



FAIRHILLS
HIGH SCHOOL
KNOX

Fairhills High School

2024

VCE Handbook

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Information in this subject selection handbook is correct as of 10/12/23

“Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment”

Everything we do is underpinned by our three core values:

- Act Responsibly
- Build Relationships
- Show Respect

INTRODUCTION TO Y11 AND Y12

The Fairhills High School VCE/ VCEVM Handbook has been developed to assist and inform all senior students, their parents/carers and senior staff. All the relevant policies, procedures and requirements specific to Year 11 and 12 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/>

The VCE course is made up of different studies and units, some of which must be studied as a sequence. A study is a subject, for example, English or Biology. Each study is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length. For most students, the VCE is completed over two years. Students typically study Units 1 and 2 in their first year (Year 11), and Units 3 and 4 in their second year of the VCE (Year 12). A student must enrol in Units 3 and 4 of a study as a sequence, which needs to be completed in the same year if a study score is to be calculated (which goes to calculating an ATAR score). Students usually study between 20 and 24 units (five or six studies) over the two years of Year 11 and 12.

Fairhills offers the VCE/VM pathway, that provides a student with practical work-related experience, as well as literacy and numeracy skills that are important for life and work and includes a VET component. Like the VCE, the VCE/VM is a senior secondary qualification and a pathway to many careers and future education. To successfully gain a VCE/VM qualification students need to complete a minimum of 16 units including:

- 3 VCE VM Literacy or VCE English units (including a unit 3-4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development units
- 2 VET credits at Certificate II level or above (180 hours)

If a student successfully completes the VCE/VM, they will receive a “Statement of Results” from the VCAA that details the areas of study they have completed.

In planning their post-schooling direction students are strongly encouraged to discuss with the school the choice between a VCE and VCE/VM pathway.

All students who experience success in the senior years 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

More specific details regarding VCE and the VCE/VM programs, including important guidelines outlining the specific rules and requirements of the VCE and VCE VM programs, can be found on the VCAA website at <https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

Key terms:

GAT:	General Achievement Test
Outcome:	Represents the skills and knowledge that a student must be able to demonstrate for satisfactory completion of a unit
SAC:	School Assessed Coursework
VCAA:	Victorian Curriculum and Assessment Authority
VCE:	Victorian Certificate of Education
VM:	Vocational Major
VET:	Vocational Education and Training
VTAC:	Victorian Tertiary Admissions Centre - the administrative body which processes most applications for universities and tertiary institutions in Victoria.
ATAR:	is score calculated by VTAC when a student completes their VCE. The ATAR is a number between 0 and 99.95, and it's made up of the scaled study scores from the top four scoring subjects (including at least one English subject), plus 10% of your fifth and sixth subjects in Year 12.

Key websites:

Headspace <http://www.headspace.org.au/>

VCAA <http://www.vcaa.vic.edu.au/Pages/vce/index.aspx>

VCAA FAQ <https://www.vcaa.vic.edu.au/curriculum/vce/vce-faqs/Pages/Index.aspx>

VCAA Subjects <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

VCE Help <http://www.vcehelp.com.au/>

VTAC <http://www.vtac.edu.au>

2024 TERM AND KEY DATES

Term 1: Tuesday 30 January – Thursday 28 March

- Monday 11 March – Labour Day

Term 2: Monday 15 April – Friday 28 June

- Thursday 25 April – Anzac Day
- Friday 7 June – Friday 14 June – Semester 1 Year 11 and 12 Exams
- General Achievement Test (GAT) Tuesday 18 June
- Monday 10 June – King's Birthday

Term 3: Monday 15 July – Friday 20 September

- 20 - 27 September - Year 12 Practice Exam Week (last week of term and week 1 school holiday)

Term 4: Monday 7 October – Thursday 19 December

- 5 November – Melbourne Cup Day
- 23 October – Year 12 Exams (VCAA) begin
- 7 -15 November – Unit 1 & 2 Year 11 Exams
- 18 – 22 November Feedback and step up to Year 12 2025
- 25 November – 7 December 2025 Headstart (2025 VCE/VCE VM classes)

SCHOOL INFORMATION

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)

Senior School VCE Improvement & Curriculum/Pedagogy Leader – Ms Laura Blackson

Year 12 Level Team Leader – Ms Leanne Henderson

Year 11 Level Team Leader – Ms Leanne Henderson

Year 10 Level Team Leader – Ms Marguerite Khune

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 Leaders first and foremost priority is to support all students to have a positive approach to all areas of schooling life.

