HEALESVILLE HIGH SCHOOL

your future is our passion

Senior Handbook 2024

RESPECT | RESPONSIBILITY | RELATIONSHIPS | TEAMWORK

Contents

Key Contacts

Principal	Allan Rennick
Assistant Principal	Matthew Donald
Head of Senior School	Gabby Plunkett
Year 12 Manager	Wendy Jackson
Year 11 Manager	Jessica Dennis
Careers & VET Managers	Gayle Shelley / Holly O'Brien
Student Wellbeing Manager	Hilda Ellis
Head of Junior School	Kim Watson
Director of Curriculum	David Kennedy

Domain Leaders

English	Karl Fritzlaff
Health & Physical Education/Sport	Sophie Taratuta
Humanities	Yasmin Penrose
Mathematics	Christine Dell
Science	Erin Benham
Art/ Technology	Jessica Dennis
Instrumental Music	Amanda Morrison
Lote (Japanese)	Ashleigh Katsi

Term dates 2024

Term 1:   **29th January – 28th March**

Term 2:   **15th April – 28th June**

Term 3:   **15th July – 20th September**

Term 4:   **7th October – 20th December**

School Organisation

Compass School Manager
The school uses the Compass online management system to streamline many school operations including attendance, communication, event management and reporting. It is expected that all families will have an active email account for this online communication.

Attendance
The school day commences at 8:50am and ends at 3:15pm. VCE students are required to attend ALL timetabled classes and are expected to have a minimum of 90% attendance in order to complete their timetabled classes including designated study periods. Students who miss more than 10% of a unit's scheduled class time through unapproved absences may have their result recorded as 'N' (Not Satisfactory). A student who is absent from an assessment task should contact the school on the day of the assessment task. Grades for SAC's may be withheld from VCAA until a medical certificate or other official documentation, such as a statutory declaration or report from a counsellor, is supplied to cover the student's absence.

Arriving late
Students who arrive at school after 8:50am must report to the general office to obtain a late pass to present to their class teacher and this will be recorded on the attendance roll. Late arrival without parent communication will result in a lunchtime detention.

Leaving early
Students leaving early can do so with their parent's permission. Therefore, this requires parents to communicate with the school. This will still apply once students reach the age of 18. All early leavers must sign out at the general office before they leave.

Homework
In general, students should expect to spend 12-15 hours per week in Year 11, and 15-20 hours per week in Year 12, completing tasks, study or revision outside of their regular school hours. Homework is an essential component of the senior curriculum and it provides students with the opportunity to clarify their understanding. Often homework will involve students extending their knowledge, practicing their skills and preparing for upcoming assessment tasks.

Textbooks and Stationery
Textbook/stationery lists and order forms may be placed through the school supplier Lilydale Books, 1/25- 27 Hightech Place, Lilydale. Booklists will be sent home, are available from the general office and via the school website.

Curriculum Materials and Service Charges
The School Council sets the Curriculum Material and Services Charge, which is also dependent on chosen subjects. Families who experience financial difficulty can discuss payment options with the Principal. Payment is seen as your "confirmation of enrolment" in the chosen course of study. Unfortunately, the school cannot offer places in expensive selective studies without the necessary financial commitment and support required, therefore we ask that all payments are finalised as soon as possible.

Home Group
All students at Healesville High School start each day with their Home Group. Home Group is comprised of a small group of students from each year level that meet with their assigned Home Group teachers each morning. These groups of students and staff remain the same each year. Home Groups ensure a strong sense of belonging amongst students and staff and support the pastoral care provided to each of our students.

BYOD

Healesville High School has a Bring Your Own Device (BYOD) model for computer access at the school and has partnered with several computer suppliers to make the purchasing of items simpler.

The partner suppliers include JB Hi-Fi Education Solutions and Learning with Technologies. Each supplier has a portal system, set up for parent, student and staff access and while we are not recommending you use any particular supplier, these ones do offer:

- Flexible payment options

- Easy pickup

- 3 Year on-site warranty

- The ability to load the eduSTAR software image upon request.

  If you require any assistance please call the IT staff members at the school.
  For more detailed information (including portal passwords and links) go to the www.healesvillehs.vic.edu.au website and select BYOD from the Enrolment menu**.**

Healesville High School Uniform Supplier

Healesville High school uniform supplier is PSW School Uniforms. Contact details are provided below. All students are expected to be in full school uniform. Students out of uniform and without parent communication will receive a lunchtime detention. Hooded jumpers cannot be worn at school. If students arrive with a hooded jumper, an alternative jumper will be loaned to them.

