



Fairhills High School
2026
Year 10 Handbook

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OUR VISION

Empowering our community to be curious, creative and confident learners.

Everything we do is underpinned by our three core values:

- Act Responsibly
- Build Relationships
- Show Respect

INTRODUCTION

The Fairhills High School Year 10 Handbook has been developed to assist and inform all Year 10 students, parents/carers and staff. All the relevant policies, procedures and requirements specific to Year 10 are outlined within this handbook. Students and parents are asked to read and familiarise themselves with the contents of this handbook. The handbook and other essential information and forms are located on the Fairhills High School website <https://fairhillshs.vic.edu.au/>

At Fairhills High School, Year 10 is the beginning of students' senior journey. It is an extremely important year as it gives each student the ability to select subjects that are of interest to them and make supported decisions regarding Year 11 and 12 pathways. Year 10 is an opportunity for students to consolidate and build on skills and knowledge essential for a successful VCE or VCE VM program.

Students who have success in Year 10 are:

- Hard working in all areas of school life
- Attend school well over 95% of the time
- Set and review meaningful pathway goals
- Ask for help and use available supports
- Seek and respond positively to feedback
- Create strong and respectful relations with others
- Maintain a positive, healthy school and life balance

School Contacts

The partnership between a school and home is essential in supporting students throughout their educational journey. Throughout the year there will be many opportunities to become involved. The school aims to have ongoing contact with home, and we do this primarily through Compass.

Principal - Mr Ian Van Schie

Assistant Principal Senior School – Mr Bill Exton

Oversees all school matters in the Senior School (Years 10 -12)

VCE Improvement Leader – Ms Laura Blackson

Pedagogy and Curriculum Leader – Mr Peter Morgan

Oversees teacher pedagogy and curriculum in Year 10.

Year 10 Team Leader – Mr Jacob Hayles

The Team Leader at each year level should be the first contact for most matters relating to courses, student wellbeing, attendance and conduct. A Team Leader's first and foremost priority is to support all students to have a positive approach to all areas of schooling life.

Pathways Manager – Ms Liz Rundle

The Pathways Manager can advise students in all matters relating to subject selection and individual pathways into the VCE, VCE VM or alternative settings. They provide advice and assistance regarding post-schooling options.

Individual Subject Teachers

Subject teachers can be contacted directly about student progress.

Student Wellbeing/Inclusion Team

Offers counselling and support to students on a wide range of concerns.

To speak with any of these staff, contact the General Office on (03) 9758 5022.

2026 Term and Key Dates

Term 1: Wednesday 28 January – Thursday 2 April

- Wednesday 28 January: Return to School Meetings
- Friday 30 January: Year 10 classes commence
- Wednesday 25 February: Respectful Relationships program
- Friday 20 March: Year 10 Careers expo
- Monday 9 March: Labour Day
- Tuesday 24 March: Learning Conferences

Term 2: Monday 20 April – Friday 26 June

- Saturday 25 April: ANZAC Day
- Thursday 21 May: Staff Professional Development - No classes
- Thursday 4 June: Year 10 Man Cave and Big Sister Program
- Friday 5-11 June: Semester 1 Year 11 and 12 Exams
- Friday 12 June: Staff Professional Development - No classes
- Tuesday 16 June: General Achievement Test
- Monday 8 June: King's Birthday

Term 3: Monday 13 July – Friday 18 September

- Tuesday 21 July: Staff Professional Development - No classes
- Friday 7 August: Year 10 Respectful Relationships Program
- Monday 21 August: Learning Conferences
- 18 - 24 September: Year 12 Practice Exam Week & Knox Schools Exam Skills Sessions (last day of term 3 and week 1 school holidays)

Term 4: Monday 5 October – Friday 18 December (Friday 4 December last day for Year 10 and Year 11 students)

- Wednesday 28 October: Year 10 Respectful Relationships Program
- Tuesday 3 November: Melbourne Cup Day
- Tuesday 27 October: Year 12 Exams (VCAA) begin
- Monday 23 November: Staff Professional Development - No classes
- 12 - 18 November: Unit 1 & 2 Year 11 Exams
- 19 – 20 November: Step up to Year 12 2026
- 24 November – 4 December: Headstart (2027 VCE/VCE VM classes)