Pathways Leader – Ms. Liz Rundle

The Pathways Leader 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.

Other Contacts

Individual VCE subject teachers can be contacted directly about student progress.

The Student Wellbeing 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.

VCE/VCE VM COMPLETION

Student declaration:

Before undertaking any VCE/VCE VM subjects, all students must sign an agreement to abide by the VCAA guidelines. This declaration must be signed during the re-enrolment process.

The VCE/ VCE VM is gained as a result of a student satisfactorily completing no less than 16 units over the two years of Year 11 and 12. It is awarded to a student by the VCAA.

These units must include:

- An approved combination of three units from the group of English studies.
- Four sequences (or pairs) of units at the 3/4 level, including an English subject. These may include VCE or VET Studies.

Students must successfully complete both Unit 3 and 4 English to attain their VCE certificate. In Year 12 it is a requirement at Fairhills that students choose five unit 3/4 subjects even if they have already completed one unit 3/4 subject in Year 11.

Possible exemptions to this may include:

- Consideration will be given to students who have a documented medical history which includes a mental health plan and/or a Psychologist/Psychiatrist letter.
- Students who have successfully completed two unit 3/4 subjects in Year 11 may be eligible to complete four unit 3/4 subjects in Year 12.

COMPASS

To successfully complete a VCE unit students must demonstrate their understanding of the specific learning outcomes in all of the School Assessed Coursework (SAC) tasks for that subject.

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:

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

MATERIALS & 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.

<https://fairhillshs.vic.edu.au/enrolment/booklists/>

Students are required to bring their laptops to classes as required by their subject teachers. Students must make sure their laptops are fully charged and in good working order each day. Student's experiencing technical difficulties with their school laptops need to promptly report the matter to the School's Technical Support Team at itsupport@fairhillshs.vic.edu.au

BEHAVIOURIAL EXPECTATIONS

Students are expected to conform to the behavioural expectations set out in the Fairhills High School Student Management Plan. Our school values of acting responsibly, building relationships and showing respect form the focus of expectations related to student behaviour, and all senior students are expected to consistently demonstrate these values in their involvement with all staff and students.

Fairhills High School is fully committed to the School Wide Positive Behaviour Support (SWPBS) framework that brings together school communities to develop positive, safe, supportive learning cultures. As a SWPBS School we will implement the essential features of this approach to allow teachers and students more time to focus on relationships and classroom instruction.

MOBILE PHONES

The Mobile Phone policy directs that mobile phones brought to school are to be switched off and remain in lockers during the whole school day, including recess and lunchtime. Students who choose to bring mobile phones to school are required to securely store them in their lockers during school hours. Confiscation of a mobile phone seen in a student's possession will initially occur, with further consequences (including suspension) for repeated failure to follow the mobile phone 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 / LATENESS

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 where there is no exemption in place, the parent/carer must promptly provide an explanation on each occasion to the school. 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 re-engagement meeting with their Team Leader and/or Assistant Principal.

Attendance is even more vital for students undertaking the VCE and VCE students must attend a minimum of 90% of scheduled class time for each VCE unit. Students who do not attend at least 90% of scheduled classes may receive an N for the unit. VCAA requires students to be present in most classes and demonstrate their understanding of the coursework.

A VCE student's absence from class will be deemed either an approved absence or an unapproved absence. Approved absences will not count as a missed class. VCE students cannot miss School Assessed Coursework (SAC) without a medical certificate. Absence from a SAC must be discussed promptly with the Team Leader.

PUNCTUALITY

Punctuality to each class is very important and regular lateness will count against their attendance rate. Students are expected to arrive on time to each class with their necessary materials and laptop. Those who arrive late will be marked as late on the roll. Parents/carers are able to view their child's attendance and punctuality on Compass. Excessive lateness will be regarded as an absence and will impact on their unapproved absence rate.

Repeated lateness to VCE classes can seriously impact on a student's absence percentage and could impact on their ability to successfully complete a unit.

