



HEALESVILLE  
HIGH SCHOOL

your future IS our passion

# YEAR 9 HANDBOOK

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>•Be trustworthy and honest</li><li>•Get along with others</li><li>•Be sensitive to the feelings of others</li></ul>                         |

## Key Contacts

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|  |                            |
|--|----------------------------|
| <b>Principal</b>                       | Allan Rennick              |
| <b>Assistant Principal</b>             | Laura Mitchell             |
| <b>Junior School Manager</b>           | Chloe Jackson              |
| <b>Senior School Manager</b>           | Gabrielle Plunkett         |
| <b>Director of Curriculum</b>          | Tanya Ryder Barnes         |
| <b>Director of Teacher Development</b> | Julian Holland             |
| <b>Careers &amp; VET Managers</b>      | Anne Tacey / Gayle Shelley |
| <b>Student Wellbeing Manager</b>       | Lyn Scotchmoor             |

### Curriculum Managers

|  |                 |
|--|-----------------|
| <b>Art/Technology</b>                  | Emma Lumsden    |
| <b>English</b>                         | Wendy Jackson   |
| <b>Health &amp; Physical Education</b> | Trent Morison   |
| <b>Sport</b>                           | Mahendra Mehra  |
| <b>Humanities</b>                      | Amanda Todd     |
| <b>Mathematics</b>                     | Christine Dell  |
| <b>Science</b>                         | Erin Benham     |
| <b>Instrumental Music</b>              | Amanda Morrison |
| <b>VCAL</b>                            | Aidan Hogg      |

# School Organisation

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## Bell times

|                         |                 |
|-------------------------|-----------------|
| Session 1               | 8:50 - 9:40am   |
| Session 2               | 9:40 - 10:30am  |
| Recess                  | 10:30 - 11:00am |
| Session 3               | 11:00 - 11:50pm |
| Session 4               | 11:50 - 12:40pm |
| Lunch                   | 12:40 - 1:35pm  |
| Session 5               | 1:35 - 2:25pm   |
| Session 6               | 2:25 - 3:15pm   |
| Buses leave from 3:25pm |                 |

## General Office

The General Office is open on 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 greater than 4.8km from the school are provided free school bus travel and routes and schedules are given upon enrolment at the school for students. However students intending on travelling on the public bus will be expected to pay using a Myki.

## 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 with staff. If a student is to be absent for an extended period due to illness or family reasons, the school would appreciate a phone call to inform us of the situation. The Year 9 Manager can arrange for work to be sent home if necessary.

## 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 9 students should expect to spend 5-7 hours per week completing class work, set homework or study.

## Textbooks and Stationery

Students in Year 9 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. An Interim Report is issued at the end of terms 1 and 3 and consists of a progress report on each student's application to their studies, behaviour and attitude. At the end of each semester, students will receive a detailed report on each subject indicating the student's standard of achievement in Common Assessment Tasks, commitment to learning and their level of personal and social behaviours. Student reports can be accessed by parents via Compass.

## **Newsletter – ‘Healesville Happenings’**

The school's newsletter ‘Healesville Happenings’ is issued to parents fortnightly 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. It is hoped that all parents take the time to read this. Students and parents are encouraged to access school information through our Facebook page.

## **Cafeteria**

The school's indoor cafeteria is open before school, recess and lunchtime. Every Wednesday morning, some breakfast is provided for students.

## **Library**

The Library Resource Centre is open from 8.30am to 4.30pm including recess and lunchtime. It contains several study areas, including computer facilities and recreational reading areas. Students have ready access to a vast array of resources including a comprehensive research and reference collection, a wide range of novels and magazines, as well as 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 Lyn Scotchmoor to make an appointment.

## 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.

## Maths Help

Students from Years 7-12 can attend these sessions if they require assistance with homework, assignments or literacy/numeracy support.

Maths – Tuesday afternoons from 3:15pm – 4:30pm

## Sport

The Intra-School 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.

## Camps

Year 9 students have the opportunity to participate in the Camp Awakenings at Mount Eliza - supported by the Healesville Rotary Club.

We are currently exploring the possibility of reinstating the annual year level camp. Further information will be provided in 2018.

