006 (Vic). The VCE/VCE VM Administrative Appeals Panel should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

After the meeting, the school must write to the student to confirm:

- the findings of the VCE/VCE VM Administrative Appeals Panel in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

The school will retain all material related to the allegation in case the student wants to appeal a decision.

If the student's work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change.

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a school-based assessment task conducted under test conditions.

Attendance

Students must attend 90% of classes per unit per semester.
This requirement is in place to ensure students meet the minimum 50 hours of classroom instruction.

School Approved Absences:
These absences can be divided into three categories: Medical and illness, School Activity and Extenuating Circumstances

Some examples of each of the categories are outlined below:

Medical and Illness

- These absences must be supported by certification by a medical practitioner, stating that the student was unable to attend school.

School Activities

- These include: VSV Seminars, O & M Team sports

Extenuating Circumstances

- Other circumstances that might require a student to be absent, such as a death in the family, or an accident that directly affects the student or their family members.

Students are encouraged to seek advice from their Senior School Leader to assist them in discerning whether they qualify for a school-approved absence.

Planned Absences:

It is acknowledged that at times it is not possible to make important appointments eg. medical specialists, or to time events (eg. medical/dental procedures) out of school time. In instances when a student/parent knows of an impending absence it is important that this information is shared with the class teachers and the Senior School Leader.

Families are encouraged not to organise holidays during school term time. If this is unavoidable, for example due to family member illness, it is critical that the absence is discussed with the Senior School Leader well prior to the time of leaving to enable a plan to be developed to ensure that the student does not miss out on important work or assessment activities.

Unapproved Absences:

An **unapproved absence** includes staying home to catch up on work, activities attending or preparing for a social event, a family holiday, driving lessons or driver's licence test or attending part time employment.

For any absence, a parent/guardian must inform the school by 9am providing a reason for the absence.

If the student has been absent due to illness or serious environmental factors, they may be advised to seek help through their Learning Mentor or Wellbeing Leader.

Withdrawing from a Unit

Students wishing to withdraw from a unit of study must first seek the advice of the subject teacher concerned and the Learning Mentor.

If the decision is made to go ahead with withdrawing from the unit:

- The student must obtain a withdrawal form from the Senior School Leader and return the completed form to the Senior School Leader.
- The form requires a signature from the Parents and the Pathways Leader.
- Students must continue to attend classes until approval has been given.

Deadline for withdrawing from VCE units

- The final day for enrolling/withdrawing from Unit 3/ 4 sequences is towards the end of April.
- The final day for enrolling/withdrawing from Units 1 and 2 is typically mid November.
- The final day for withdrawing from Unit 4 is mid July.

Specific dates are set each year by VCAA.

Withdrawing from VCE

Students who wish to completely withdraw from their VCE studies must complete a VCE Withdrawal form.

For students who are younger than 17 years of age, we are required to complete an Application for Exemption from School Attendance prior to exiting school – to be successful this application needs to include evidence that the student is transitioning to full time training eg an apprenticeship, or has been offered a place at TAFE, or full time employment eg a letter on business letterhead stating that the student has been offered a full time position.

Deadlines / Due Dates

A deadline or due date is when a task shall be completed and submitted. If a deadline cannot be met, a student must formally seek an extension.

Process to Complete a SAC on an Alternative Date

Checklist

- Students unable to attend a scheduled SAC due to illness will need to contact the school (preferably via their Learning Mentor) so that the subject teacher concerned is aware of the absence.
- Students must complete SAC / Assessment Rescheduling Request . A medical certificate, school approved notice or other evidence will be required to support your application.

Lost or Damaged Work

It is the responsibility of students to see that work is handed to the teacher and that the work submitted has been recorded as being received. Work should not be left on teachers' desks but handed in during class time in accordance with deadline requirements. If the teacher is unavailable, the work should be personally delivered to the Senior School Leader or Deputy Principal.

If a teacher or student has lost a coursework assessment 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 school. The principal will determine an initial score for the assessment task, acting on advice from the teacher and on the basis of records kept.

Note that none of this applies to work lost or damaged due to computer misuse or malfunction.

Students are responsible for proper management of computer material by ensuring that:

- there is an alternate system available 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 onto a back-up file. The back-up file should not be stored with the computer.