BELL TIMES

Two different bell times run during the week:

- Monday and Thursday (includes House Group)
- Tuesday, Wednesday & Friday

	Monday & Thursday	Tuesday, Wednesday & Friday
Period 1	8.40am-9.39am	8.40am-9.39am
Period 2	9.39am-10.38am	9.39am-10.38am
Recess	10.38am-10.58am (20 mins)	10.38am-10.58am (20 mins)
Period 3	10.58am-11.57am	10.58am-11.57am
Period 4	11.57am-12.56pm	11.57am-12.56pm
Lunch	12.56pm-1.36pm (40 mins)	12.56pm-1.36pm (40 mins)
Housegroup	1.36pm-1.49pm	N/A
Period 5	1.49pm-2.48pm	1.36pm-2.35pm

HOMEWORK

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 VCE level completing all work and consistent study (including revision) is a key to the successful completing each and every SAC task.

Year 12 students are expected to spend around 3 hours completing homework/study/revision per subject each week, and additional time revising is required during the exam period. Year 11 students are expected to spend around 2 hours completing homework/study/revision per subject each week, and additional time revising is required during the exam period. This requires a student to be organised and have a balanced life outside school. Students should be able to have a part-time job and enjoy sport and other hobbies whilst focusing on their studies.

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

- Removing all distractions e.g. mobile phones/TVs
- Studying in chunks of 45 minutes
- Use of a study timetable

VCE REQUIREMENTS

VCE VERIFICATION TESTS

Verification tests will occur in the first week of term one. The purpose of the verification tests is to:

- Identify the level of the student and to put in place extra support for students who may need it
- Determine who had/ had not completed the holiday homework
- And/ or, to identify students who were showing a lack of commitment to their VCE studies

If a student receives less than 60% on their verification test, a meeting will be organised by the Senior School Leadership Team with the student and their parent/ guardians to work on a suitable plan or pathway that will best support the student in achieving success.

REPORTING

School Assessed Coursework (SACs) are specific assessment tasks which assess a student's level of understanding and achievement for a particular area of study based on the requirements of each subject. These assessment tasks are prescribed for each VCE subject in the specific study designs (available on the VCAA website). At the start of each unit teachers will provide students with a course outline which includes assessment dates and conditions for each SAC task.

To achieve a Satisfactory (S) outcome for each VCE unit the student must:

- Produce work that meets the required standard, usually under test conditions in the SAC
- Submit other work on time (e.g. Studio Art portfolios)
- Submit work that is clearly the student's own work

A student may receive a Non-Satisfactory (N) completion for an outcome 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.
- If no reasonable attempt has been made on an original or redemption SAC

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 the Team Leader immediately.

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

SAT REQUIREMENTS

SATs or School Assessed Tasks are the collected work students complete for each unit in Visual Communication and Art Making and Exhibiting. This portfolio of work needs to be completed according to a timeline with regular checks throughout the semester. Authentication of the work is an important part of this process. The teacher needs to witness and record the individual development of these art and design works by each student.

SAC ASSESSMENT SESSIONS

SACs or School Assessed Coursework are the assessment tasks used to determine if a student has demonstrated the particular knowledge and skills outlined in the outcomes for each VCE subject. Students will complete these SACs (normally under test conditions) in their designated class. Students will be provided with a SAC Calendar at the beginning of the year. This outlines the dates for all subjects and the relevant SACs. Attendance for SACs is mandatory.

SAC AND EXAM BREACHES

Students are assessed in each subject against VCAA outcomes. Students will be awarded a Satisfactory (S) or Non-satisfactory (N) overall result in each unit on their successful completion of the SACs over the course of the semester. The number of successfully completed subject units will form the basis of the discussion during pathway and promotion interviews from Year 11 into Year 12.

Internal

If there is an alleged breach of a SAC or exam a VCE panel will be created to investigate it.