## School for Student Leadership

A popular initiative introduced to the Year 9 program is the opportunity for Year 9 students to apply for the School for Student Leadership. This is a Victorian Department of Education program offering a unique residential experience in one of three campuses in iconic locations around Victoria. Students live full-time at the campus for the duration of one term, developing leadership skills and they work as a team to develop a Community Learning Project as well as participating in various outdoor team building activities and expeditions. Students must apply by written application and also sit a formal interview. Students should be aware of the ongoing commitment required before, during and after attending the School for Student Leadership and parents should be aware of the associated financial costs. For more information visit the website ([www.gnurad-gundidj.vic.edu.au](http://www.gnurad-gundidj.vic.edu.au)) or contact Julian Holland or Chloe Jackson at the school.

## Student Voice

Two students from each year level are selected at the start of each year to participate in Student Voice to represent their year level. Meeting on a fortnightly basis throughout the year, this group discusses school issues or fundraising activities and school events.

## Healesville High School Uniform Shop

**Uniforms 4 Me** is the official uniform supplier and manage the shop in the Student Wellbeing Centre.

### Opening hours:

Monday: 3.00pm – 4:00pm

Friday: 12.45pm -1.45pm.

Additional times at the beginning and end of the year are advertised in the newsletter.

## Uniform Requirements for Year 9 - 2019

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All students are required to wear full school uniform every day, during official school events and excursions unless otherwise instructed. Parents having financial or other difficulties meeting these guidelines are asked to contact the school.

### Uniform items that must be purchased from the Uniform Shop:

- HHS school approved grey pants or shorts. One style for boys, one style for girls
- White school polo shirt with school logo and green stripe on the collar
- Bottle green woollen jumper
- School shower proof jacket (strongly recommended – keeps students warm and dry)
- Optional - Black zip polar fleece jacket with school logo
- Girls may also wear school check dress in summer. Dark grey skirt or new green check winter skirt. All skirts and dresses must be of an appropriate length; not higher than 12cm above the knee.

### Other items to be purchased:

- Plain black fully enclosed low-heeled **leather shoes** or **leather T-Bar** shoes with buckle fastened
- White or black socks to be worn
- No pants to be worn underneath skirts and no tights with dress
- HHS ties are optional and may be worn only with a plain white collared shirt
- A plain white long /short sleeved t-shirt or skivvy may be worn under the school polo in winter
- Plain black or bottle green scarves may be worn during winter
- Thin black or bottle green headbands may be worn
- Optional- Black blazer with school logo can be ordered

### Clarifications

- Non-school jackets are not to be worn at school or to and from school
- Canvas and slip on black shoes are NOT to be worn. No white is acceptable on black school shoes.
- Beanies are NOT to be worn at school. Sunhats are encouraged outside in summer.

### Sport / Physical Education uniform requirements

It is compulsory for all students to wear the following uniform items for all Sport and Physical Education classes. They also need to wear this uniform when participating at interschool level.

- HHS red polo shirt (sold at uniform shop)
- HHS black shorts or plain black tracksuit pants (sold at uniform shop)
- 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 in sport or physical education classes. A wide brimmed hat is preferable, but School Council has deemed a cap acceptable. Suitable hats are available at the uniform shop.
- Students who are in Sport or PE classes in period 6 are allowed to go home in their PE uniform.

### **Dress code requirements**

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

The following **must not be worn** at school:

- 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 and cosmetics.
- Earrings should be limited to studs and sleepers, one watch, one plain necklace and bracelet, no more than three plain rings.
- Piercings must be covered in practical classes to comply with safety regulations.

## **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 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 Student 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.



# The Year 9 Curriculum

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The Year 9 Curriculum is comprised of subjects from the domains of English, Mathematics, Science, Humanities, Health and Physical Education, Technology and The Arts. Subjects are divided into Core and Elective based subjects.

Students in Year 9 will study seven subjects per semester.

Each student's program of study will include:

- 5 core subjects (both semesters)
- 2 preference elective subjects per semester (4 in total for the year)

## 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 are **compulsory** for all students.

- English (5 periods/week)
- Mathematics (5 periods/week)
- Humanities (5 periods/week)
- Science (4 periods/week)
- PE/Health (4 periods/week)

## ELECTIVES

At Year 9, students have the opportunity to select elective subjects. Students should use their experiences gained throughout Year 7 and 8 to make decisions regarding their electives.