Bell Times

Period	Times
Period 1	8:40am-9:40am
Period 2	9:40am-10:40am
Recess	10:40am-11:00am
Period 3	11:00am-12:00pm
Period 4	12:00pm-1:00pm
Lunch	1:00pm-1:40pm
Period 5	1:40pm-2:40pm

Compass

Compass is the student learning and management system used by Fairhills High School at <https://fairhillshs-vic.compass.education/>

It is the key communication system the school uses to provide information to students and families. Parents/Carers need to ensure they:

- are able to log in
- provide current email details
- log in at least once a week to check student timetable, notices, activities, attendance and assessment details
- follow up with the appropriate school contact if there are any concerns/issues
- refer to the school's IT Department for support with Compass technical issues or to check log in details
- use the Compass system to provide consent and pay for events and school fees

Materials and Laptop Devices

The required learning materials are on the booklist (see link below) and it is essential that students take their textbooks and materials to every class as required.

Booklists: www.lilydalebooks.com.au/schools/fairhills-high-school

Students are also to bring their laptops to each class. Schools do not provide laptops. Students must make sure their laptops are fully charged and in good working order each day.

Laptops: <https://fairhillshs.vic.edu.au/learning/digital-learning/>

Uniform

The wearing of the school uniform is compulsory for all students and students are required to comply with the Fairhills High School [Uniform Dress Code](#).

Students are required to wear their uniform neatly, respectably and correctly at all times including to and from the school and on all school excursions. The Fairhills High School [uniform infringement process](#) will apply to students who are out of uniform.

CURRICULUM

Year 10

Year 10 at Fairhills High School provides students with a balanced and engaging curriculum that bridges their learning from the middle years into the senior years. In addition to the core subjects of English, Mathematics, Science, Humanities, Health and Physical Education (PE), students select from a wide range of specialisms that allow them to explore personal interests, strengthen academic skills and begin shaping their future VCE or VCE VM pathway. The Year 10 program emphasises increasing independence, deeper subject knowledge and the development of essential learning behaviours, ensuring students are well prepared for the rigour and expectations of our Senior School.

VET Studies

Students in Year 10 may be allowed the opportunity to complete a VET subject through the Mullum Cluster network. This opportunity will be determined after discussion with the student, a parent/carer, Pathways Leader, and Year 10 Team Leader, and will be based on the suitability of the student to cope with the requirements of a VET program (including working independently, travel requirements, pathway opportunity and commitment to the study).

Parents must complete the required VET enrolment paperwork and need to pay their fees to the General Office during the enrolment process in the preceding year, before a student can be accepted into the VET course.

Students and their parent/carer should ensure they read all communications from the Mullum Cluster and individual VET provider throughout the year regarding the course and their progress. The individual VET providers provide the school with student attendance data on a weekly basis. If a student's attendance is low an Attendance Strategy Meeting at the school will be held with the Year 10 Team Leader.

Work Experience

In the final week of Term 2 Year 10 students will be provided with the opportunity to experience work in an industry of interest for their future pathways. This type of experiential learning has many advantages including:

- Develop employability skills and understand employer expectations
- Explore career options
- Gaining a reference to use on job applications
- Making contacts that could help you find paid work

Students will work closely with our Pathways Manager to ensure all the necessary paperwork is correctly completed and submitted. Each student should show initiative by contacting possible employers to gain a placement of interest.

Change of Subjects

A change of subject should not be taken lightly, remembering the requirements of completing Year 10 successfully and moving into Year 11. Students must speak to their Year 10 Team Leader about plans to change electives. The student will be required to complete the change of subject form which must be signed by:

1. The student
2. Year 10 Team Leader
3. Pathways Manager
4. Parent

No subject changes can be made unless the form is completed and signed by all the required people.

The final days for change of subjects in 2026 are:

- Semester 1 - Friday 6 February
- Semester 2 - Friday 17 July

Homework

At Fairhills High School we strive for all students to be curious, creative and confident learners. To support our current homework policy, we have developed a term Homework Planner for Year 10 students. Homework is given in English, Humanities, Maths and Science.