Exams

Unit 3 & 4 exams (except the Languages Oral exams) are held at the LG Ablett Pavilion.

All students enrolled in a Unit 3/4 sequence (including VET scored sequences and VM sequences) **must** sit the General Achievement Test (GAT) in June.

The GAT is now conducted in two seperate sessions. Section A provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at the senior secondary level. All students complete the first section of the GAT. Section B (the second section) is comprised of an extended writing task, plus 25 mathematics, science and technology multipe choice questions and 25 arts and humanities multiple choice questions.

Special Provision

Special Provision are arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to achieve the learning outcomes. The provision is available to VCE and VM students.

At Marian College students with Personalised Learning Plans prior to VCE are likely to be eligible for reasonable adjustments/special provisions. Students who have not previously had an IEP may apply for special provision when in Year 11/Year 12.

There are **three forms of Special Provision**

- School-based Assessment
- Special Examination Arrangements (SEA)
- Derived Examination Scores

The last day to submit SEA applications is Friday 6th March 2026.

School-based assessment

Schools can apply special provisions and arrangements for school-based assessments. The VCAA recognises that teachers, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances.

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- Illness - acute and chronic
- Disabilities or impairment, including learning disabilities
- Personal circumstances

There are a number of ways in which schools can make alternative arrangements to enable students to be assessed against the outcomes of the study design including:

- Allowing the student to undertake the task at a later date
- Allowing the student extra time to complete the task
- Setting a substitute task of the same type
- Replacing one task with a task of a different kind
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended
- Using technology, aides or other special arrangements to undertake assessment tasks
- Deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

It is the responsibility of the student to discuss with their teacher or the Senior School Leader any circumstances that might make them eligible for Special Provision at the time they are undertaking the school-based assessment. The Senior School Leader will decide if a student is eligible for Special Provision for school-based assessment and the conditions of the special provision will be communicated to the student's teachers.

Special Examination Arrangements

Schools may apply to the VCAA for modified examination arrangements for individual students. Schools must apply each year for students who are undertaking Units 3 and 4 in successive years.

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by:

- **Accident or sudden onset of illness**
- **Personal circumstances**
- **Long-term Impairment** - Where this is used as the grounds for eligibility, the school needs to provide in their recommendation the details of arrangements made for the student at the school

level. ***Special Examination Arrangements will not be granted to students who have long-term impairments where there has been no demonstrated requirement for them at the school level.***

Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation.

Students who have been granted EAL status on the basis of unfamiliarity with the English Language and not hearing impairment are not eligible for Special Examination Arrangements on this ground alone.

Special Examination Arrangements may take the form of:

- Extra reading time in addition to the official reading time and/or
- Extra time designated for the examination and/or
- Normal time but with appropriate rest periods
- Permission to take food into examination

Students with specific illnesses or disabilities may be assisted by:

- Permission to use special technological aids such as a typewriter or computer
- Use of a scribe, clarifier or reader
- Use of enlarged, Braille and/or recorded examination papers
- An alternative examination venue

Students who are unable to attend an examination centre due to illness or disability, but are well enough to attempt the examination in a hospital or in their own homes, may apply for special supervision

When deciding if a student is to attempt an examination it is important to seek the advice of the **medical practitioner.**

Derived Examination Score

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision.

The DES is intended for the student who is ill or affected by other personal circumstances **at or near the time of an examination** and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring **immediately before or during** the examination period has affected their performance on an examination or has prevented them from attending an examination.

'Immediately before' applies to the **two-week period prior** to a performance, oral or October written examination or the GAT General Achievement Test examination in the June or the November examination period.

The circumstances which will be deemed acceptable for a Derived Examination Score are:

- **illness** (both physical and psychiatric), **physical injury** or a **disability** which affects the student's performance on the examination (e.g. asthma attack, broken arm)
- factors relating to their **personal circumstances** or any event which affects the student's performance on the examination (e.g. death, serious illness, accident of a family member, family break up, faulty examination paper).

This must be substantiated with evidence from an independent professional (for example, doctor, social worker, police officer or solicitor).

The application form is the responsibility of the student. In exceptional circumstances where the student does not wish to divulge their specific circumstances to the school, they may apply directly to the VCAA.

