



HEALESVILLE  
HIGH SCHOOL

your future is our passion

# Year 10 Handbook 2024

RESPECT | RESPONSIBILITY | RELATIONSHIPS | TEAMWORK

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# School Values

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Our school has four key values. We believe that by promoting and teaching these values, our graduates will be able to experience success and make valuable contributions to the wider community.

|   |  |
|---|--|
| <b>Respect</b> <ul style="list-style-type: none"> <li>Care for self, others and the environment</li> <li>Accept and embrace diversity</li> <li>Tolerate different opinions</li> </ul> | <b>Responsibility</b> <ul style="list-style-type: none"> <li>Be accountable for your actions</li> <li>Make a commitment to all that you do</li> <li>Act in a fair and reasonable manner</li> </ul> |
| <b>Relationships</b> <ul style="list-style-type: none"> <li>Be trustworthy and honest</li> <li>Get along with others</li> <li>Be sensitive to the feelings of others</li> </ul>       | <b>Teamwork</b> <ul style="list-style-type: none"> <li>Cooperate and share</li> <li>Learn together in a supportive way</li> <li>Persist and make a genuine effort</li> </ul>                       |

# Key Contacts

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|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Principal</b>                  | Allan Rennick                 |
| <b>Assistant Principal</b>        | Matthew Donald                |
| <b>Junior School Manager</b>      | Kim Watson                    |
| <b>Senior School Manager</b>      | Gabby Plunkett                |
| <b>Year 10 Manager</b>            | Mahendra Mehra                |
| <b>Director of Curriculum</b>     | David Kennedy                 |
| <b>Careers &amp; VET Managers</b> | Gayle Shelley / Holly O'Brien |
| <b>Student Wellbeing Manager</b>  | Hilda Ellis                   |

## Domain Leaders

|  |                 |
|--|-----------------|
| <b>Art/Technology</b>                        | Jessica Dennis  |
| <b>English</b>                               | Karl Fritzlaff  |
| <b>Health &amp; Physical Education/Sport</b> | Sophie Taratuta |
| <b>Humanities</b>                            | Yasmin Penrose  |
| <b>Mathematics</b>                           | Christine Dell  |
| <b>Science</b>                               | Erin Benham     |
| <b>Instrumental Music</b>                    | Amanda Morrison |
| <b>VCE VM</b>                                | David Kennedy   |

# School Organisation

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## Bell times

|                         |                   |
|-------------------------|-------------------|
| Home Group              | 8:50am – 9:02am   |
| Session 1               | 9:02am – 9:50am   |
| Session 2               | 9:50am – 10:38am  |
| Recess                  | 10:38am – 11:08am |
| Session 3               | 11:08am – 11:56am |
| Session 4               | 11:56am – 12:44pm |
| Lunch                   | 12:44pm – 1:39pm  |
| Session 5               | 1:39pm – 2:27pm   |
| Session 6               | 2:27pm – 3:15pm   |
| Buses leave from 3:25pm |                   |

## **General Office**

The General Office is open Monday to Friday from 8.15am to 4.30pm. After hours the school's answering machine is available for messages to be left. Students pay monies and return permission forms for school activities to the General Office.

## **Compass School Manager**

The school uses this online management system to streamline many school operations including attendance, communication, event management and reporting.

## **Buses**

Students living further than 4.8km from the school are provided free school bus travel and routes and schedules are given upon enrolment at the school. However, students intending on travelling on the public bus will be expected to pay using a Myki.

## **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](http://www.healesvillehs.vic.edu.au) website and select BYOD from the Enrolment menu.

## **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.

## **Attendance**

Attendance at all classes is compulsory. Regular punctual attendance at school helps social adjustments as well as academic development. Parents are encouraged to contact the school over matters of concern including notification of student absence and any required appointments. If a student is to be absent due to illness or family reasons, the school requests that you notify us either by marking the absence on Compass or calling the school directly.