A Homework Planner which outlines the topics that are being studied in class as well as the homework and the expected time for completion will be sent to all students and parents at the beginning of each term. See a partial example below:

	English		Maths		Humanities	
	In class	At Home	In class	At Home	In class	At Home
W1	Persuasive Language Analysis	20 mins of reading per week	Transformations	Education Perfect [EP] #1	Ancient Egypt	Diorama Research
W2	Advertising Techniques	Literary techniques		My Helper Book	Influences and Timeline	
W3	Analysing texts using annotation	20 mins of reading per week	CAT 3	EP #2	Women and Hierarchy	Diorama Fact Sheet
W4	Conventions of news articles	Practice Annotation Tasks	Statistics	EP #3		

The details of the homework task will be shown on Compass and will include the date it is due. Students will be given **at least three school days** to complete a task.

Homework tasks will be:

- Purposeful and curriculum aligned
- Appropriate to students' skill level
- Designed to help students develop as independent learners
- Provide opportunities for parents/carers to partner in their child's learning

We have developed a supportive process to assist students to become more empowered in their learning. If students are finding it difficult to complete homework tasks, the following supports will be in place:

- Communication with parents/carers
- After school homework club
- Development of a Homework Support Plan
- Development of a Homework Strategy Plan with parents/carers

Students should also complete independent study in preparation for CATs and exams eg. summary notes, cue cards, practice test questions. It is essential that students create positive homework and study habits. These include:

- Removing all distractions eg. mobile phones/TVs
- Studying in chunks of 20 minutes
- Use of a study timetable/homework planner

At Year 10 homework for English and Maths is equivalent to 80 minutes and 40 minutes for Humanities and Science per week.

The school requests that parents/carers monitor and encourage their children to complete regular homework and study. Parents/carers are asked to assist in establishing a suitable environment for study and conditions conducive to completing homework. This is essential for all students in order to complete set tasks given by teachers, as well as catch up on incomplete or missed work. At the Year 10 level completing all work and consistent study (including revision) is a key to successfully completing CATs.

Assessment

Common Assessment Tasks (CATs) are specific tasks which assess a student's level of understanding and achievement for a particular topic/unit of work based on the requirements of each subject. All Year 10 subjects are aligned with the Victorian Curriculum and one CAT each Term will form the basis of assessment for each subject. At the start of each unit, teachers will provide students with a course outline which includes assessment dates and conditions for each task. CAT dates and results will be recorded on Compass within the subject's Learning Tasks.

To achieve a satisfactory outcome for each CAT the student must:

- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly the student's own work
- Meets the Fairhills High School attendance requirements

A student may not receive a satisfactory completion for a CAT if:

- Work is not of the required standard
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision
- Work cannot be authenticated
- There has been a substantive breach of rules including school attendance requirements

CAT and Exam Breaches

A “breach” is any infringement that gives a student an unfair or unreasonable advantage in terms of assessment. If there is an alleged breach of a CAT or Year 10 exam conditions a Year 10 panel will be created to investigate it. A Year 10 panel consists of:

- Year 10 Team Leader
- Subject Teacher
- A parent/carer

A Year 10 panel may impose the following consequences:

- The CAT or exam is reported as “Insufficient evidence”
- The student re-sits the task or completes a redemption task

Breaches, (not an exhaustive list), which will result in disciplinary action are:

- Plagiarism
- Unauthorised use of technology
- Communicating with others
- Other breaches specified by the Senior School Assistant Principal

Absence from a CAT

Students may not miss a CAT assessment session (including an exam) without approval. Approved absences may be granted for:

- An illness explained by a medical certificate
- An official school excursion
- An official sporting event
- Exceptional personal circumstances. Approval for these is given at the discretion of a Year 10 Team Leader.

If a student is absent for a CAT or exam they must:

1. Provide a medical certificate by handing it into the General Office within three working days of the assessment session
2. Complete the CAT/exam at a suitable time negotiated with the subject teacher.