The VCE panel consists of:

- Assistant Principal of the Senior School
- Year Level Team Leader
- Subject Teacher

The following support people may attend:

- A parent

The VCE panel has the power to impose the following consequences:

1. Award the assessment task an N
2. Ask a student to re-sit the task or a redemption task to receive an S
3. If it is a second offence the student will fail the overall unit

Breaches which will result in disciplinary action are:

- Plagiarism
- Unauthorised use of technology
- Communicating with others during a SAC or exam session
- Other breaches specified by VCAA

External

If a student breaches rules in a Unit 3/4 exam, serious disciplinary action may be taken by VCAA that is independent of the school.

A student may be required to front an external VCAA Review Committee to explain their actions. If the student is found to have breached the conditions the Committee may cancel or alter the students' results.

ABSENCE FROM A SAC/EXAM

Students may not miss a SAC assessment 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. Approved by Assistant Principal of Senior School in consultation with the Head of Wellbeing

If a student is absent for a SAC 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 SAC task or exam at a suitable time negotiated with the subject teacher.
3. Attend the scheduled SAC Catch-Up session in the Library each Wednesday at 2.45pm

A student will receive an unsatisfactory grade for the SAC if the above conditions are not met, and this will deliver an unsatisfactory overall outcome for the unit.

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 SAC/SAT as required. Teachers must monitor and record each student's development towards an outcome, from planning to drafting, through to final completion of the SAC/SAT. The process of monitoring the development of any work that requires the teacher to support the development of work in class, regularly sight the work and record the progression.

If work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion (50%), the teachers of the subject will follow the school's redemption process.

- **Course work confirmation** - The student can demonstrate an understanding of the outcome through completion of specified classwork and homework.
- **Student teacher conference** - A student can explain their knowledge of the area in a conference with the classroom teacher. The teacher will ask targeted questions.
- **Identical or equivalent SAC** - A teacher may require a student to re-sit a SAC or complete a similar SAC.

REDEMPTION PROCESS

All students are required to **submit their coursework 48 hours prior to the SAC**. If the student does not hand in a minimum of 80% of the required coursework by the due date, they may risk receiving a zero for the SAC depending on the outcome of a review meeting with the Senior School Leadership team.

Students have a maximum of two weeks to redeem after being informed of their score on the original SAC. In exceptional circumstances an extension may be approved by the Assistant Principal of the Senior School.

Students will not be eligible for redemption if a reasonable attempt has not been made on coursework and not submitted by the due date. This will result in a student being issued an N for the outcome.

Please note: the decision regarding whether an attempt is deemed reasonable will be determined by the classroom teacher, VCE Improvement Leader and Senior School Assistant Principal.

If a student scores below 50% on a SAC, and has made a reasonable attempt to meet the SAC requirements, the following steps will apply:

Step 1: First opportunity- redemption (different task to the original SAC)

- Students are issued with a Failed Outcome notification
- Parents are notified (at least three days prior to redemption)
- Students seek assistance and clarification from their subject teacher about areas of improvement
- Students sit the redemption SAC (or may have a verbal conversation with the subject teacher if within 5% of benchmark 50% pass).

An S is given if the student is able to achieve 50% or above or an N if a student does not meet the 50% minimum requirement.

Year 11 students - If an N is received on their first redemption attempt, class teachers assess coursework (see step three below)

Year 12 students - If an N is received on their first redemption attempt, a second redemption opportunity applies (see step two below)

Year 12 students only:

Students will not be eligible for a second redemption if no reasonable attempt has been made on the redemption SAC, therefore student will be issued with an N for the outcome.

Step 2: Second opportunity- redemption (different task to original SAC and redemption)- Year 12 only

If redemption results in below 50%

- Students will be issued with a Failed SAC notice
- Parents are notified (at least three days prior to redemption)
- Students seek assistance and clarification from subject teacher about areas of improvement
- Students sit the second redemption SAC

An S is given if the student can achieve 50% or above or N if a student does not meet the 50% minimum.

