HEALESVILLE HIGH SCHOOL

your future is our passion

VCE / VCAL Handbook 2021

RESPECT | RESPONSIBILITY | RELATIONSHIPS | TEAMWORK

Contents

Our School – Healesville High School 3
School Values 4
Key Contacts 4
School Organisation 4-6
Student Uniform 7-8
Student Engagement and Wellbeing 9
Year 11 and 12 General Information 10
Choosing a Program 11-13
Unit 1 and 2 Studies Offered in 2021 14
- Biology 15
- Business Management 16
- English 17
- Food Studies 18
- General Mathematics (Unit 1 and 2) 19
- Health and Physical Education 20
- Lote – Japanese 21
- Media Studies 22
- Outdoor and Environmental Studies 24
- Physical Education 25
- Psychology 26
- Studio Arts 27

VET (Vocational Education and Training) 28
VCAL (Victorian Certificate of Applied Learning 29
FAQ……. ……. 30

Our School – Healesville High School

Healesville High School is a medium sized state secondary school uniquely positioned in the Yarra Valley. Our reasonably small enrolment allows personalised attention and planning of programs for students and allows them to fully develop their talents and abilities in an environment that emphasises co-operation and mutual respect. We provide a broad curriculum and full VCE, VET and VCAL programs. Students benefit from small classes and ample teacher attention - something that certainly helps our students to achieve academic excellence.

At Healesville High we firmly believe that all children can learn and achieve success. Through our school's Strategic Plan, we have developed a curriculum program and teaching strategies which make learning relevant and engaging. Teaching and learning have the highest emphasis at our school with student wellbeing an ongoing priority. We aim to build and develop the school values of Relationships, Respect, Responsibility and Teamwork in our students.

Small school, big opportunities

Our students have access to numerous opportunities, all aimed at enriching their secondary school experience. The school is proud to have outstanding specialist facilities including a state-of-the-art Trade Training Centre and extensive senior school facilities, housed within a specially designated VCE building. Our science and visual arts facilities are extensive, and we are extremely fortunate and proud to have a purpose-built studio arts exhibition space and an examination centre.

Students can compete in sport at school and interschool level and participate in a high-quality Outdoor Education program at Senior School level. Sporting facilities include an indoor heated swimming pool, two basketball stadiums, a gymnasium and weights room. We have a 250-seat performing arts centre and run an annual school production, which for many students, is the highlight of their school year. Under the expert guidance of our Art staff, students can join the 'Art Factory'. This program allows students to explore and develop their artistic pursuits and passions and to exhibit their work. Our Instrumental Music program is exceptional, and we are regarded as having one of the strongest programs in the outer east area.

A key strength of our school is that we really know our students. Our small size enables our staff to personally know all students; their strengths, areas for development and their individual needs. This helps us to create an environment where your child really feels like they belong.

School Values

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.

Respect • Care for self, others and the environment • Accept and embrace diversity • Tolerate different opinions	**Responsibility** • Be accountable for your actions • Make a commitment to all that you do • Act in a fair and reasonable manner
Relationships • Be trustworthy and honest • Get along with others • Be sensitive to the feelings of others	**Teamwork** • Cooperate and share • Learn together in a supportive way • Persist and make a genuine effort

Key Contacts

Principal	Allan Rennick
Assistant Principal	Laura Mitchell
Junior School Manager	Scott Fisher
Senior School Manager	Gabby Plunkett
Year 10 Manager	Meagan Neil
Director of Curriculum	Nicole Schoch
Careers & VET Managers	Gayle Shelley / Holly O'Brien
Student Wellbeing Manager	Lisa Mathieson

Domain Leaders

Art/Technology	Emma Lumsden
English	Karl Fritzlaff
Health & Physical Education/Sport	Trent Morison
Humanities	Shelley Morley
Mathematics	Erin Benham
Science	Aparna Khanna
Instrumental Music	Amanda Morrison
VCAL	Nicole Schoch

School Organisation

Bell times

Session 1	8:50am – 9:40am
Session 2	9:40am – 10:30am
Recess	10:30am – 11:00am
Session 3	11:00am – 11:50am
Session 4	11:50am – 12:40pm
Lunch	12:40pm – 1:35pm
Session 5	1:35pm – 2:25pm
Session 6	2:25pm – 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 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.