## **Arriving late**

Students who arrive after 8:50am must report to the general office to obtain a late pass to present to the class teacher and it will be recorded on the attendance roll.

## **Homework**

In general, Year 10 students should expect to spend 8-10 hours per week completing class work, set homework or study.

## **Textbooks and Stationery**

Students in Year 10 are required to purchase textbooks for Core Subjects. Textbook/stationery lists and order forms may be placed through the school supplier Lilydale Books, 1/25-27 Hightech Place, Lilydale.

## **Curriculum Materials and Service Charges**

The School Council sets the Curriculum Material and Services Charge, which is also dependant on chosen electives. Families who experience financial difficulty can discuss payment options with the Principal.

## **Reports**

Students will be assessed against the Victorian Curriculum and will receive ongoing reporting and feedback throughout the year. Teaching staff will assess Common Assessment Tasks via a rubric and they will also assign a letter grade. This feedback is ongoing and is recorded on Compass. Parents and students can expect to see feedback for Common Assessment Tasks within two weeks of the task being completed. Students should use this feedback to reflect on their learning and to consider areas for improvement.

Interim Reports are issued at the end of terms 1 and 3 and consist of a progress check on each student's application to their studies, behaviour and attitude. At the end of each semester, students will receive a report on each subject indicating their standard of achievement in Common Assessment Tasks, their progression against the Victorian Curriculum achievement standards, their commitment to learning and their level of personal and social behaviours. Student reports can be accessed by parents via Compass.

## **Social Media, Compass and Newsletter – ‘Connections’**

Students and parents can receive frequent news by accessing the school's Facebook page. Important information is also communicated through the Healesville High School Compass portal. The school's newsletter 'Connections' is issued approximately twice per term and contains news of events, developments and achievements at the school throughout the year. Parents can receive this either by email or via the school website.

## **Cafeteria**

The school's indoor cafeteria is open before school, recess and lunchtime. Every Wednesday morning, some breakfast is provided for students by a volunteer breakfast program which is co-ordinated by our Student Wellbeing team.

## **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.

## **Indoor Heated Pool (Jack Hort Memorial Pool)**

Students have free access to a 25m indoor heated pool at lunchtime. This facility is located on the school grounds and is also used in some Physical Education, Outdoor Education and Sport and Recreation classes.

## **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.

## **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.



# Healesville High School Uniform Supplier

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Healesville High school's 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. Parents having financial or other difficulties meeting these guidelines are asked to contact the school.



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

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## 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



ASK IN-  
STORE \*\*\*



PSWSCHOOLS



PSW\_APPAREL

## Uniform items that may be purchased from our uniform supplier ([psw.com.au/schools](http://psw.com.au/schools))

- HHS approved grey school pants or shorts
- White school shirt with school logo (short or long sleeved)
- Black windcheater
- School rugby jumper
- Black soft-shell polyester jacket with school logo
- School check dress (summer)
- Green tartan skirt (winter)  
(All skirts and dresses must be of an appropriate length, not shorter than 12cm above the knee)
- School backpack with school logo (optional)
- Bucket style hat with school logo (optional)

## Other items to be purchased

- Plain black fully enclosed shoes
- Plain white or black socks
- No pants to be worn underneath skirt and no tights with dress
- HHS ties are optional
- Plain white long /short-sleeved t-shirt or skivvy may be worn under the school shirt in winter, providing it is not visible
- Plain black or bottle green scarves may be worn during winter
- Thin black or bottle green headbands may be worn
- Black blazer with school logo can be ordered (optional)

## Clarifications

- Non-school jackets are NOT to be worn at school
- Hooded jumpers are NOT to be worn at school
- Sunhats are encouraged for outside in summer
- School beanies can be worn at school while outside.

## Sport / physical education uniform requirements

It is compulsory for all students to wear the following uniform items for all sport and physical education classes and also when participating in interschool level sports.