Step 3: Coursework (Year 11 and Year 12)

If a student has submitted their coursework prior to the commencement of the SAC:

- Student is issued with a failed outcome notice, indicating that the student has met the coursework requirements
- Parents are notified of next steps

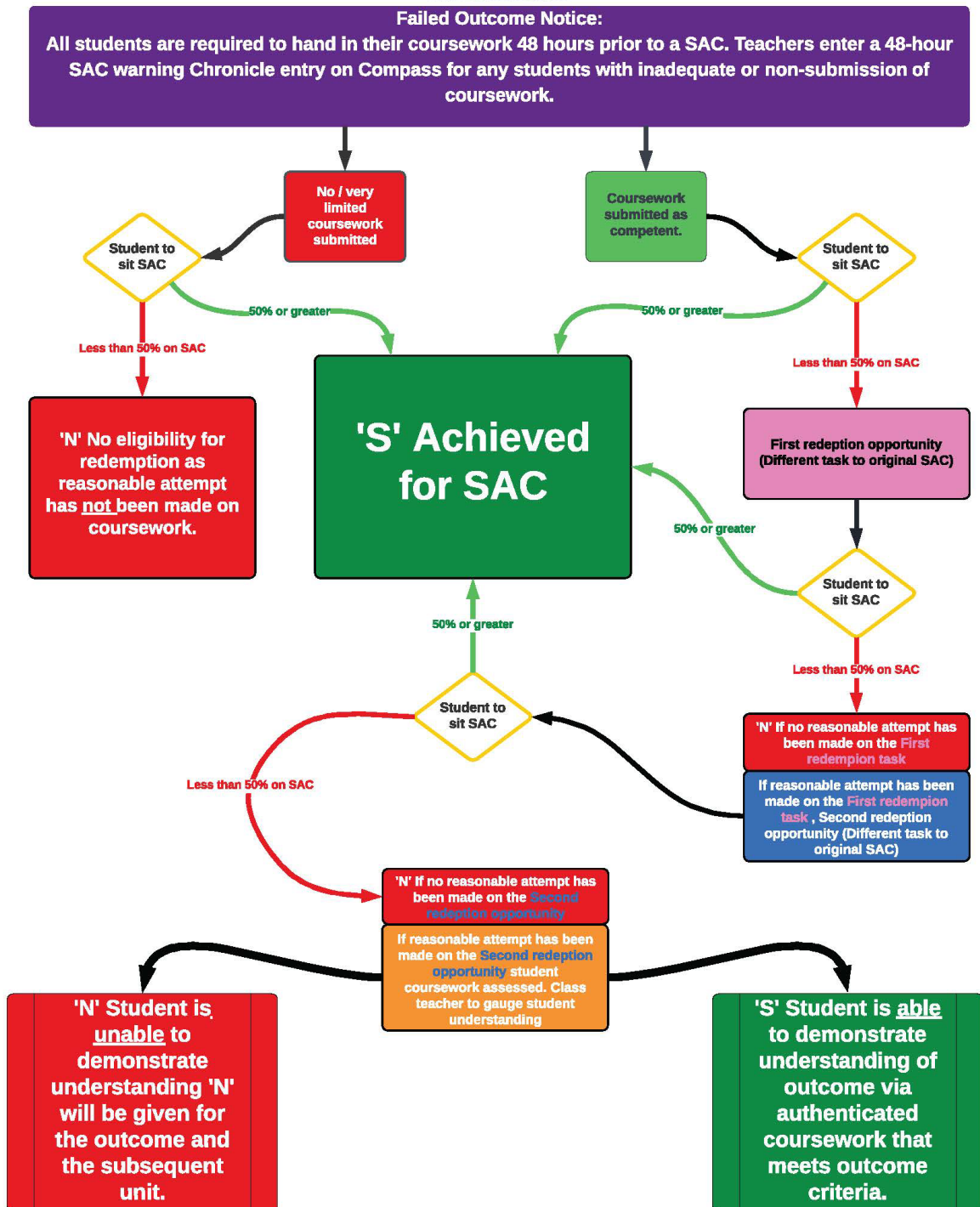
An S is given if the student can demonstrate understanding of the outcome via the authenticated coursework that meets the outcome criteria. In order to demonstrate an understanding of the outcome, students will attend a meeting with their class teacher where they will discuss the outcome to gauge their understanding.

Any students who receive an N at this stage are no longer eligible for redemption and will receive an N for the outcome, and therefore the unit.

Please note: that redemption will not improve your original score.