PSW School Uniforms

Unit 8A, 51 Lusher Road,
Croydon VIC 3136
Phone: (03) 9768 0336

REGULAR TRADING HOURS*
Tue to Fri: 9:00am - 5:00pm
Sat: 10:00am - 1:00pm

EXTENDED TRADING HOURS**
18/11/2019 to 7/03/2020
Mon to Fri: 9:00am - 5:00pm
Sat: 9:00am - 1:00pm

SHOP ONLINE   FLEXIBLE EXCHANGE OPTIONS   RETAIL STORE   LAYBY AVAIL ASK IN-STORE ***   PSWSCHOOLS   PSW_APPAREL

'Step-up' transition program

At the end of each year, Healesville High School runs an academic enhancement program for senior students. This program, called 'Step-Up', has students commence their studies for the following academic year.

The program has some basic objectives:

• To give senior students the opportunity to get a head start on their studies and provide content to review prior to the start of the following year

• Unit 1 and 2 students are able to gain a better understanding of VCE/VCE VM requirements and processes prior to the commencement of the new academic year

Resources supporting student learning

Library
The Library Resource Centre is open from 8.30am to 4.00pm including recess and lunchtime. It contains study areas, computer facilities and recreational reading areas. Students have ready access to a vast array of resources including a comprehensive research and reference collection, a regularly updated selection of novels, magazines and audio-visual material.

Homework Study Sessions
The school provides access to supervised study sessions after school hours. Qualified teachers provide support for students across all courses.

Careers
The Careers Manager provides information about further education, training and employment opportunities. Every student is given CAP (Career Action Plan) interviews. Students can make appointments for individual counselling which can include referral to external agencies. The Careers Manager liaises with students, the Department of Education and employers, regarding work experience or industry placement that the students may undertake.

Student Services - Student Wellbeing Centre
This centre is led by the Student Wellbeing Manager and provides a variety of services to support students throughout their schooling. Professionals in this area who are all present on a weekly basis include an Educational Psychologist (learning assessments), Psychologists, Social Worker and an Adolescent Health Nurse. The Student Wellbeing Manager can provide assistance in regard to Centrelink payments such as Youth Allowance. Queries regarding legal issues and youth accommodation can be directed to the Student Wellbeing Manager.

Doctors in Schools
Healesville High School is a 'Doctors in Schools' partnership school. We have a fully equipped doctor's clinic and Health Nurse on site and students have access to this facility on Tuesdays. See the Student Wellbeing Manager to make an appointment

Choosing a program

When choosing courses and units, students should consider the following questions:
- Is the subject of interest to me?
- Do I have a good chance of success in the subject?
- What type of work is required? Practical? Scientific? Advanced literacy skills?
- Will the chosen unit keep open a suitable range of later studies and career choices?
- Do the units fulfil the requirements for admission to relevant tertiary courses?
- What type of student program am I most interested in?

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) at Healesville High School is normally taken over two or three years with most students completing 22 units. The VCE does not require Unit 1 and 2 to precede Units 3 and 4, but it is strongly advised that students study Units 1 to 4 in order.

Students select a program which includes:
- 12 VCE/VET Units (Six Unit 1 and 2 study sequences) at Years 10 / 11 and
- 10 VCE/VET Units (Five Unit 3 and 4 study sequences) at Year 11 / 12

Satisfactory completion of the VCE
In order to be eligible for the VCE, at least 16 units must be satisfactorily completed including:
- three units of English with a **mandatory Unit 3/4 sequence**
- at least three sequences of Units 3 and 4 studies other than English.

Students are generally required to undertake the following:
- Year 11- 12 units (six studies), Year 12- 10 units (five studies).
We encourage students to seriously consider completing a Unit 3/4 sequence in Year 11 to gain a sixth study and a percentage boost for their ATAR.

Satisfactory completion of a unit
To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design.
Achievement of an outcome means:
- the work meets the required standard as described in the outcomes
- the work was submitted on time
- the work is clearly the student's own
- there has been no substantive breach of rules.

If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit.

A student may not be granted satisfactory completion if:
- the work is not of the required standard as described in the outcomes
- the student has failed to meet a school deadline or approved extension of time for the assessment task
- the work cannot be authenticated
- there has been a substantive breach of rules including school attendance rules.