Redemption Process

If work submitted by a student for the assessment of a CAT does not meet the required standard, the teacher/s of the subject will select a consistent approach from the following options:

1. The student can demonstrate an understanding of the unit of work, through completion of specified classwork and homework.
2. Student teacher conference - A student can verbally explain knowledge of the unit of work.
3. Identical or equivalent CAT - A teacher may require a student to re-sit a CAT or complete a similar CAT. The re-sit will be completed in a prompt manner. The teacher must make time available to assist the student in preparing for the redemption of a CAT.

Students have a maximum of two weeks to undertake a CAT redemption. In exceptional circumstances an extension may be approved by the Senior School Assistant Principal.

Authentication

It is the responsibility of each student to ensure that there are no difficulties in authenticating their work. It is important that students keep drafts and preparatory work that leads into the completion of a CAT as required. Teachers must monitor and record each student's development of an Assessment Task, from planning to drafting, through to completion. The process of monitoring the development of a CAT requires the teacher to regularly sight the work and record the progression. The process of authentication will differ from subject to subject, and from task to task.

Year 10 Completion

Year 10 is viewed as an important link for students moving from middle school into senior school. We aim to provide students with a broad, flexible, and engaging curriculum that gives them an opportunity for choice in the development of their courses of study. It is important to reinforce the intention that Year 10 is a preparation year for VCE and should be used by students to develop and enhance their study habits. We use assessment and attendance policies and processes that complement those of VCE in preparation for future learning.

Year 10 students are expected to demonstrate satisfactory progress in their learning across the curriculum and in particular the core subjects of English, Mathematics, Science, Humanities & Health/PE. In order to progress into Year 11 (VCE or VCE VM programs) students need to satisfactorily complete both core and specialism subjects over both semesters of Year 10.

Reporting

The school strongly encourages parents/carers to access Compass at least once a week to monitor their student's progress. Compass provides results of assessment and learning tasks throughout the semester, as well as attendance data. If a parent/carer has any concerns they should contact the subject teacher or Year 10 Team Leader immediately.

Subject reports will be made available electronically via Compass for each student at the end of each semester.

Students are assessed in each subject against the Victorian Curriculum standards.

WELLBEING AND ENGAGEMENT PROCESSES

Behavioural Expectations

Students are expected to conform to the behavioural expectations set out in the Fairhills High School [Behavioural Matrix](#). Our school values of Acting responsibly, Building relationships and Showing respect (ABS) form the focus of expectations related to student behaviour, and all Year 7 and 8 students are expected to consistently demonstrate these values in their involvement with all members of the school community.

Fairhills High School is fully committed to the Schoolwide Positive Behaviour Support (SWPBS) framework, which brings together our school community to intentionally develop positive, safe and supportive learning environments. As an SWPBS school, we have established a clear **Positive Classroom Behaviour (PCB) Process** grounded in a consistent [4R model](#) – **Remind/Re-direct, Relocate/Recall, Remove and Restore**. This process provides staff with a shared, graduated approach to responding to classroom behaviour, supporting students to re-engage in learning, maintain safe and orderly classrooms, and restore relationships. Through the consistent application of the PCB 4R process, Fairhills ensures predictable routines, clear expectations and a strong focus on learning, wellbeing and positive relationships.

Non-Negotiables Red Card Removals

The following behaviours will result in **immediate removal, contact with home and other appropriate consequences**.

1. Bullying & harassment
2. Dangerous, aggressive and violent behaviour
3. Destruction of property
4. Repeated refusal to follow instructions
5. Swearing and/or obscene language towards a person

Mobile Devices

The Mobile Devices Policy clearly outlines the processes and expectations regarding student use of mobile devices at school. Mobile devices brought to school must be switched off and securely stored in student lockers for the entire school day, including recess and lunchtime.

Any mobile device seen in a student's possession during the school day will be confiscated. Further consequences, including suspension, may apply where a student refuses to comply or repeatedly fails to follow the Mobile Devices Policy.

When urgent contact is necessary, parents/carers are able to reach their child by calling the General Office any time during the school day.