VCE Redemption Process

FAIRHILLS HIGH SCHOOL



CHANGE OF SUBJECTS

A change of subject (or dropping a subject) should not be taken lightly, considering the requirements of completing the VCE successfully. Students must speak to either Ms Blackson or Mr Exton about plans to change subjects. The student will be required to complete the change of subject form which must be signed by:

1. The student
2. Ms Blackson or Mr Exton
3. Parent
4. Pathways Coordinator (if changing a VET subject)

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

The final day to change Unit 1 & 2 subjects in 2024 is:

- Friday 1st February

Students and parents need to be aware there are specific cut off dates for VCE subjects set out externally by VCAA (with no flexibility).

VET STUDIES

Students in Year 11 and 12 may be allowed the opportunity to complete a VET subject through the Mullum Cluster network. This opportunity will be determined after discussion with the Pathways Coordinator, student and a parent/carer. Approval 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 pay the appropriate fees to the General Office, before a student can be accepted into a 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 becomes a concern, an Attendance Strategy Meeting at the school will be held with the Year Level Team Leader and Pathways Coordinator.

SPECIAL PROVISION

VCAA guidelines outline three types of special provision for illness, impairment and personal circumstances. All applications need to be directed to the Year Level Team Leader. Supporting documentation will be required when applying to VCAA for special provision.

VCE Examinations

Students may be eligible due to an illness or disability that prevents them from completing their VCE examinations in the same way or under the same conditions as other students. Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation.

VCAA may not approve special examination arrangements for students who have long-term impairments if they have not been given similar arrangements by their school during the year.

All applications for special examination arrangements are to be lodged by mid-March. Late applications may be accepted and emergency special exam arrangements can be requested up until the day before of the exam.

School Assessed Coursework (SACs)

Students are eligible for Special Provision for School-based Assessment if their ability to demonstrate achievement is adversely affected by:

- an acute or chronic illness
- a long-term impairment
- personal circumstances

Derived Score

This provision is for students who are prevented from attending an examination, or whose performance on an examination is adversely affected as a result of illness, accident or personal traumatic event occurring on the day of the examination.

STATISTICAL MODERATION

Moderation is a process of ensuring that the same assessment standards are applied to all students. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school. The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State.

UN-SCORED VCE

All students are encouraged to complete their examinations at the end of Year 12 and receive an ATAR. An ATAR is required for direct entry to the vast majority of university courses. A student may have the opportunity to complete a non-scored VCE. Students must see their Year Level Team Leader to begin the application and counselling process in Term 3. The issues and implications will be discussed fully with the parent/carer and only approved with their permission. Only under certain documented medical conditions may a student apply earlier.

PRIVATE STUDY

The school day is from 8.40 am until 2.35pm and VCE students are expected to attend classes between these hours. Students with private study periods must not leave the grounds during the day and should use the Library, or private study room (M12) to complete classwork, revision, assessment tasks and preparation for SACs.

STUDENT DRIVERS

A senior student:

- Must complete an application form to drive a vehicle onto the school grounds
- Is not permitted to transport any other students to and from school or to any school events
- Cannot leave the school grounds during school times.

VIRTUAL SCHOOL VICTORIA

Virtual School Victoria (formally known as Distance Education Centre Victoria) offers the opportunity for students wanting to maintain their enrolment at Fairhills but provides the option of completing one or two VCE subjects that are not offered currently at our school or are not available due to timetabling clashes or other issues.

Students who undertake this option need to be well organised and self-motivated to complete the coursework without direct class contact. This should be discussed with the Year Level Team Leader, and agreed to by the parent/guardian before committing to this option. Please note there are costs involved in undertaking this option.

VCE/ VOCATIONAL MAJOR REQUIREMENTS

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. Four new subjects have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied Learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Years 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies, and therefore, students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

How is the Vocational Major VM structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units, and each unit has a set of outcomes that are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and undertake community-based activities and projects involving working in a team.

What does a Year 11 Vocational Major VM course look like?

- Three days a week studying in the classroom (Literacy, Numeracy, Work Related Skills, and Personal Development Skills).
- One day a week in their Vocational Education and Training in Schools (VET Program).
- One day a week Structured Workplace Learning (SWL) in their chosen Industry, which aligns with their VET Program.

What does a Year 12 Vocational Major VM course look like?