Students must choose Course A or Course B from the following (each subject runs for 4 periods a week)

**COURSE A:** Japanese (all year)

**COURSE B:** Wood Technology, Metal Technology, Art, Photography

Students must choose one subject for each semester (each subject runs for 3 periods a week)

**SEMESTER ONE:** Media, World Food and Fashion Design

**SEMESTER TWO:** Drama, Food Celebrations and Recycled Sculpture

\*Instrumental Music – is an extra-curricular program. Students are released from regular classes for one lesson per week on a rotational basis.

## 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?
- What am I good at? What do I enjoy doing? Think about your previous experiences, successes and difficulties with subjects already studied.
- Will it prepare me for the future senior class I hope to go in?
- Have I checked what is required for my career choices?
- Will these subjects help you to develop skills, knowledge and attitudes useful throughout your life, not just your career pathway? What are your goals?
- Am I prepared to pay additional costs that may be associated with the subject?
- Do not choose an elective because of factors such as peer pressure or friendship.

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

## Year 9 Core Units

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### English

Students use ideas from film and creative exercises to write their own tall stories. They establish persuasive language skills and further develop their understanding of ways to structure text response essays. Students will build upon established skills to research the ways social media affects our daily lives. They explore how texts use language to deliver meaning and insight and how language can position an audience.

**Assessment:** Based on student participation in class activities, oral presentations, language analysis and various writing pieces. Submission of all set work and the examination must be to a satisfactory standard.

### Mathematics

Students will cover a range of topics including Pythagoras' Theorem, Number, Measurement, Indices, Trigonometry, Linear Equations, Financial Mathematics, Statistics and Probability. They will further their understanding of the application of mathematics through problem solving and enquiry. 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 confidently use technology to enhance their learning.

**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.

## Humanities

Humanities will be separated into the four areas: Geography, History, Civics and Citizenship and Economics and Business.

**Assessment:** Assessment will be based on participation in class activities with a folio of work, research investigations, tests, projects, case study or data analysis, and an examination.

### Geography (1 term)

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Students learn to respond to questions in a geographically distinctive way, to collect, evaluate, analyse and interpret information, and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. These skills can be applied in everyday life and at work.

### Civics and Citizenship / Economics and Business (1 term)

***Civics and Citizenship*** is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

The ***Economics and Business*** curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

### History (1 semester)

Australian history is taught within a world history approach. This equips students for the world in which they live and enhances students' appreciation of Australian history. Students appreciate Australia's distinctive path of social, economic and political development, and Australia's position in the Asia-Pacific region, and our global relationships. Students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their culture. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

## Science

The Science course aims to develop each student's understanding of Biology, Chemistry, Earth and Space sciences, Physical sciences and science as an aspect of Human Endeavour. These areas are explored through a range of activities which includes research, practical

experimentation, teamwork, excursions, problem solving and communication. Students examine the factors that affect the transfer of energy through an electric circuit. They explore how body systems work together in response to the environment. The body's response to microorganisms and the function of the immune system are also investigated.

**Assessment:** Based on set tasks such as research assignments, practical reports, tests and an examination at the end of each semester. Students are expected to maintain an organised record of class work in the form of a workbook and an activity folio.

## Health and Physical Education

Students apply more specialised movement skills and complex movement strategies in a variety of team and individual games and activities. They reflect on how fair play and ethical behaviour can influence the outcomes of sports. In Health, students learn to critique behaviours and contextual factors that influence the health and wellbeing of their communities, with a major focus on mental and sexual health, and drug issues.

**Assessment:** Students will be required to complete a number of small research based investigations as well as a major project, which will incorporate a detailed analysis and examination of a chosen area of focus.

## Elective Units

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### Art (one term)

Students build an understanding of the importance of the 'Visual Diary' and the process of designs and inspiration. They will explore a variety of materials and techniques which include painting, photography, and sculpture. Students will design and develop their own ideas realistically and in abstract ways. Students also investigate and analyse several artists and their work.

**Assessment:** Students will be assessed against a range of work including their original artistic works, visual diary, focused investigations, and their final personal project and presentation.

### Photography (one term)

Students become familiar with the running of the darkroom and all the equipment therein, as well as the media room and its associated digital equipment. Students identify the codes and conventions of photography, understanding the camera and the application of light and shutter speed. Students will investigate the workings of the camera and darkroom and use techniques such as dodging, burning, using filters and various light effects. In addition, they will be skilled in the use of Photoshop for image manipulation and will learn how to see through the lens making good visual decisions.