Australian Tertiary Admission Rank (ATAR)

In mid-December of this year, all Year 12 students who applied for tertiary studies will receive their VCE results from the Victorian Curriculum and Assessment Authority (VCAA) and an ATAR from the Victorian Tertiary Admissions Centre (VTAC). The ATAR is a numerical score out of 99.95.

Calculation of the ATAR - The ATAR is based on a student's performance in English and his/her 3 best results, plus 10% of any 5th and 6th study. Each study is given a score out of 50 from VCAA.

Step 1 VTAC takes these study scores and compares the student's performance in that study with the rest of the candidates in the study. The study is then compared with performances of other studies. The student's study scores are **scaled** accordingly by VTAC in order to ensure that the strength of competition in each study is about the same.

Step 2 VTAC takes these scaled scores (ie. English + 3 next best + 10% of 5th and 6th study) and determines an ATAR aggregate (number between 0 - 210) for each student. VCE VET programs that don't include scored assessment (some VCE VET programs include scored assessment and therefore can be counted as one of the 3 best scores) and part-time Apprenticeships may count as the 5th and/or 6th study and a university (enhancement) study as a 6th study (if 5 VCE studies have been completed). If more than six studies are available then English and the best 5 are used. The highest possible aggregate, consistent with the rules, is always calculated.

Step 3 An aggregate is created for every current VCE student who has sufficient studies. There are more than 40,000 students each year. All eligible students are ranked in order of their aggregates. A student's percentage rank gives the percentage of eligible students ranked below that student.

Step 4 The top percentage rank is 99.95 and there are 2000 ranks used between 99.95 and 0.00, in steps of 0.05. About 20 students are allocated each rank, fairly evenly from top to bottom. The top 20 or so students with the highest aggregates (usually above 210), are allocated a percentage rank of 99.95, the next 20 with aggregates slightly lower, are allocated 99.90 as so on.

Step 5 In order to compare the ranks in various years or from various states, the percentage is converted to a ranking (ATAR) within the whole age group, whether or not the students stayed at school to complete the VCE.

There is no pass or fail ATAR. Every VCE student who applies for university selection and meets minimum tertiary entrance requirements under the VCE will receive an ATAR.

VTAC Guide - ATAR and Scaling 2026
Link: https://vtac.edu.au/guides/atar-scaling-guide-2026

Tertiary Selection

VTAC (Victorian Tertiary Admissions Centre) is responsible for organising and processing student applications to universities and TAFE colleges. This process involves the generation of an Australian Tertiary Admissions Rank (ATAR) for all students planning entry into the tertiary level of education. This system allows for all students across Australia to be treated in the same way, where possible, in their applications for tertiary places.

VCE students use the ATAR as a basis for entry to Victorian universities and TAFE institutions. The ATAR scores can also be used for entry into interstate universities and TAFE colleges.

The minimum entrance requirements for exiting Year 12 students for all universities and some TAFE courses are:

- Satisfactory completion of the VCE.
- Satisfactory completion of the work requirements in Units 3 and 4 of English.
- An ATAR (Australian Tertiary Admissions Rank). Students who do not apply to VTAC for entry into a course will not receive an ATAR – even if they have successfully completed their VCE.

Please Note

- All accredited VCE studies are considered to be equal.
- Successful completion of any VCE program does not guarantee entry into tertiary or TAFE courses.

Marian College General School Policies

Study Periods

- Students are expected to report to the library during study periods.
- Students are expected to take responsibility for their study periods and students who are not in the right place at the correct time may be asked to spend periods in the back of a teacher's class.
- Students must attend school at the start of the day regardless of whether they have study lessons or have their first class at MP-12 College.

MP-12 College students who study subjects at Marian College
Marian Students who study subjects at MP-12 College

- Students who study subjects at the other College are expected to abide by the rules of that College at all times. They are expected to follow instructions given by any staff members of that College.
- Students are expected to spend their lunch time at their home school. Students with classes at the other school either side of recess are permitted to remain at that College for the duration of recess.

Travel between Colleges

- Travel between Colleges is to be restricted to pedestrian transport (walking) along the pedestrian path, unless prior permission has been obtained from the Senior School Leader. Students must cross Prince Street at the student crossing outside of Marian College.
- Students travelling to the other College are permitted to leave class 5 minutes prior to the usual end of class time for single periods on Wednesdays and are allowed to arrive 5 minutes after the commencement of the lesson. Students are expected to arrive within this ten minute time limit.

