



HEALESVILLE HIGH SCHOOL

Senior Handbook 2026

Community

| Opportunity

| Respect

| Endeavour

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Key Contacts

Principal
Assistant Principal
Head of Senior School
Director of Curriculum
Year 12 Manager
Year 11 Manager
Careers & VET Managers
Student Wellbeing Manager

Allan Rennick
Chloe Jackson
Gabby Plunkett
David Kennedy
Yasmin Penrose
Paul Darlison
Gayle Shelley / Holly O'Brien
Hilda Ellis

Domain Leaders

English
Health & Physical Education/Sport
Humanities
Mathematics
Science
Art/ Technology
Instrumental Music
Lote (Japanese)

Fred Whitlock
Sophie Taratuta
Karl Fritzlaff
Julian Holland
Erin Benham
Richelle H.
Amanda Morrison
Ashleigh Katsi

Term dates 2026

Term 1: **January 27th – April 2nd**
Term 2: **April 20th – June 26th**
Term 3: **July 13th – September 18th**
Term 4: **October 5th – December 18th**

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 and 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 consolidate 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, and are also 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 elective 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

The Healesville High School uniform supplier is PSW School Uniforms (contact details are provided below). All students are expected to be in full school uniform and 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.



**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



‘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 materials.

Homework Study Sessions

The school provides access to supervised study sessions after school hours. Qualified teachers provide support for students across all courses. These sessions run Monday – Thursday, from 3:15pm – 4:00pm (dependent on teacher availability).

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, a Mental Health Practitioner, a doctor, nurses, 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 Mondays. 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. With the exception of English, 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 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 substantial 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 substantial breach of rules, one of which may be 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 student feedback appropriate to each assessment task and each outcome, including advice on where and how improvements may 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.

Extensions of Time for Assessment Tasks

Students who are unable to complete a School Assessed Coursework (SAC) or School Assessed Task (SAT) by the due date may apply for an extension of time.

Application Process

- Applications must be made **prior to the due date**, except in exceptional circumstances
- Students must complete the appropriate extension application form
- Applications must be submitted to the **VCE Manager**

Supporting Evidence

- A medical certificate or other appropriate documentation must be provided
- Documentation must clearly indicate the impact on the student's ability to complete the task

Approval

- The VCE Manager will determine whether the extension is granted
- The length of extension will be determined based on the circumstances

Conditions

- Extensions are not automatically granted
- Computer or technical issues are not valid grounds for extension

Failure to apply for an extension may result in an 'N' for the outcome.

Application for Special Provision

Students who experience significant hardship that affects their ability to complete assessment tasks may apply for Special Provision.

Application Process

1. Students must notify the **VCE Manager** as soon as possible after the issue arises.
2. Students must complete a Special Provision application form.
3. Supporting documentation must be provided (e.g. medical, other relevant professional reports).

Assessment of Application

- The school will assess the application in accordance with VCAA guidelines.
- The school may consult with relevant staff or external professionals if required.

Possible Adjustments

- Additional time
- Alternative assessment arrangements
- Rest breaks or separate rooms

Communication

- Students will be informed of the outcome of their application.

Authentication of Coursework and Assessment Tasks

To meet the requirements for satisfactory completion of a unit, all student work must be clearly their own and must not have been submitted for assessment in any other unit. Except where appropriately referenced, no part of a student's work may be copied from another source.

Students must appropriately acknowledge all sources of information, ideas, and material used in their work. AS such, students must not:

- Receive undue assistance from any other person
- Submit work completed, in whole or in part, by another person
- Use artificial intelligence tools (including ChatGPT or similar technologies) in a manner that breaches assessment instructions
- Reuse or resubmit work previously submitted for assessment in any subject or unit

Teachers will provide opportunities for authentication of student work throughout the unit, including monitoring progress and requiring students to demonstrate work in progress. The responsibility for ensuring authenticity rests with the student.

Breaches of Assessment Rules

A breach occurs when a student fails to comply with authentication requirements or assessment rules.

Examples include:

- Plagiarism or copying of another person's work
- Use of unauthorised materials or assistance
- Undue assistance in the preparation of work
- Submitting work that is not the student's own
- Failure to comply with authentication requirements
- Misuse of artificial intelligence or other technologies in breach of assessment conditions

All suspected breaches will be managed in accordance with VCAA requirements and school procedures.

Roles and Responsibilities

- The classroom teacher is responsible for identifying and reporting suspected breaches
- The VCE Manager coordinates the investigation process
- A member of Senior School leadership is responsible for making the final decision

Investigation Process

1. The student will be notified in writing of the allegation
2. The student will be provided with details of the suspected breach
3. The student will be given the opportunity to respond, either in writing or in a meeting
4. Relevant evidence will be collected, reviewed, and documented
5. A decision will be made based on all available evidence

All investigations will be conducted fairly, impartially, and in accordance with VCAA requirements and school procedures.

Communication

The student will be informed in writing of:

- The allegation
- The process undertaken
- The final outcome and reasons for the decision

All documentation relating to breaches will be formally recorded and retained in accordance with VCAA requirements.