- HHS grey sports polo t-shirt
- HHS grey shorts or plain black tracksuit pants
- HHS black leggings
- Runners
- Hat during terms 1 & 4. (As part of the SunSmart policy students are required to wear a hat when participating in an outdoor activity for sport or physical education classes. A wide brimmed hat is preferable, but School Council has deemed a cap acceptable. Suitable hats are available from the uniform supplier)
- Students who have sport or physical education classes are allowed to wear their sport uniform all day. This includes the HHS black shorts or plain black tracksuit pants. Students must be in full sport uniform.

## Dress Code requirements for non-uniform days

When students are permitted to be out of uniform, their clothes should be appropriate to wear to school and be as close to uniform items as possible (plain, neat and casual).

The following must not be worn at school at any time:

- Thongs or unsafe shoes (includes slippers and Ugg Boots)
- Singlet/midriff tops (shoulders/stomach must be covered; sleeves and a collar are encouraged)
- Inappropriate length shorts, skirts or dresses
- Items with offensive or inappropriate language/pictures. Ripped or torn clothes.
- Excessive jewellery. Piercings must be covered in practical classes to comply with safety regulations.

## Summary of action when students do not adhere to Uniform or Dress Code

1. In exceptional circumstances, when a student is unable to wear correct school uniform, they are required to bring a note from their parent/guardian giving a valid reason for non-compliance. This note must be presented to the Assistant Principal at the start of the day. A uniform pass will then be given to the student(s).
2. Students out of uniform without a valid note will be given a pass, however, they will also be given a lunchtime detention.
3. Hooded jumpers are never permitted to be worn at school and must be removed. Student may borrow a school jumper from the Front Office if required.
4. Repeat offences will be followed up by the relevant Year Level Manager and the student will be given an after-school detention. Parents will be informed of repeat non-compliance.
5. If a student does not comply with the Uniform Dress Code or meet Health and Safety Guidelines, parents may be contacted, and the student may be excluded from an activity.

## Lost uniform items

Please make sure all school clothing is clearly labelled. This will assist in the return of lost items.

# Student Engagement and Wellbeing

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All members of the school community have the right to work in a safe and respectful learning environment free from intimidation, bullying and harassment and where positive relationships are fostered and encouraged. When behaviours that do not support our positive school culture occur, the school works towards restoring relationships and appropriate consequences are negotiated using the principles of Restorative Practice.

The Wellbeing Manager is available to all students, parents and teachers for support and advice in behavioural, social and learning problems. This person liaises with staff from all areas of the school, Counsellors and Youth Workers and outside agencies where necessary to assist student wellbeing.

The school's Health Educator (school nurse) assists with individual health counselling, health promotion and health education classes.



# Year 10 General Information

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## Work Experience Program

Year 10 students are required to complete a minimum of one week of Work Experience in the last week of Term 2. The purpose of work experience is to give the students a taste of what employment is like in the world beyond secondary school and provides them with an opportunity to explore possible career options. It also enhances students' opportunities for part-time or casual employment. For assistance with selecting a placement, students can see the Careers Managers.

## Maths Help

Students from Years 7-12 may attend these sessions if they require assistance with homework, assignments or general numeracy curriculum support. Maths Help sessions run on Wednesday afternoons from 3:20pm-4:20pm.

## Sport

The intraschool sports program includes the annual Swimming and Athletics Carnivals, as well as the School Cross-Country event. Students wanting to represent the school in interschool sport through School Sport Victoria (SSV) can do so in athletics, swimming, cross-country, cricket, volleyball, tennis, baseball, badminton, softball, table tennis, netball, AFL football, soccer, hockey and basketball. Team training and try outs will be advertised in the lead up to each competition.

## Houses

Students are placed in a House upon enrolment at the school.

Dennis – Red

Yarra – Yellow

Riddell - Green

Maroondah – Blue

Student performances in whole school sport events such as Swimming, Cross-Country and Athletics contribute points towards their house score, with a perpetual trophy presented to the winning house at each carnival.