BYOD

Healesville High School have a Bring Your Own Device (BYOD) model for computer access at the school and have 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.

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

Textbooks and Stationery

Students in Year 11 and 12 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.

Newsletter – *'Connections'*

The school's newsletter '*Connections'* is issued 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 also 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 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 Lisa Mathieson to make an appointment.

Healesville High School Uniform Supplier

Uniform Requirements

All students are required to wear full school uniform every day, during official school events and excursions unless otherwise instructed. The co-operation of parents/guardians is expected in delivering a high standard of appearance for our students. Parents having financial or other difficulties meeting these guidelines are asked to contact the school.

Uniform items that may be purchased from our uniform supplier (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 low-heeled leather shoes or leather T-Bar 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
- Canvas and slip-on black shoes are NOT to be worn. No white on black school shoes
- Beanies are NOT to be worn at school. Sunhats are encouraged for 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 and also when participating in interschool level sports.

- HHS grey sports polo t-shirt
- HHS black shorts or plain black tracksuit pants
- 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 in period 6 are allowed to go home in their sport uniform. This includes the HHS black shorts or plain black tracksuit pants. Only students who attend these classes in full sport uniform will be allowed to go home without changing

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 should be given to their Year Level Manager or Period One teacher. They will be given a pass to cover them.
2. Students out of uniform without a valid note will be given a pass, however, they will also be given a lunchtime detention.
3. 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.
4. 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 with your student's name. This will assist in the return of lost items.

Student Engagement and Wellbeing

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 11 and 12 General Information

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 Tuesday 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.

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 groups 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.

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. 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 in a sequence of units 2 to 4.
- at least three sequences of Units 3 and 4 studies other than English.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of the student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

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 for their ATAR.

Satisfactory completion of a unit
To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design.
Achievement of an outcome means:

- the work meets the required standard as described in the outcomes
- the work was submitted on time
- the work is clearly the student's own
- there has been no substantive breach of rules.

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

A student may not be granted satisfactory completion if:

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

Graded Assessment
Students will demonstrate the level of their achievement of each of the outcomes in the units they are undertaking through their performance on the School Assessed Coursework (SAC) designated for that unit. These tasks will be completed mainly in the classroom 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, with S or N results reported. The school will provide students feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Marks will be reported on the end-of-semester reports. Marks are not reported to the VCAA and are not subject to moderation.

In Units 3 and 4, coursework assessment or School Assessed Coursework (SAC) describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit. This assessment will take place mainly in the classroom 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, Studio Arts, Visual Communication and Design, Design and Technology, Systems and Technology and Food 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.

In some studies, there are designated SACs that are not scored but are essential for determining S or N.
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. 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.

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. The appropriate form must be completed and returned to the classroom teacher/VCE Manager for approval.

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

Authentication of Coursework and Assessment Tasks
In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from the work of someone else.
A student should not accept undue assistance from any other person in the preparation and submission of work. Any material referred to in student work should be attributed to its source.
Teachers will provide opportunities throughout the unit to check each student's work as students proceed through the completion of the assessment tasks. The onus of authenticity rests with the student. Students must show work in progress to their teacher to demonstrate the authenticity of the work.
For more information see: http://www.vcaa.vic.edu.au/

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

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

Special Provision
Students who experience some form of chronic or significant hardship during the year due to medical, physical and/or other serious reasons can apply for Special Provision. The VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support to complete an assessment task: extra time, a separate room, use of a computer or use of a reader and/or scribe. These forms of support may also apply to exams.
It is imperative that significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. To support their application, the student must provide medical practitioner or psychologist's reports. Students wishing to apply for Special Provision should see the VCE Manager at the beginning of the school year.
Year 12 students completing their VCE who have experienced severe hardship due to personal, health, financial or other reasons, through the whole or part of the year, should complete a SEAS (Special Entry Access Schemes) Application Form at the end of the year. This form (which is available from the school or on the VTAC website: www.vtac.edu.au) is sent to VTAC and could assist with entrance to a tertiary course.