Attendance/Absence

100% attendance is compulsory for all students (unless an exemption has been granted). Daily attendance is important for all students to succeed in education and to ensure they do not fall behind both socially and developmentally. Parents/carers must ensure that their child attends school at all times when the school is open for instruction.

For absences, parents/carers must provide an explanation on each occasion to the General Office or Via Compass. The Principal will determine if the explanation provided is a reasonable excuse under the Education and Training Reform Act 2006 (Vic).

The school is required to record attendance in every class and must record, in writing, the reason given for each absence. This is necessary so that the school can meet legislative requirements, meet its duty of care to students and meet the Victorian Curriculum and Assessment Authority (VCAA) requirements. Students whose attendance is unsatisfactory may find that they are ineligible to pass the subject.

Students who fall below 90% attendance may be required to attend an Attendance Strategy Meeting with their parents/carers, Team Leader and/or Assistant Principal.

For full details, please refer to the Attendance Policy listed on the website:

<https://fairhillshs.vic.edu.au/our-school/policies-and-documents/>

Punctuality

Punctuality is essential for a productive learning environment. Students are expected to arrive on time to every class, prepared with the required materials and a fully charged laptop. Students who arrive late to Period 1 will be marked late and must sign in at the Compass Kiosk in the General Office using their Student ID Card.

All late arrivals are recorded on the roll and visible to parents and carers on Compass, allowing them to monitor attendance and punctuality. Ongoing lateness is taken seriously and may be treated as an absence, which can impact a student's unapproved absence rate. Students with excessive lateness will be required to attend detentions and/or meet with their Team Leader and Assistant Principal as part of an attendance support plan.

Developing strong punctuality habits supports academic success and builds responsibility and respect for others' time.

Bullying Prevention

Fairhills High School is committed to providing a safe and respectful learning environment where bullying will not be tolerated. The School's aim is to empower all students to be an Upstander. Fairhills High School has a very clear response to allegations of bullying using the Fairhills High School [bullying response process](#). Students can report Anonymously via the Stymie app at www.stymie.com.au

APPENDICES – POLICIES AND PROCEDURES

Bullying Response Process

Fairhills High School Bullying Response Process

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. It can be direct/indirect/physical/verbal and includes cyberbullying.

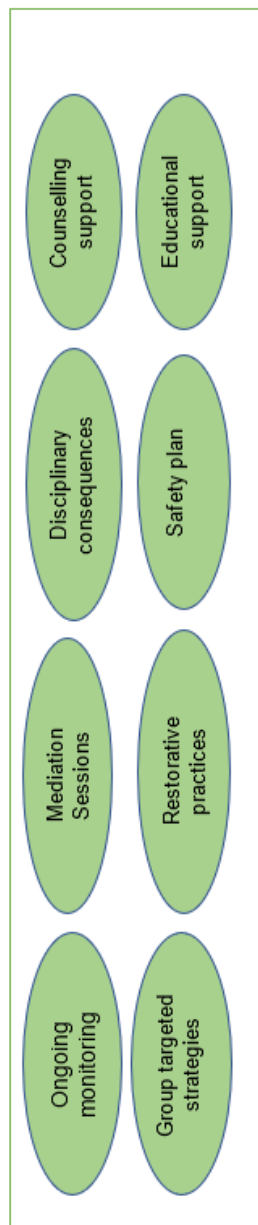
The Year Level Team Leader (YLTL) will investigate any potential bullying issue in a timely manner

The YLTL will speak to 1-3 and 4-5 if necessary:

1. The alleged victim(s). Student(s) complete an incident report
2. Witnesses and obtain a witness statement
3. The alleged perpetrator(s). student(s) complete an incident report
4. Relevant staff members e.g. Assistant Principal- students
5. Relevant external stakeholders e.g. Parents

If bullying has occurred, the following factors need to be considered when determining a response (not an exhaustive list):

• Any element of provocation	• Impact on victims(s)	• Severity and frequency of the bullying
• Age and maturity of students	• Past behaviours	• Group or individual bullying



For further information please refer to the Bullying Prevention Policy on the school website

Documentation to be kept at all stages and transferred to Compass by the YLTL

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Uniform Infringement Process