## Student Voice

Students are encouraged to join our Student Representative Council. This group considers ways we can improve the school. Students are also offered the opportunity to participate in student forums to voice their opinion on a range of issues impacting students at Healesville High School.

# The Year 10 Curriculum

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Subjects are divided into Core and Elective based subjects. The courses often pre-empt the VCE and VCE VM programs and are designed to lead directly into this next layer of education. Similarly, they are extensions of the learning completed in past years so that students gradually build skills in the direction of their choice.

Students in Year 10 will study six subjects per semester.

Each student's program of study will include:

- 4 core subjects
- 4 preference elective subjects (2 per semester)

\* One full year VCE / VET subject may be selected to replace two elective subjects

## CORE SUBJECTS

Core subjects are those that students are required to complete in order to move on to the next level. These are full year subjects that run for five periods per week and are compulsory for all students.

- English
- Mathematics
- Science
- History (one semester)
- Geography (one semester)

## ELECTIVES

Electives are those that are chosen by the student based on their pathway requirements, as expressed to the school managers through appropriate consultation.

The following subjects are semester-long and run for five periods per week:

- Art
- Photography
- Commerce
- Food Technology
- Health and Physical Education / Recreation
- Advanced Physical Education
- Media Studies
- Outdoor and Environmental Studies
- STEM (Science, Technology, Engineering, Maths)
- Music

**The following year-long elective subjects will run for five periods per week:**

- LOTE – Japanese
- VCE or VET subject (see page 17-18)

# Subject Selection Advice

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You must be careful when making your choices to see that they are right for you. Study the descriptions of units carefully and discuss your choices with parents and teachers.

- Am I interested in the subject?
- Will it prepare me for the future senior classes I hope to do?
- Have I checked what is required for my career choices?
- What am I good at? What do I enjoy doing? (Think about your previous experiences, successes and difficulties with subjects already studied.)
- Will these subjects help me to develop skills, knowledge and attitudes useful throughout my life, not just my career pathway? What are my goals?
- Am I prepared to pay additional costs that may be associated with the subject?
- Check pathways. Is the subject essential or recommended to have been successfully completed prior to undertaking a VCE and/or VCE VET subject?
- Don't choose a subject just because a friend has.

For further advice on Career Pathways, please book an appointment with the Careers/VET Managers.

# Year 10 Core Units

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## English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years. Teachers will revisit and strengthen these in preparation for VCE English and Literature. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts. These include newspaper, film and digital texts, fiction, non-fiction, poetry, drama and multi-modal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

**Assessment:** Based on student participation in class activities, submission of all set work and examination to a satisfactory standard.

## Mathematics

*Please note: Students are expected to have a scientific calculator for Mathematics.*

The aim of this program is to have students prepared for further studies in VCE subjects - Foundation Maths, General Maths or Mathematical Methods. At the end of this unit students should be able to work both cooperatively and independently on simple and complex mathematical tasks. They should also organise and maintain a neat record of class activities and exercises and confidently use scientific and CAS calculators.

**Assessment:** A range of tasks will be used to assess a level of competence against the Victorian Curriculum dimensions for each unit. These include class activities, exercises, projects, problem solving, tests, examinations and homework sheets.

## Science

Students will learn how to use a variety of sources to understand concepts, theories and models related to Biology, Chemistry, Physics and Earth and Space Science. During classes, students will work independently and as part of a team to design experiments and develop hypotheses, conduct experiments, and write formal experimental reports. Students will then analyse data in order to write and present research reports based on scientific concepts.

**Assessment:** Students will maintain a science workbook with analysis of first and secondhand data, conduct formal experimental and research reports, complete topic tests and end of semester examinations.