Unit 1 and 2 Studies Offered in 2021

- Biology
- Japanese – LOTE
- Business Management
- Media Studies
- English
- Outdoor and Environmental Studies
- Food Studies
- Physical Education
- General Mathematics
- Psychology
- Health and Human Development
- Studio Arts

Please Note: The following summaries include excerpts from the VCE Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to view the full accredited study design and other resources on the VCAA website (http://www.vcaa.vic.edu.au/pages/vce/studies/index.aspx).

Biology

Students are introduced to some of the challenges to sustaining life. They examine the cell as a basic unit of life. They will compare and contrast the needs of the unicellular organism and the multicellular one. Inputs and outputs are investigated, including how materials move into or out of the cell. Survival is studied at a larger scale, the interactions between the components of a habitat. Fieldwork is a component of this course.

Unit 1: How do living things stay alive?
Students explore what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms, the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Students analyse types of adaptations that enhance an organism's survival and the role of homeostatic mechanisms, as well as considering how the planet's biodiversity is classified and factors that affect population growth.

Unit 2: How is continuity of life maintained?
Students focus on asexual and sexual cell reproduction and the transmission of biological information across generations. The role of stem cells is examined, and their potential use in medical therapies is considered. Students explore inheritance and consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3: How do cells maintain life?
Students investigate the workings of the cell from several perspectives to consider the capabilities and limitations of living organisms. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit 4: How does life change and respond to challenges over time?
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. Students explore the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species

Business Management

Students will develop knowledge and skills that enhance their confidence and ability to participate effectively as part of the business community, and as informed citizens, consumers and investors. This study leads to opportunities within business and management such as small business ownership, project managing, human resource managing, operations managing or executive management. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1: Planning a business
Taking a business idea and planning how to make it a reality is the cornerstone of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business
Students will investigate the establishment of a business, including compliance with legal requirements, establishment of financial record keeping systems, staffing the business, creation of a customer base, and essential features of effective marketing. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business
Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Unit 4: Transforming a business
In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

English

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Students will engage with texts from the contemporary world and from the past, using texts from Australia and other cultures. Students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.
This study will build on the learning established through Australian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

This study enables students to:

- Extend their English skills through thinking, listening, speaking, reading, viewing and writing.
- Enhance their understanding, enjoyment and appreciation of the English language.
- Analyse and discuss a range of texts from different periods, styles, genres and contexts.
- Understand how culture, values and context affect meaning and interpretation of texts.
- Understand how ideas are presented by analysing form, purpose, context, structure and language.
- Analyse texts and make relevant connections to themselves, their community and the world.
- Convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences.
- Demonstrate an ability to make choices about the construction of texts in relation to purpose, audience and context.
- Think critically about the ideas and arguments of others and the use of language to persuade.
- Develop their skills in creating written, spoken and multimodal texts.

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 3
On completion of this unit students should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text. Students will analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4
In this unit students will produce a detailed comparison which analyses how two selected texts present ideas, issues and themes. Students will also construct a sustained and reasoned point of view on an issue currently debated in the media.

Food Studies

VCE Food Studies examines the background to Australia's varied and abundant food supply, and explores reasons for our food choices. This study is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives, and investigates the origins and roles of food through time and across the world. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine, considering the influence of technology and globalisation on food patterns.

Unit 2: Food makers

Students investigate food systems in contemporary Australia, exploring both commercial and small-scale settings, and the significance of food industries to the Australian economy. They produce and evaluate foods, design new foods and adapt recipes. Students consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food, the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the dietary guidelines, developing an understanding of diverse nutrient requirements, food values and behaviours within social environments. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food.