Fairhills High School Uniform Infringement Process

1. First Infringement

- Students warned and reminded of student dress code
- Caution entered on Compass
- Parents informed via a Uniform Level 1 email/notification infringement notice

2. Second Infringement

- Student issued lunch-time detention
- Parents informed via a Uniform Level 2 email/notification infringement notice
- If a student does not attend the lunch-time detention it will be escalated automatically to the next Level

3. Third Infringement

- After school detention issued
- Parents informed via a Uniform Level 3 email/notification infringement notice
- If a student does not attend the after-school detention it will be escalated automatically to the next level

4. Fourth Infringement

- Sub- school Assistant Principal /Team leader (TL) to phone home to discuss uniform concerns
- Record on Compass as level 4 notification infringement notice

5. Fifth Infringement

- One day internal suspension issued by the Assistant Principal /TL – Learning provided by teachers
- Parents informed via a Uniform Level 5 email/notification infringement notice

6. Sixth Infringement

- A Parent meeting/conversation with the Principal

The appropriate presentation of a parent note to the Uniform duty teacher at the start of the day and the issue of a uniform pass will ensure that a student does not receive an infringement

The note should explain:

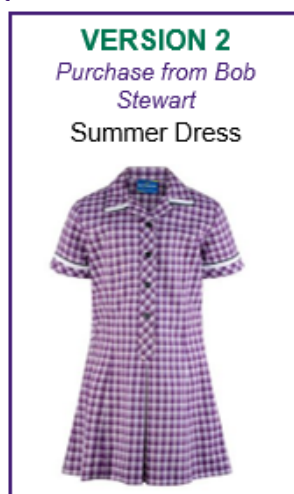
- The reason for the uniform issue
- When it will be fixed (no longer than five working days).
- If there is financial hardship the school can assist.
- Anything else deemed important

The note is for infringements like incorrect shoes, jackets and other like clothing. The student needs to show the communication to the uniform duty teacher at the beginning of the day, who will give the student an "out of uniform authorisation pass."