## History

History in Year 10 covers the modern world and Australia from 1918–present. The history of the modern world and Australia from 1918 to the present, has an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

**Assessment:** There will be three assessment tasks which focus on building the skills required in VCE.

## **Geography**

In Geography in Year 10 students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales. The first topic 'environmental change and management' focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change. The second topic 'geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

**Assessment:** There will be three assessment tasks which focus on building the skills required in VCE.

# Elective Units

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## Art

This course begins with establishing some basics of art; drawing and planning through the elements and principles. We will look at the basics of painting and make an in-depth examination of Australian art through the years. This course takes us through the areas of perspective and distortion where reality and abstraction meet. We will also look at work by known artists and recreate some of their work in a tribute or homage where students create their own version. Finishing up we will look at the students' own ideas and how they turn them into art forms through manipulating materials, techniques and processes studied along the way.

**Assessment:** Students will be assessed through a visual diary which records all their coursework. We will be looking at artist work and students will respond with visual and written work.

Three projects will include practical tasks created in the art rooms;

1. Perspective exploration
2. Homage: studying an artist
3. A personal project.

## Commerce

This subject aims to guide students towards a range of VCE subject specific areas, including Business Management, Accounting and Legal Studies. Students will study business and innovation as they consider their role within the Australian and global economy. Students also explore the stock market and the role it plays in our economy, as well as investigating laws and the law-making processes in Australia.

**Assessment:** Students will be assessed via a Great Innovators assignment, an investigation into Australia within the Global Economy, a Civics and Citizenship report, and an assignment on the stock market.

## Food Technology

Students will learn and demonstrate how to use the design process to plan and prepare a food project, efficiently implement the plan and evaluate a range of food items based on specific scenarios. Students will develop the ability to understand the materials, foods, and physical/chemical changes that occur during cooking. At the end of the unit students should be able to prepare food items using the design process and use a range of tools and equipment safely and hygienically.

**Assessment:** Based on the planning, preparation and evaluation of production work using a specific design brief, as well as the completion of written work in class, homework tasks and an end of semester examination.

## Health and Physical Education / Recreation

Students will participate in a range of sports, focusing on developing both fine and gross motor skills, teamwork and team strategy/tactics. Students will also improve their physical fitness, through specific testing, understanding of health and skill related fitness components. Students will experience a variety of recreational activities such as lawn bowls, tennis, health and fitness classes, golf and archery. Students will explore the factors that affect physical activity participation by exploring the potential barriers to physical activity and investigate ways to enhance the dimensions of physical, mental, social, emotional and spiritual health and wellbeing of the community. Exploring (or examining) and assessing resources available in the community and the impact of lifestyle choices on overall health and wellbeing will be a focus.

### Assessment:

- Practical participation in PE
- Practical skill achievement in PE
- Folio of tasks for Health

## **Advanced Physical Education**

Students will learn how to identify ways to improve the quality of movement skills in their performance during complex physical activities in both team and individual sports. Students will also select appropriate training methods for improving fitness for specific activities or sports and develop plans to improve or maintain regular participation in physical activity as part of a healthy life. Students will also undertake an analysis of the skills and strategies (game tactics) that are employed by opposing teams during competition.

**Assessment:** Students will complete a presentation to display their understanding of the components of fitness and the positive effects of exercise. All students will also complete a skill analysis, design a training program, and participate in a wide range of activities and sports.

## **Japanese (full year - two semesters)**

Throughout the year, students will gain confidence in reading, speaking, and writing in Japanese while immersing themselves in cultural activities to experience authentic language learning, fostering intercultural understanding. Language study enhances students' linguistic proficiency by comparing grammar and sentence construction with English. Over the course of the year, students will utilize a variety of engaging and interactive methods, such as reading books, singing songs, competing, and playing games, to strengthen their Japanese skills. The curriculum aims to significantly boost students' vocabulary and grammar, empowering them to communicate effectively in Japanese on various topics and preparing them for further studies.

**Assessment:** Assessment will cover the four areas of oral, reading, writing and listening. A series of oral and written tests will determine the student's ability and progress.