Unit 4: Food issues, challenges and futures

Students examine debates about global and Australian food systems, focusing on issues related to the environment, ecology, ethics, farming practices, technologies, food security/safety, food wastage, and the use and management of water and land. Students also investigate how the development of food knowledge, skills and habits empower consumers. Students consider how to assess information, draw evidence-based conclusions and apply this methodology.

General Mathematics (Units 1 and 2)

General Mathematics provides for the continuing development of mathematical skills and concepts for students wanting to complete VCE Further Mathematics Unit 3 and 4. The subject is designed for students who have a wide range of educational and employment aspirations, including studies at university or TAFE.
Students will need to have a TI-nspire CAS calculator.

The skills that students will develop are:

- Understanding of concepts and techniques drawn from the topic areas of computation and practical arithmetic, linear relations and equations, matrices, graphs and networks, sequences, investigating and comparing data distributions, linear graphs and models, financial arithmetic, relationships between two variables and variation.
- Ability to solve problems using concepts and techniques drawn from the topic areas.
- Reasoning and interpretive skills in mathematical and statistical contexts.
- Capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language.
- Capacity to choose and use technology appropriately and efficiently.

Units 1 & 2

- Algebra and Structure: This area covers representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.
- Arithmetic and Number: mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.
- Discrete mathematics: matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.
- Graphs of linear and non-linear relations: continuous models involving linear and non- linear relations and their graphs, and variation.
- Statistics: representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

Health and Human Development

Students examine health and wellbeing, and human development as dynamic global concepts, subject to a complex interplay of biological, sociocultural and environmental factors. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices. They build health literacy through interpreting and using data, investigating the role of food, and completing an extended inquiry into a youth health focus area. Students also investigate the conditions required for health improvement, as stated by the World Health Organisation. Students focus on health promotion, assessing and evaluating any improvements, and using data to explore factors that contribute to health inequalities.

Unit 1: Understanding health and wellbeing

In this unit students:

- Consider the influence of age, culture, religion, gender and socioeconomic status on health and wellbeing.
- Assess measurable indicators of population health.
- Use data to evaluate the health status of Australians and enquire into reasons for variations and inequalities.
- Investigate the roles and sources of major nutrients as foundations for good health and wellbeing.
- Evaluate the consequences of dietary imbalances and consider the social, cultural and political factors that influence the food practices and food choices made by youth.

Unit 2: Managing health and development

In this unit students:

- Assess factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan.
- Investigate health and wellbeing from youth to adulthood.
- Inquire into factors that influence the transition between these stages and later health status.
- Examine the expected changes, significant decisions, and protective factors, including behaviours throughout these stages.
- Consider health and wellbeing as an intergenerational concept.

Unit 3: Australia's health in a globalised world

In this unit students:

- Explore health and wellbeing and illness as complex, dynamic and subjective concepts.
- Inquire into the prerequisites for health and wellbeing as stated by the World Health Organisation.
- Evaluate different approaches to public health over time.
- Analyse improvements in health and health status over time.
- Evaluate health promotion strategies.

Unit 4: Health and human development in a global context

In this unit students:

- Use data to investigate health status in different countries, exploring factors that contribute to health inequalities between and within countries.
- Consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.
- Explore the United Nations' Sustainable Development Goals.
- Evaluate Australia's aid program and the role on non-government organisations.
- Reflect on the actions of individuals that could contribute to the work of national and international organisations that promote health and wellbeing.

Japanese - LOTE

The study of a Language Other Than English (LOTE) contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. Fluency in Japanese may also provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, education and others. Students are introduced to increasingly complex authentic Japanese written and spoken texts though a wide range of topics in the following themes:

- The Individual
- Japanese Speaking Communities
- The Changing World.

Prerequisite for Unit 1 & 2: Students choosing to study VCE Japanese must know how to read and write all the Hiragana and Katakana characters.