Graded Assessment

Students will demonstrate the level of their achievement of each of the outcomes in the units they are undertaking through their performance on the School Assessed Coursework (SAC) designated for that unit. These tasks will be completed, where possible in the exam centre, during class time.

At the beginning of each unit, students will be given a schedule of SAC dates.

In Units 1 and 2, outcomes will be assessed and graded using the key knowledge and skills designated by the VCAA Study Design for that subject, with S or N results reported. The school will provide students feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Marks will be reported on the end-of-semester reports. Marks are not reported to the VCAA and are not subject to moderation.

In Units 3 and 4, coursework assessment or School Assessed Coursework (SAC) describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit. This assessment will take place where possible, in the exam centre, under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet Statistical Moderation of VCE Coursework that can be accessed at: www.vcaa.vic.edu.au.

School Assessed Tasks (SATs) are forms of assessment which are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio: Art, Media Studies, Art Making and Exhibiting, Visual Communication and Design, Design and Technology, and Systems and Technology. The scores for SATs are forwarded to the VCAA and are subject to review based on student performance on the General Achievement Test (GAT), which is held in June. The VCAA will inform students of their level of achievement on School Assessed Tasks. At the school level students will receive regular feedback throughout the duration of the task.

Students who do not satisfactorily complete all the criteria for an assessment task will have an opportunity to redeem this situation after consultation with their teacher and the Senior School Team. This redemption will not change the score for that assessment task but will qualify the student for an S for the outcome.

Assessment Tasks

A list of study specific designated assessment tasks (SAC or SAT) appear in study designs at the conclusion of each unit. Typically, these tasks include tests, short and extended responses, reports, folios, analyses, presentations, annotated folios, summaries, a selection of exploratory works, practical activities, problem solving, etc. These are formal assessment tasks used to verify a student's understanding, to grade student performance and to prepare them for the end of year examination.

Coursework

Coursework encompasses a range of classroom and homework activities set by the teacher to scaffold and support student learning with a view to students performing better on assessment tasks as a result. In some studies coursework may be compulsory in order to gain a satisfactory (S) for that unit.

Completion of a replacement SAC

If a student is unable to attend an assessment and has a medical certificate or other relevant documentation to support their absence, they should immediately see their teachers on return to school to be informed of the date for their replacement SACs, in order to satisfactorily complete outcomes and still have the ability to be graded. The appropriate form must be completed and returned to the classroom teacher/VCE Manager for approval.

Extension of time to complete a SAT

Students who are unable to complete a SAT by the due date must apply to the VCE Manager prior to the due date for an extension of time and must provide a medical certificate or other documentation to support their application. Extensions of up to two weeks from the original date may be granted.

Authentication of Coursework and Assessment Tasks

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from the work of someone else.

A student should not accept undue assistance from any other person or incorporate the use of artificial intelligence software such as ChatGPT in the preparation and submission of work. Any material referred to in student work should be attributed to its original source.

Teachers will provide opportunities throughout the unit to check each student's work as students proceed through the completion of the assessment tasks. The onus of authenticity rests with the student. Students must show work in progress to their teacher to demonstrate the authenticity of the work.

For more information see: http://www.vcaa.vic.edu.au/

Computer Use

If a student uses a computer to produce a work requirement or assessment task, it is their responsibility to ensure that:

- An alternative system is available for use in case of computer or printer malfunction or unavailability
- Copies of the work in progress are produced regularly to meet drafting and authentication requirements
- Work is saved to a back-up file. The back-up file should not be stored with the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home
- Computer errors and problems are NOT sufficient reason for an extension of time to be given to complete a piece of assessment.

Special Provision

Students who experience some form of chronic or significant hardship during the year due to medical, physical and/or other serious reasons can apply for Special Provision. The VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support to complete an assessment task: extra time, a separate room, use of a computer or use of a reader and/or scribe. These forms of support may also apply to exams.

It is imperative that significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. To support their application, the student must provide medical practitioner or psychologist's reports. Students wishing to apply for Special Provision should see the VCE Manager at the beginning of the school year.

Year 12 students completing their VCE who have experienced severe hardship due to personal, health, financial or other reasons, through the whole or part of the year, should complete a SEAS (Special Entry Access Schemes) Application Form at the end of the year. This form (which is available from the school or on the VTAC website: www.vtac.edu.au) is sent to VTAC and could assist with entrance to a tertiary course.