**Assessment:** Based on participation in class, a photogram, a folio of dark room images as well as Surrealist digital images, and a research project.

## Wood Technology (one term)

Students further develop their ability to effectively and safely use a range of tools to design and create objects made from wood. Students will develop an understanding of the design process. This is a largely 'hands on' subject.

**Assessment:** Students will be assessed according to their ability to create objects that have used measurement accurately and have followed the various elements of the design brief provided to them.

## Metal Technology (one term)

Students will learn about metal resources and they will consider how various metals are used in everyday society. They will develop their capacity to create objects out of metal and to manipulate metal through the use of various tools.

**Assessment:** Students will be assessed according to their ability to use relevant tools to create objects out of metal.

## LOTE – Japanese (full year)

A second language is proven to be beneficial to students overall linguistic skills, as well as being an excellent tool to aid in improving memory and recall. Students will continue to gain confidence as their ability to speak, read and write in Japanese increases. A by-product of studying the Japanese language is that students will inevitably learn more about its culture and reflect on the similarities and differences between Australia and Japan. Examples of the main topics students will explore are; Japans' milestones, cultural values, food and consumer trends to name a few and these will be explored through a varied array of cultural and language based activities. Students will be continually revising previously learnt vocabulary and grammar, which will add to their self-esteem, whilst continuing to add new vocabulary and grammar as the subject continues.

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

## World Food (Semester 1)

Students produce a range of menu items using a variety of food preparation methods. Students will use the technology design process to investigate the factors that influence food selection. Students examine the relationship between nutrition and health and use their sensory characteristics to evaluate various food products. This subject will have a focus on the exploration of a range of international cuisines.

**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.

## Media Studies (Semester 1)

Students are introduced to basic camera skills, taking images in a variety of settings. They will explore the conventions of music CD covers and posters and create their own. Students analyse music videos using appropriate media terminology and will work collaboratively to produce a class magazine, taking on various roles each.

**Assessment:** Based on participation in class, as well as the completion of set tasks such as a poster, computer image, music video analysis and class magazine task.

## **Fashion Design (Semester 1)**

Students will begin the semester with a review of basic machine and hand sewing skills and refresh their memory of textiles equipment. Students will then expand on their understanding, learning more complex techniques and processes including inserting zippers, buttonholes and overlocking. Students will become familiar with pattern markings and use patterns to construct a garment. They will formulate individual design briefs and use them to inform their product designs. Students will discuss sustainability and the impact of fashion on the planet. ICT will be used to develop potential designs and explore silk-screen processes. Students will also investigate a number of different fashion designers, fashion labels and advertising to inform their designs.

**Assessment:** Based on participation in class, fashion illustrations, basic garment construction, a screen printing production item and a research task.

## **Food Celebrations (Semester 2)**

Students produce a range of menu items using a variety of food preparation methods. Students will use the technology design process to investigate the factors that influence food selection. Students examine the relationship between nutrition and health and use their sensory characteristics to evaluate various food products. This subject will have a focus on the exploration of food as a way to celebrate key events.

**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.

## **Recycled Sculpture (Semester 2)**

Recycled is an arts elective where students create sculptures and found art objects from recycled materials. Students participate in group projects, primarily with the purpose of improving the school landscape and gardens. Students acquire skills in metalwork, woodwork, painting and sculpture of a variety of materials. The theoretical component of the subject requires students to demonstrate an understanding of the elements of design and to research the works of a renowned artist.

**Assessment:** Students are required to create an individual project, a collaborative project and a design folio.

## **Drama (Semester 2)**

Drama enable students to imagine, create, participate and explore the world the live in. The study of Drama embodies all aspects of stage production, from performance to behind-the-scenes production. In creating performance practice, students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. Students create, rehearse, perform various types of theatre.

**Assessment:** Collaborating and developing scripted and devised pieces of theatre and delivering these collaborations to an audience.

## Instrumental Music

The Instrumental Music Program gives students the opportunity to learn a brass, woodwind or percussion instrument. Private vocal and piano lessons are also available, and small ensemble extension groups are available to join. The Music Program provides performance opportunities for students throughout the year, including two major school concerts. Through music, students acquire many valuable life skills and learn to play their chosen instrument in a safe, supportive and friendly environment.

**Assessment:** Students are required to attend an instrumental music lesson and an after school band rehearsal on a weekly basis.

**Healesville High School**

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