Unit 1:
This unit is designed for students to develop further their Japanese language communication skills and to understand and appreciate the cultural context in which Japanese is used. Numerous complex grammatical patterns are introduced, and students become familiar with Informal Spoken and Written language. On completion of this unit students should be able to:

- Establish and maintain a spoken or written exchange related to personal areas of experience.
- Listen to, read and obtain information from written and spoken texts.
- Produce a personal response to a text focusing on real or imaginary experience.

Unit 2:
This unit is designed to build further on Unit 1 by providing students with the opportunity to extend their language skills and their knowledge of Japanese culture. A wide range of sentence patterns and vocabulary is added to the student's repertoire of language skills. On completion of this unit students should be able to:

- Participate in a spoken or written exchange related to making arrangements and completing transactions.
- Listen to, read, extract and use information and ideas from spoken and written texts.
- Give expression to real or imaginary experience in written or spoken form.

Prerequisite for Unit 3 & 4: Students must have successfully complete Units 1 & 2

Unit 3:
This unit develops the student's ability to understand and utilise increasingly sophisticated language. It is also aimed at developing further awareness and appreciation of cultural similarities and differences between Australia and Japan. Numerous sentence patterns and vocabulary items are presented, with the aim of enabling students to enhance their ability to communicate in the language and to reach a level of fluency appropriate to that demanded by the course. On completion of this unit students should be able to:

- Express ideas through the production of personal or imaginative written pieces
- Analyse and use information from spoken tests through responding to specific questions, messages or instructions.

Exchange information, opinions and experiences through participating in a role-play focusing on the resolution of an issue.

Unit 4 This unit is designed to build upon previously learnt material and refine students' abilities to communicate in a sophisticated and effective manner in Japanese. Students' appreciation of Japanese culture will be deepened when completing the Detailed Study on a particular aspect of the culture. On completion of this unit students should be able to:

- Analyse and use information from written texts
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese speaking communities through the production of informative, evaluative or persuasive pieces of writing
- Participate in an interview on an issue related to the studied text

Media Studies

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Unit 1: Media Representations, Forms in Production and Australian Stories

Media Representations – Primarily focuses on the study in Film Narrative

The media plays an important role in shaping society and the values and beliefs of the audience. The construction of media products suggests a sense of realism and naturalism that belies their nature as codified representations that reflect the values of media makers and audiences at the time, location and context of their construction. On completion of this unit the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Media forms in production – Students create their own narrative in any media form (Film, Print, Photography, Pod Cast)

Representation, the construction of meaning, distribution, audience engagement, consumption and reception of the media provide the inspiration for students to explore ideas and develop media productions. On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Australian Stories – How is Australia represented through the media across the ages. Primarily focuses on FILM.

Stories have always been a pivotal part of culture. Australian media is built on fictional and non-fictional stories that reflect our local, national and global cultural histories. Media creators and producers develop an individual style through the use and crafting of narrative and structures that engage different audiences and their interests. Audience readings of meaning are mediated through a shared understanding of the media codes and conventions used to construct narratives in media products. On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Narrative, style and genre – Primary focus on Film creators such as Quentin Tarantino & Edgar Wright

In this area of study students explore and examine how narratives construct realities and meaning for audiences. Narratives are constructed and shaped referencing a rich production history. This includes the personal and distinctive style of media professionals who play leading roles in the construction of the narrative, the selection and manipulation of media codes and conventions that stem from a range of cultures and histories, and the influence and constraints of contextual factors affecting the creation, construction and distribution of the narrative. On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Narratives in production – Students create a media product in the style of a media creator

Narratives are created through a production process that involves the conceptualisation and development of ideas, pre-production, production, post-production and distribution. The production and distribution of narratives involves skilled use of media technologies, often in collaboration with others, where each individual undertakes specific roles and responsibilities required at each stage of the production. While the production of narratives is a creative process, they are produced for specific audiences and are constrained by the contexts in which they are produced, distributed, consumed and read. Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in Area of Study 1. On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

Media and change – How has technology changed the way media engages?