Unit 1 to 4 Studies Offered at HHS

- Accounting
- Art Making and Exhibiting
- Biology
- Business Management
- Chemistry
- Environmental Science
- Food Studies
- Foundation Mathematics
- General Mathematics
- Health and Human Development
- History
- Geography
- Japanese
- Legal Studies
- Literature
- Mathematical Methods
- Media
- Music Performance
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Psychology

Please Note: Other subjects are offered based on student needs and availability of staffing. For information on subjects please refer to the following web site.
(http://www.vcaa.vic.edu.au/pages/vce/studies/index.aspx).

Vocational Education & Training (VET)

VCE Vocational Education and Training (VET) enables students to learn through practical experience from training institutions and actual workplaces and to gain a nationally recognised industry qualification. VET develops skills that will equip students for the workforce and further study. VET may contribute to the VCE at Unit 1/2 or Unit 3/4 level or to the VCE VM with each 90-hour block equaling one VCE VM unit.

VCE VET Programs

- Expand opportunities and pathways in senior secondary
- Have a vocational focus
- Contribute towards completion of VCE/VCE VM
- Can combine with a School-Based Apprenticeship or Traineeship
- Provide the opportunity to test a career.

http://www.vcaa.vic.edu.au/Pages/vet/index.aspx

Students may select from a number of VCE VET programs. All students in a VET program are expected to complete some structured workplace learning activities. Structured workplace learning is 'on the job training' during which a student is expected to master a set of skills or competencies, related to their VET program. The work placement can be 1-2 days per week, or a block release, depending on the program or individual circumstances of either the student or employer.

VET subjects available through the Yarra Valley VET Cluster (YVVC) in 2023 were:

- Building and Construction
- Automotive
- Electrotechnology
- Engineering
- Horticulture
- Agriculture
- Furniture Making
- Sport and Recreation
- Early Childhood Education and Care
- Kitchen Operations
- Acting
- Music
- Screen and Media
- Animal Studies
- Wine Operations
- Conservation and Ecosystem Management

Please note, all VET subjects available through the Yarra Valley VET Cluster have yet to be confirmed for 2024. It is also worth noting that a full upfront payment is required to commence a VET course.
For further information see the Careers and VET Managers or the VET website http://www.yvvc.org.au

Overview of the VCE Vocational Major (VCE VM)

Replacing VCAL in 2023, the Victorian Certificate of Education Vocational Major (VCE VM) is a two-year vocational and applied learning program within the VCE.

VCE Vocational Major

➢ **Three** Literacy or VCE English units (including a Unit 3 and 4 sequence)
➢ **Three** other Unit 3 and 4 sequences
➢ **Two** Numeracy or VCE Mathematics units
➢ **Two** Work Related Skills units
➢ **Two** Personal Development Skills units
➢ 180 hours of VET at Certificate II level or above

Students can also include other VCE subjects and structured workplace learning.

The VCE VM was developed from the senior secondary schooling pathway reform recommendations and is a VRQA accredited senior secondary qualification.

Students studying the VCE VM can develop academic and practical skills, knowledge, confidence and agency needed to prepare them for further education and training or work. The core studies have been designed to give students practical, work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Students who study the VCE VM are likely to be interested in going on to training at Technical and Further Education (TAFE), doing an apprenticeship or getting a job after completing Year 12. The flexibility of the VCE VM enables students to undertake a study program that suits their interests and learning needs.

VCE VM is not the preferred option for students considering going straight into university from school, as university entry generally requires an ATAR, and an ATAR is not generated through VCE VM. Students can complete TAFE qualifications, such as a Diploma or Advanced Diploma, that enable them to transition into a university course in the future.

Student suitability for the VCE VM

- Year 11 and 12 students who would benefit from an applied learning approach to teaching and assessment.
- Students who would benefit from the flexibility to combine Structured Workplace Learning or a School Based Apprenticeship or Traineeship in their senior school program.
- Students who are not requiring a direct pathway to university via an ATAR.

Eligibility requirements of the VCE VM

The VCE VM is an accredited senior secondary program within the VCE qualification, and as such, the requirements of the program mirror the VCE structure. To be eligible to receive the VCE VM, students must satisfactorily complete a **minimum of 16 units.** One unit is equivalent to a semester of study of a subject. For example, the satisfactory completion of semester one Literacy would provide students with one unit towards their VCE VM.

The VCE VM program at Healesville High School

The VCE Vocational Major has specific studies designed to prepare students for a vocational pathway. Each subject has four units, each unit completed over one semester.