Timeframes

Investigations will be completed within **5 school days**, where possible

Possible Outcomes and Penalties

Outcomes may include, but are not limited to:

- Resubmission of work for authentication purposes
- Awarding of an "N" (Not Satisfactory) for the outcome
- Awarding of a score of zero for the assessment task (Units 3 and 4, where applicable)
- Other disciplinary action in line with school policy and VCAA requirements

N (Not Satisfactory) and J (Not Assessed) Results

N Result (Not Satisfactory)

A student will receive an 'N' for a unit when one or more outcomes have not been achieved. This may occur if:

- Work is not submitted
- Work is not of the required standard
- Work cannot be authenticated
- There has been a substantial breach of rules

Consequences of an N Result

- The unit does **not contribute** to the satisfactory completion of the VCE
- The student may not meet the minimum requirements for the award of the VCE
- The student may need to repeat the unit

Students who receive an 'N' for an outcome will be provided with opportunities to redeem the outcome (see Redeeming Outcomes policy).

J Result (Not Assessed)

A 'J' result is awarded when a student has not been assessed for a unit, typically due to:

- Extended absence
- No assessment evidence being available
- Incomplete or interrupted enrolment

Consequences of a J Result

- No satisfactory completion (S) or Not Satisfactory (N) is awarded
- The unit does not contribute to VCE completion
- The student may need to re-enrol in the unit

Structured Process for Redeeming an N Outcome

Where a student receives an "N" (Not Satisfactory) for an outcome, the school will provide structured opportunities for the student to redeem the outcome in accordance with VCAA requirements.

Redemption Requirements

- Students will be provided with a **minimum of two (2) separate opportunities** to demonstrate satisfactory achievement of the outcome.
- Each opportunity will require the student to complete an **alternative task or alternative mode of demonstration**, not a resubmission of the original School-Assessed Coursework (SAC) or Task (SAT).

Process

1. The teacher identifies the unmet outcome and records an "N" decision.
2. The student is informed and given clear feedback on required improvements.
3. The school provides at least two alternative opportunities to demonstrate the outcome.
4. The final decision on satisfactory completion is delayed until redemption opportunities are completed.

Assessment Rules

- The original SAC or SAT score remains unchanged regardless of redemption outcomes.
- Redemption only determines Satisfactory (S) or Not Satisfactory (N) for the unit outcome.

Final Decision

- Once redemption opportunities are completed, the teacher (in consultation with the VCE Manager if required) determines final outcome status.

Appeals Process for VCE Decisions

Students have the right to appeal school-based decisions relating to VCE assessment outcomes, including but not limited to:

- School-based assessment results
- Satisfactory (S) or Not Satisfactory (N) decisions
- Authentication rulings
- Special Provision decisions
- Extension of time decisions
- Breach of rules outcomes

Appeals Procedure

1. The student must first discuss the decision with the relevant classroom teacher.
2. If unresolved, the student may submit a formal appeal to the VCE Manager in writing within 5 school days of receiving the decision.
3. The VCE Manager will review the decision, relevant evidence, and consult with teaching staff.
4. If required, the appeal will be escalated to a member of the Senior School leadership team for final determination.

Communication

- All decisions and outcomes of appeals will be communicated to the student in writing.
- Reasons for decisions will be clearly explained.

Final Decision

The Principal (or delegate) holds final authority in all VCE-related appeal outcomes.

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.

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
- Japanese
- Legal Studies
- Literature
- Mathematical Methods
- Media
- Music Performance
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Psychology
- Sociology

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 2025 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 2026. 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** VCE Foundation or English or Literacy units
(including a sequence of Units 3 & 4)
- **Three** other Unit 3 & 4 sequences
- **Two** VCE Foundation Math 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 Foundation English	Units 3 & 4 VCE VM Foundation Literacy
Units 1 & 2 VCE VM Foundation Mathematics	Units 3 & 4 VCE Foundation Mathematics
Units 1 & 2 VCE VM Work Related Skills	Units 3 & 4 VCE VM Work Related Skills
Units 1 & 2 VCE VM 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

Foundation English & Literacy

Foundation English & 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.

Foundation English & 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 Foundation English & Literacy	
UNIT 1 Foundation English	UNIT 2 Foundation English
AoS 1: Reading and viewing texts AoS 2: Creating texts AoS 3: Listening to and presenting persuasive texts	AoS 1: Reading and viewing texts AoS 2: Creating texts AoS 3: Listening to and presenting persuasive texts
UNIT 3 Literacy	UNIT 4 Literacy
AoS 1: Accessing and understanding informational, organisational 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

Foundation Mathematics

VCE VM Foundation Mathematics 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 Foundation Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

VCE VM Foundation Mathematics	
UNIT 1	UNIT 2
AoS 1: Algebra, number and structure AoS 2: Data analysis, probability and statistics	AoS 3: Financial and consumer mathematics AoS 4: Space and measurement
UNIT 3	UNIT 4
AoS 1: Algebra, number and structure AoS 2: Data analysis, probability and statistics	AoS 3: Financial and consumer mathematics AoS 4: Space and measurement

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 2: Community health and wellbeing AoS 3: Promoting a healthy life	AoS 1: What is community? AoS 2: Community cohesion AoS 3: Engaging and supporting community
UNIT 3 Leadership and teamwork	UNIT 4 Community project
AoS 1: Social awareness and interpersonal skills AoS 2: Effective leadership AoS 3: Effective teamwork	AoS 1: Planning a community project AoS 2: Implementing a community project 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 learn about, collaborative and productive workplaces, healthy relationships, and investigate key workplace areas, including pay conditions and dispute resolution. Students examine how teamwork and effective communication contribute to a healthy, collegiate workplace. Students will promote their abilities and skills by developing a 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, and 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 Thursday or Friday.

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

On occasion, excursions and in-school events 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