Developments in media technologies have dramatically altered the media landscape and the relationship between the media and its audiences. Media convergence and hybridisation collapses traditional media boundaries and significantly alters the ways audiences engage with, consume, read, participate in, influence and are shaped by the media. Digital technologies, interactivity, immersive content and participatory practices have become a feature of creation, production, distribution, engagement with, consumption and reception of the media. Media industries and institutions have adopted and adapted aspects of convergence to build and maintain audience share through new forms of interaction. On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

Unit 1: Exploring outdoor experiences

A focus on what motivates people to participate in outdoor experiences, including;

- Studying the types of outdoor environments, including wilderness, managed parks, and urban/built environments.
- Exploring the factors that affect access to and kinds of outdoor experiences, the range of motivations for seeking outdoor experiences, different personal responses, and the influence of media portrayals.
- Relevant technologies and their effects on outdoor experiences.

Unit 2: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Topics include:

- Characteristics of outdoor environments
- Recreational users' understandings of the environments.
- Scientific, land manager, historical and indigenous understandings of specific environments.

Approximate costs:

- 4-Day Bushwalk on the Bogong High Plains $130
- Surfing at Phillip Island $70
- Mountain bike camp $30
- Cross country skiing at Lake Mountain $70
- Cross country skiing camp $120
- Abseiling $35

Payments for activities are made progressively over the year and are not expected as an upfront payment.

Unit 3: Relationships with Outdoor Environments

The focus of this unit is the past and present relationships between humans and outdoor environments in Australia. Students investigate contemporary relationships with the environment and factors that influence these, including:

- Australian outdoor environments before and after human population
- Relationships with Australian outdoor environments expressed by specific Indigenous communities, by the first non-Indigenous settlers' experiences, and through increasing population and industrialisation.
- The role of environmental movements and political policies in protecting the outdoors
- The factors influencing contemporary societal relationships with outdoor environments.

Unit 4: Sustainable outdoor relationships

Students explore the sustainable use and management of outdoor environments and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.
They develop knowledge around:

- Understandings and critiques of sustainability and sustainable development, including indicators of healthy outdoor environments
- The importance of healthy outdoor environments, the actions taken to sustain them, and the potential impact on society and outdoor environments of likely threats

The decision-making processes followed by land managers and/or governments relating to conflicting interests, as well as the methods used by individuals and groups to influence decisions about the use of outdoor environments.

Approximate costs:

- 3-Day Bushwalk on the High Plains $130
- Cross country skiing at Lake Mountain $70
- Snorkelling at Port Phillip Bay $90

Physical Education

Students completing VCE Physical Education will have the opportunity to explore the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. They will examine behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students regularly participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Unit 1: The human body in motion

- How the musculoskeletal and cardiorespiratory systems work together to produce movement.
- The relationship between the body systems and physical activity, how the systems adapt and adjust to the demands of the activity, and the role and function of the main structures in each system.
- The social, cultural and environmental influences on movement.
- The implications of the use of legal and illegal practices to improve performance, evaluating perceived benefits and describing potential harms.

Unit 2: Physical activity, sport and society

- Physical activity, sport and society from a participatory perspective and the level of activity required for health benefits, as well as consequences of physical inactivity.
- How participation in physical activity varies across the lifespan and the factors that influence and facilitate participation in regular physical activity, including how different types of physical activity are promoted in different population groups.
- The enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended.

Unit 3: Movement skills and energy for physical activity

- Qualitative and biomechanical movement analysis principles including angular and linear kinetic concepts, and Newton's three laws.
- Equilibrium and human movement involving levers, stability and balance.
- Direct and constraints based approaches to coaching and instruction.
- Sociocultural factors that have an impact on skill development, and the characteristics of the three stages of learning.
- Characteristics of the three energy systems for physical activity, fatigue/limiting factors and recovery rates associated with active and passive recoveries.
- Acute physiological responses to exercise in the cardiovascular, respiratory and muscular systems.