VCE VM Program Structure	
YEAR 11	**YEAR 12**
Units 1 & 2 VCE VM Literacy	Units 3 & 4 VCE VM Literacy
Units 1 & 2 VCE VM Foundation Math	Units 3 & 4 VCE Foundation Math
Units 1 & 2 VCE VM Work Related Skills	Units 3 & 4 VCE VM Work Related Skills
Units 1 & 2 Personal Development Skills	Units 3 & 4 VCE VM Personal Development Skills
VET Unit 1 & 2 Cert II level or above Or SBAT Unit 1 & 2	VET Unit 3 & 4 Cert II level or above Or SBAT Unit 3 & 4
VET Unit 1 SWL Recognition	VET Unit 2 SWL Recognition

Assessment of VCE VM studies

The VCE VM studies are assessed at a school level. **There are no external examinations for the VCE VM studies; therefore, students do not receive a study score and are not eligible to receive an ATAR.**

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

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the title of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

VCE VM students and the GAT

All students studying at least one Unit 3 and 4 VCE and VCE VM subject or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a new standard introduced in 2022.

The new standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move on to further education, training or employment.

VCE VM study overviews

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand how knowledge and opinion are represented and developed in daily life in the 21st Century. Literacy development in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, students must develop their capacity to respond to information. Listening, viewing, reading, speaking, and writing are developed so students can communicate effectively both in writing and orally. A further key part of literacy is that students understand how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy to become confident in their use of language in various settings.

VCE VM Literacy	
UNIT 1	**UNIT 2**
AoS 1: Literacy for personal use AoS 2: Understanding and creating digital texts	AoS 1: Understanding issues and voices AoS 2: Responding to opinions
UNIT 3	**UNIT 4**
AoS 1: Accessing and understanding informational, organisation and procedural texts AoS 2: Creating and responding to organisational, informational and procedural texts	AoS 1: Understanding and engaging with literacy for advocacy AoS 2: Speaking to advise or to advocate

Numeracy

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in everyday activities. It develops students' problem-solving skills and allows them to make sense of numbers, time, patterns and shapes for daily activities like cooking, gardening, sport and travel. Through the applied learning principles of Numeracy, students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward. This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks that are part of the student's daily routines and practices but extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating, acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

VCE VM Numeracy	
UNIT 1 Contexts: Personal, Civics & Financial	**UNIT 2 Contexts: Health, Vocational & Recreational**
AoS 1: Number AoS 2: Shape AoS 3: Quantity & Measure AoS 4: Relationships	AoS 1: Number AoS 2: Shape AoS 3: Quantity & Measure AoS 4: Relationships
UNIT 3 Contexts: Personal, Civics & Financial	**UNIT 4 Contexts: Health, Vocational & Recreational**
AoS 1: Dimension & Direction AoS 2: Data AoS 3: Uncertainty AoS 4: Systematics	AoS 1: Dimension & Direction AoS 2: Data AoS 3: Uncertainty AoS 4: Systematics

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors contributing to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community; they will also plan, implement and evaluate an active response to community needs.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities, the characteristics of effective leaders, and how these qualities can be applied to achieving goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

VCE VM Personal Development Skills	
UNIT 1 Healthy Individuals	**UNIT 2 Connecting with the Community**
AoS 1: Personal identity and emotional intelligence	AoS 1: What is community?
AoS 2: Community health and wellbeing	AoS 2 Community cohesion
AoS 3: Promoting a healthy life	AoS 3: Engaging and supporting community
UNIT 3 Leadership and teamwork	**UNIT 4 Community project**
AoS 1: Social awareness and interpersonal skills	AoS 1: Planning a community project
AoS 2: Effective leadership	AoS 2: Implementing a community project
AoS 3: effective teamwork	AoS 3: Evaluating a community project

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, develop a career action plan, to seek appropriate advice and feedback on planned careers and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills, to understand transferable skills and identify their personal skills and capabilities and promote them through the development of a cover letter and resume and mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

VCE VM Work Related Skills	
UNIT 1 Careers and learning for the future	**UNIT 2 Workplace skills and capabilities**
AoS 1: Future Careers AoS 2: Presentation of career and education goals	AoS 1: Skills and capabilities for employment and further education AoS 2: Transferable skills and capabilities
UNIT 3 Industrial relations, workplace environment and practice	**UNIT 4 Portfolio preparation and presentation**
AoS 1: Workplace wellbeing and personal accountability AoS 2: Workplace responsibilities and rights AoS 3: Communication and collaboration	AoS 1: Portfolio development AoS 2: Portfolio presentation

Vocational Education and Training (VET)

To obtain the VCE VM, students must complete a VET course. VET training courses are module-based, and students work through the modules of competence. Once the student can exhibit competence with the skills involved in the module, the assessor must sign off the module. Students will get a statement each semester indicating the modules achieved. Whatever modules are completed will be awarded to the student and are nationally recognised. These may, in the future, provide credit to further studies at TAFE level.