Submission of Work

- Students submitting work for teachers at the other school are required to hand the work personally to the teacher of the subject unless otherwise advised.
- Students submitting work for teachers at their own school are advised to hand work personally to the teacher of the subject, but in event of the teacher being absent, students may submit work at the staffroom with the request that the work be placed in the subject teacher's pigeonhole.

Student Cars

- Students are permitted to drive motor vehicles to and from school if they have written permission from their parents.
- Students are not permitted to drive between Marian College and Myrtleford P-12 College during school hours.
- Cars are not to be used for any other purpose during the school day and must not be parked in or brought onto the school grounds at any time. They can be parked in Williams Street, outside EMPAC or in the St Mary's Church car park (excluding days of a funeral).
- Students who drive cars must obtain the appropriate form from Senior School Leader. The completed forms are to be returned to the Senior School Leader to sign thus giving written permission.
- Students are permitted to transport a sibling as a passenger with the written permission of a parent/guardian.

Appointments

- Students should not make medical, dental or driving appointments during class time except in emergencies. Students may make appointments during study classes if necessary.
- Students who wish to take licence tests should make appointments well in advance so that these can be taken during holidays or out of school hours.

Absences

- Parents of students who are absent from school on any day are expected to notify the school before 9.00 am on that day and leave a message stating the reason for the absence.
- If a student is extremely ill and cannot attend school on the day of an Assessment Task or SAC, parents must notify the teacher of the subject involved as well as the Learning Mentor.
- Students who allow themselves to fall behind with work will have their study periods revoked until such time that the teacher is satisfied that the work is up to date.

Who Do You Go To?

If you are absent for a SAC	Parents must telephone the school and ask office staff to notify the subject teacher and the Learning Mentor. When the student returns to school SAC / Assessment Rescheduling Request form must be given to the subject teacher. If it is an acceptable absence, the student will be given a time to complete the SAC arranged with the subject teacher.
If you are ill for one day	Please notify the school on day of absence and bring a note or medical certificate to show your subject teachers and then give the note to your Learning Mentor.
If you are absent for more than one day	If you are aware of this beforehand please notify the office and your Learning Mentor. If it is unexpected, please phone the school as expected for all absences. Missed work can be picked up or sent home with another student. If a teacher feels that you need to make up these classes, a student may be asked to attend after school.
If you are concerned about time management or stress	Discuss this with your Learning Mentor, and your subject teacher. You should consider making an appointment with the Wellbeing Leader.
If you have fallen behind in a subject	Contact your subject teacher and Learning Mentor.
If you have a question regarding VCE VM	Michael Guinane (Pathways Leader)
If you have a question regarding VET	Michael Guinane (Pathways Leader)
If your coursework has suffered due to illness or personal circumstances	Contact your subject teacher, Learning Mentor and / or Senior School Leader
If your examinations are going to be affected by illness or personal circumstances	Senior School Leader
If you would like to change from one subject to another subject.	Discuss it with your subject teacher then see your Learning Mentor, Pathways Leader and the Senior School Leader. You must continue attending the subject until the change has been cleared through Senior School Leader.
If you would like to withdraw from a subject.	Firstly, you must seek the advice of your subject teacher. If the decision is made to go ahead, the student must meet with Senior School Leader. You will be given a form to pass on to parents to be signed.

2026 Selected Important Dates

Date	
Friday 20th February	Final date (Marian) for VCE, VCE VM and VET subject changes
Friday 6th March	Last day to sudmit Special Examination Arrangements
Friday 1st May	VCAA Final date to withdraw from Unit 3/4 sequences
Friday 5th - Thursday 11th June	Unit 1 Examinations
Tuesday 16th June	GAT
September School Holidays Dates to be advised	Practice Examinations 1 for all Unit 3/4 subjects
Monday 26th October to Wednesday 18th November	Unit 3 & 4 Written Examinations
Friday 20th November to Thursday 26th November	Unit 2 Examinations
Thursday 10th December	VCE Results released

Marian College
In Deeds Not Words

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