Unit 4: Training to improve performance

- Activity analysis, strategies to monitor and record training data, and training program principles.
- Psychological strategies used to enhance performance and aid recovery, and nutritional and rehydration recovery strategies.
- Training methods including continuous, interval, circuit, fartlek, weight/resistance, flexibility and plyometrics.
- Chronic adaptations of the cardiovascular, respiratory and muscular systems to aerobic, anaerobic and resistance training.

Psychology

Students develop knowledge of the changes involved in thoughts, feelings and behaviours. They investigate the structure and functioning of the human brain, the complex nature of psychological development, and evaluate the role of social cognition. Students explore a variety of factors and contexts that can influence behaviour, studying both classical and contemporary research.

Unit 1: How are behaviour and mental processes shaped?
In this unit students explore approaches to understanding the role of the brain and the cerebral cortex, the impact of injury on a person's functioning and brain plasticity. The interactive nature of hereditary and environmental factors will also be studied, as will the development of cognitive abilities and the conceptualisation of normality.

Unit 2: What influences a person's perception of the world?
This unit develops students' understanding of sensation and perception, the influence of biological, psychological and social factors, distortions of perception of taste and vision, attitudes and stereotypes, status and social power, and factors that influence bullying behaviour.

Unit 3: How does experience affect behaviour and mental processes?
In this unit students explore conscious and unconscious responses to sensory stimuli, models of stress, classical conditioning and operant conditioning.

Unit 4: How is wellbeing developed and maintained?
This unit develops students' understanding of the measurement of physiological responses, theories of the purpose and function of sleep, as well as dyssomnias and parasomnias the can effect sleep. Students will explore the typical characteristics of a mentally healthy person, ethical implications in studying and researching mental health, distinctions between stress, phobia and anxiety, individual variation, and evidence-based interventions.

Studio Arts

This subject introduces students to the role and practices of artists in society. Student research focuses on critical, reflective and creative thinking, visual analysis of artworks and investigation of artists. Students use this knowledge to inform their own studio practice and to support art making.

Unit 1: Studio inspiration and techniques
In this unit students focus on developing an individual understanding of the stages of studio practice, exploring sources of inspiration and artistic influences, documenting evidence in a visual diary, and researching and analysing the practices of artists from different times and cultures.

Unit 2: Studio exploration and concepts
In this unit students will establish and use a studio practice to produce artworks, including the formulation and use of an individual approach. Students will explore and develop ideas and subject matter, study art movements and styles, and analyse artworks to develop a broader knowledge about the history of art.

Estimated Cost: Students are able to use any materials or equipment available to them in the art rooms, however, if they require specialised equipment or materials, it is expected that they purchase this independently. It is compulsory for students to visit at least two different art galleries throughout the year.

Excursions offered:

- City Art excursion $5
- Healesville and local galleries excursion $9
- Winter Masterpieces exhibition @ NGV$15

Optional extras:

- Life drawing workshops approx. $7
- Hobart Art Camp (TBC)

Unit 3: Studio practices and processes
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trailing, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

Unit 4: Studio practice and art industry contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

Vocational Education and 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 VCAL with each 90-hour block equalling one VCAL unit.

VCE VET Programs-

- Expand opportunities and pathways in senior secondary
- Have a vocational focus
- Contribute towards completion of VCE/VCAL
- 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):

- Acting (screen)
- Animal Studies
- Automotive - Mechanical
- Building & Construction
- Electrotechnology
- Engineering Studies
- Furniture Making
- Horticulture
- Hospitality - Kitchen Operations
- Music Industry – Performance
- Screen & Media
- Sport and Recreation

**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

Victorian Certificate of Applied Learning (VCAL)

The VCAL program is accredited and offered at Healesville High School at two different levels:

- Intermediate Certificate (Year 11): with a focus on knowledge and employability skills which will lead to independent learning, confidence and a high level of transferable skills.
- Senior Certificate (Year 12): with a focus on knowledge and employability skills which will lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

VCAL at Healesville High School comprises four compulsory curriculum units, specific work placement requirement and a VET (Vocational Education & Training) study.