To begin the VCE VM at Healesville High School, students are required to follow school procedures in terms of applying for VET courses. It is important that students understand the application timeline and they apply before the deadline.

An inability to apply for a VET course on time may mean a student misses a place, and therefore, they will not meet the requirements of the VCE VM.

Information about VET courses and the application process can be found on the course selection page on our school website. Questions can be directed to Ms O'Brien.

Structured Workplace Learning (SWL)

Structured Workplace Learning (SWL) is valuable in developing employability skills. SWL involves on-the-job training during which a student is expected to master a set of skills or competencies related to a VET Certificate course accredited by the Victorian Registration and Qualifications Authority (VRQA).

SWL recognition is available for students who undertake:
- At least 80 hours of SWL in an industry aligned to the VCE VET program they are enrolled in.
- At least 80 hours of SWL in any industry not aligned to their VET certificate and complete a Workplace Learning Record (General).
- At least 80 hours of SWL where the student is not undertaking a VET certificate and complete a Workplace Learning Record (General).
- A school-based apprenticeship or traineeship (SBAT).

To receive credit into the VCE, the VCE VM, students must maintain and complete a Workplace Learning Record (WLR) or WLR (General).

Organisation of Structured Workplace Learning (SWL)
- Students can complete up to 10 days of SWL per term, not exceeding 40 days per year.
- To obtain credit for the SWL, the SWL needs to be related to the student's VET course industry.
- Students are primarily responsible for organising their SWL.
- Before beginning SWL, the agreement must be completed by the employer, student and the school Principal. The student will not be covered for accidents, incidents or injury without the Principal's signature on the form.

School Based Apprenticeship or Traineeship (SBAT)

An SBAT offers students the option of combining a senior secondary program with part-time employment, school and training. The program is undertaken under a Training Contract with an employer and has a training plan registered with the Victorian Registration and Qualifications Authority (VRQA). The training must lead to a nationally recognised qualification.

Apprenticeship / Traineeship: What's the difference?

Under an apprenticeship:
- An employer agrees to employ the student for the term of the apprenticeship and to support them in their training for that period of time.
- The student agrees to follow instructions and attend off-the-job or workplace-based training.
- If the ownership of the business changes during an apprenticeship, the new employer must continue with the training contract.
- Once the probationary period of the training contract has passed, all parties must agree for the contract to be cancelled. Any disagreement can be resolved by contacting the Victorian Registration and Qualifications Authority (VRQA) on 1300 722 603.

Under a traineeship:
- An employer agrees to employ the student for the traineeship term and to support them in their training for that period.
- The student agrees to follow instructions and attend structured training.
- If the ownership of the business changes, the new employer does not have to keep the student on as a trainee.
- Either the employer or trainee can cancel the contract by signing a cancellation form or letter stating the date of cancellation. There is no need for mutual agreement.

Further details regarding SBATs:
https://www2.education.vic.gov.au/pal/school-based-apprenticeships-and-traineeships/policy

FAQS – VCE VM

Who decides if I have satisfactorily completed a VCE or VCE VM unit?
The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school rules and procedures.

Can I combine VCE subjects with VCE VM subjects?
Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?
Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

How many days do I attend school?
The VCE VM classes at Healesville High School will run over two days. Most VCE VM students will attend VET Delivered to Secondary Students (VDSS) on Wednesdays. Students are expected to organise and attend SWL on Fridays.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CLASSES AT HHS	CLASSES AT HHS	VDSS CLASSES	SWL	SWL

On occasion, excursions and incursions will run on Wednesday, Thursday or Friday and students will be expected to make arrangements to attend.

What if I'm doing an SBAT?
The arrangements for an SBAT will be negotiated between the school, student and family. An example outcome is shown below.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CLASSES AT HHS	CLASSES AT HHS	VDSS CLASSES	WORK	WORK