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Uniform Dress Code

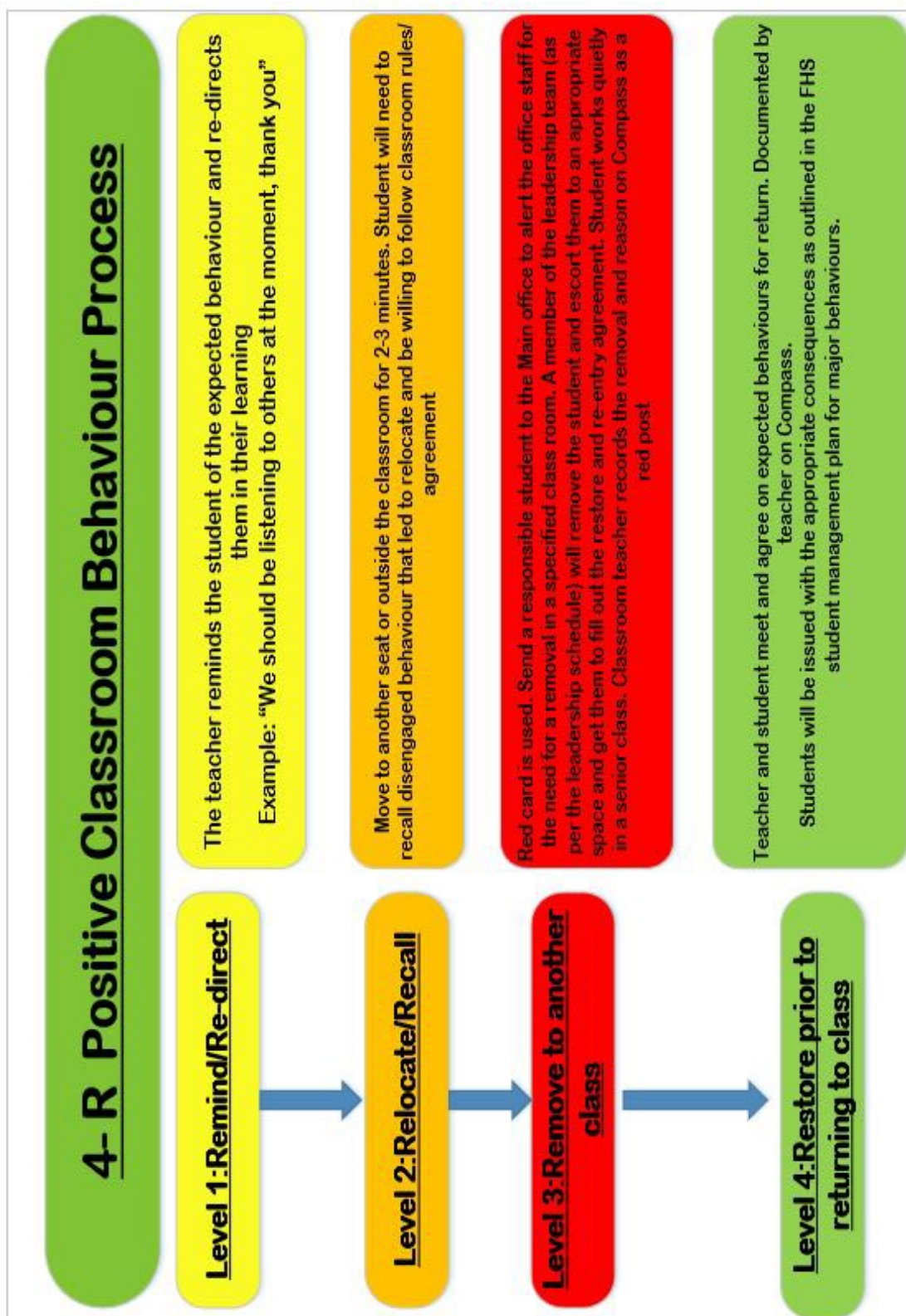
- Uniform daily wear options: **Version 1**, **Version 2**, or **Version 3**. Any of the versions can be worn each day.
- No alternative clothing is allowed.
- While it is not required to purchase each version, the PE Uniform must be worn for sports classes (Year 7-10). Your child may wear Version 3 every day if preferred.



to be accompanied with:



Positive Classroom Behaviour Model – 4- R Process



School Wide Positive Behaviour Matrix



Positive Behaviour Expectations

School Values We use our ABS	At all times	Learning Spaces and Classrooms	Toilets	Online and Digital	School Yard	Lockers	In the Community
Act Responsibly 	Move, work and interact safely Follow the rules and agreements of all spaces Use spaces and equipment for the intended purpose Be prepared and punctual Seek and give help	Bring correct equipment Be punctual Engage in learning activities Strive to do your best work Follow entry and exit routines	Let staff know of issues Use toilets for intended purpose Practise good hygiene Return to class promptly	Act within the law Follow the Digital User Agreement at all times Ensure your laptop is fully charged Think before you post Leave your mobile devices in your locker	Stay in designated areas Play games in designated areas Put rubbish in the correct bin	Keep the locker areas clean Ensure your locker is organised Keep your locker code private Place your timetable visibly in your locker	Wear your uniform correctly and proudly Follow all instructions Be an ambassador for the school
Build Relationships 	Be friendly and helpful Be inclusive of all Be kind to others Be an Upstander	Work together positively Be encouraging of all Look after each other Trust and support your teacher	Look out for others	Use for positive communication	Follow staff instructions Maintain personal space	Use a calm voice Speak with your Team Leader about any concerns	Be aware of your impact on others
Show Respect 	Use the appropriate language and tone Listen to and include others Share and use school resources correctly Give others space and allow them to learn Think carefully and communicate with kindness	Follow teacher instructions Look after your own and others' property Actively listen to others Raise your hand for questions and responses	Give others privacy Wait your turn Use the correct bins/dispensers	Use your laptop as instructed Take care of your laptop Think before you publish or respond	Use designated pathway and stairs Respect the yard and gardens Use outdoor furniture for sitting and eating	Take turns to access the locker space Only use your own lock and locker Be considerate of others	Be thankful and express your gratitude

Empowering our community to be curious, creative and confident learners.