VET involves the study of a TAFE qualification and is characterised by a high level of practical learning which relates to the working environment. For more information, including list of subjects offered, visit https://www.yvvc.org.au/

Curriculum units studied at school are:

- Literacy Skills
- Numeracy Skills
- Work Related Skills
- Personal Development Skills

Students completing VCAL at Healesville High School will attend classes on campus two days per week, where they are expected to abide by all the school rules, including the wearing of correct school uniform, attending all classes and completing all expected tasks. Students will attend one day of VET studies (which are held at various school locations in the cluster) and two days of Specific Work Placement.

VCAL Work Placement
Work placement should be arranged in consultation with the VCAL Co-ordinator, Careers Manager and parents. Work placement should link to the VET study chosen where possible, to allow the development of work-related skills and support the VET course. Work Placement forms must be completed by the parent, student and workplace then returned to school for certification by the VCAL Co-ordinator and Principal before any work placement can commence.

Attendance Requirements
Healesville High School Later Years attendance policy states that students will attend a minimum of 90% of all timetabled classes on campus, VET subject (on or off campus) and allocated work placement. Exceptions to this include providing a medical certificate or gaining the VCAL and VCE Co-ordinators approval if there are extenuating circumstances.

CONDITIONS OF ENTRY INTO VCAL

Any student wishing to complete a VCAL program must satisfy the following conditions.
If a student joins the program for the commencement of the Intermediate certificate (Year 11):

- Students must have completed a Work Experience placement in year 10 as work placement is an essential part of VCAL
- Students should have a CAP interview ensuring they are meeting the conditions of the requirements of their chosen pathways
- Course numbers are capped at one class at Year 11 and one class at Year 12, unless sufficient numbers arise to justify a complete additional class.
- Students are signed up with an employer by the end of their Year 10 year (ie: by the end of step-up as a priority)
- An Expression of Interest has been signed and approved for VET placement.

Please note: It is the student's responsibility to find employment unless the industry is difficult to find placement in.

If a student wishes to enter the VCAL program after the commencement of the school year:

They must have a work placement and VET/SBAT in place and may be required to meet other criteria. This may include upfront fees that arise or testing to ensure eligibility is met.
There must be enough spaces in the class (preferably limited to 20 students but no greater than 25)

If a student wishes to enter the VCAL program after the standard Year 11 has been undertaken (ie: complete a Year 12 Senior VCAL Certificate):

- They must negotiate their possible placement into a VCAL program with the Careers Manager (CAP interview) and VCAL Co-ordinator and with a formal parent meeting.
- They must have a pre-arranged work placement or a SBAT.
- They must be enrolled in a VET course if no SBAT is in place.

Please direct any queries/questions to the Careers Manager or VCAL Coordinator.

FAQ

I am struggling in Year 11 and have no VET course; can I swap into VCAL?

Unfortunately, the answer is no. All students completing VCAL must have a VET certificate in place. It is possible to do a Traineeship or SBAT that will cover this, however, that must be in place before you can swap out of VCE.

My employer is happy to have me work with them, but they are struggling to pay me, what can I do?

You can talk to the VCAL Co-ordinator or Careers Manager. Sometimes work placements can be turned into Traineeships or SBAT. We can help you and your employer achieve this in most cases.

I have completed Year 11 and my VET; I am not going to university and I want to change into VCAL. Am I able to?

Yes, you can. You may need to meet some other criteria such as work placement or an interview, but you certainly can apply to do VCAL.

My parents/guardians don't understand how VCAL works and they are expecting me to do VCE. I know this is not the right pathway for me, can someone help?

Yes. There are a few options you can take here. Firstly, talk to the Careers manager and find out if VCAL will meet your individual needs. If the answer is yes, find the VCAL Co-ordinator and have a meeting. They will be able to support you and your parents through the process.

If I have no ATAR can I still go to university?

Yes, of course. You may have to complete a Certificate IV or Diploma course first, but university is still an option for you in the future.