## **Media Studies**

In Year 10 Media, students learn how to analyse and interpret film and visual stimulus for guidance and inspiration and develop skills in planning for production. In particular, students will identify the codes and conventions present in a variety of film genres and apply these codes to the construction of a media product of their choice. This could be film, photography, print, podcast, or animation to name a few. Students have the opportunity to enter into the many competitions in Victoria for a chance to get their work recognised far and wide.

**Assessment:** Students will have a balance of written assessments and practical assignments whereby they create their own media product using skills and techniques embedded throughout the semester.

## **Outdoor and Environmental Studies**

*Please note there are additional fees associated with this subject for camps and activities throughout the year.*

Students will be required to participate in a survivor program over three days on the compulsory Bush Camp, which includes a series of challenges. Students are divided into tribes to compete for the Healesville High School Bush Camp Shield, and all practical activities and theory in class is to prepare for this camp. The Bush Camp is held at Sheep Yard Flat on the Howqua River, with students self-catering and camping in tents. Additional seasonal activities such as surfing and cross-country skiing will also be included as part of the course. Participation in all practical activities is compulsory.

**Assessment:** The Bush Camp is held in May or October, depending on the semester of study, and is the main area of assessment. Students must also submit all written assessment, attempt all practical assessment activities, and successfully complete the knowledge and skills test.



## **Photography**

In Year 10 Photography, students will extend on previous knowledge and skills in the darkroom process and digital editing programs. They will explore the impact of changes in light, speed and focus on photography and experiment with compositional choices in their work. Students will study the work of historical and contemporary photographers to gain a greater understanding of the process and inspire their own studio practice. Several excursions will be offered to provide students with the opportunity to shoot in different locations and conditions.

### **Assessment:**

- Folio of work – Digital Photography
- Folio of work – Darkroom processes
- Art Analysis

## **STEM (Science, Technology, Engineering, Maths)**

This subject incorporates aspects of Science, Technology, Engineering and Mathematics (STEM). Students will work in teams on projects that provide an opportunity for different contexts to be explored and real-world connections to be made. These projects will not only improve their STEM skills but also key employment skills including communication, teamwork, critical and creative thinking, collaboration and problem solving.

**Assessment:** The types of projects that students may undertake includes the use of drones in agriculture, spaghetti machines (aka Rube Goldberg machines) and sustainability initiatives. Students will be responsible for planning, conducting, reflecting, modifying and presenting their completed creation.

## **Music**

This course will focus on developing music skills in a range of areas including performance and music theory. Students will practise their chosen instrument to develop their technical and performance ability. Students will also have a focus on written music theory, so they obtain the knowledge for reading, writing and analysing music. Researching a music topic of interest will also be a project undertaken during the semester.

### **Assessment:**

- Technical Exercises
- Solo Performance
- Group Performance
- Written Theory
- Research Assignment

## VCE / VET

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Year 10 students also have the opportunity to enrol in one VCE or VET (Vocational Education & Training) unit in place of two preference elective units. Participation in these units will depend on availability, suitability and teacher recommendation.

Completing a VCE unit enables students to:

- Gain valuable experience in the processes and level of work required to be successful at VCE level.
- Complete an additional subject that provides bonus points for the ATAR at the end of Year 12.
- Challenge themselves academically.

### **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 are to 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

There are no prerequisites for Units 1 or 2 in any VCE study, although student performance in related subjects in previous years will guide which units could be coped with at this level.

Selected Year 10 students will have the opportunity to study one VCE subject. This option will be discussed with students during individual course counselling interviews.

## **Vocational Education and Training (VET)**

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 equalling 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 one day 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):**

- Acting (screen)
- Agriculture
- Animal Studies
- Automotive - Mechanical
- Building & Construction
- Electrotechnology
- Engineering Studies
- Furniture Making
- Horticulture
- Hospitality - Kitchen Operations
- Music
- Screen & Media
- Sport and Recreation
- Wine Operations
- Eco System Conservation and Management

\*Please note, a full upfront payment is required prior to commencement of a VET course. For further information see the Careers and VET Managers or the VET website. <http://www.yvvc.org.au>