- Three days a week studying in the classroom (Literacy, Numeracy, Work Related Skills, and Personal Development Skills at the relevant level).
- One day a week in their Vocational Education and Training in Schools (VET Program).
- One day a week Structured Workplace Learning (SWL) in their chosen Industry, which aligns with their VET Program.

VCE/ VOCATIONAL MAJOR REQUIREMENTS PROGRESSION THROUGH SENIOR SCHOOL

VCE/VM Progression

The VCE VM curriculum is based on key knowledge and key skills (like VCE), but is assessed by demonstrating competencies (rather than exams). These competencies are assessed through projects and practical applications at school and within industry training. Students will also complete part A of the General Achievement Test (GAT).

Students are expected to finish their VCE Vocational Major over 2 years.

Assessment of the VCE/VM studies

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Certification

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

Structured work placement

Structured work placement is an essential part of Vocational Education and Training (VET). Young adults who are completing a VET program need to practice their skills to complete their qualification. Our FHS VCE/VM program requires all students to complete a structured work placement that is linked to their VET.

- Students must have organised their SWP by week 4 Term 1 to continue in the program.
- SWP is organised for one day a week during each term and students should aim to complete a maximum of 40 days over the school calendar year
- Students will be required to maintain a digital portfolio and SWPL recognition book that officials log their work placement hours.
- It is a legal requirement that students undertaking a SWPL as part of a VET program within VCE or VCE/VM must be undertaking or have completed the O H & S training unit of competency within the VET program
- Building and construction/ construction placements eg plumbing students must complete construction Work Safe Card (White card) prior to attending any building site

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.

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.

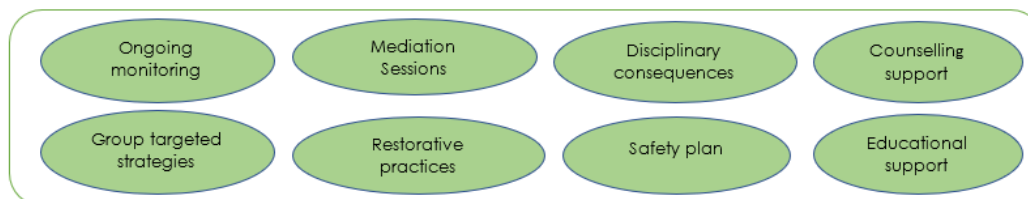
The Year Level Team Leader (YLTL) will investigate any potential bullying issue in a timely manner

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
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

Fairhills High School Uniform Infringement Process

1. First Infringement

- Students warned and reminded of student dress code
- Warning 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

- Thursday 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 Leader (MSL/SSL)/Team leader (TL) to phone home to discuss uniform concerns
- Record on Compass

5. Fifth Infringement

- One day internal suspension issued by the Sub-School Leader /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 Team Leader (TL) 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 not for infringements like facial piercings or hair colouring but for shoes, jackets and other like clothing. The student needs to show the communication to the TL at the beginning of the day, who will give the student an "out of uniform authorisation pass."

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Infringement level	School Values (ABS)	Responsibility	Actions and Strategies	Reporting
+	<p>Not an exhaustive list</p> <p>Act Responsibly can be demonstrated by:</p> <ul style="list-style-type: none"> Develop high expectations Lead by example Follow school rules <p>Build Relationships can be demonstrated by:</p> <ul style="list-style-type: none"> Be honest, authentic and inclusive Be reliable & trustworthy Show integrity <p>Showing Respect can be demonstrated by:</p> <ul style="list-style-type: none"> Look after yourself, others and the school Use appropriate tone and language Develop a safe & caring environment 	All staff members	<p>Not an exhaustive list</p> <ul style="list-style-type: none"> ✓ Verbal praise ✓ Compass award ✓ Communicate with Year Level Team Leader (TL) ✓ Nomination(s) for the Awards night ✓ Leadership application ✓ Excellent school report 	<p>Compass</p> <p>Staff member who recognised the positive behaviour.</p>
1 Low level Minor Behaviours	<p>Not an exhaustive list</p> <ul style="list-style-type: none"> Incomplete coursework Minor class disruptions Talking in class without permission Uniform Use of mobile phones 	Classroom teacher All staff members	<ul style="list-style-type: none"> Implementation of school policies & procedure e.g. Mobile phones Implementation of classroom agreement and FCB management strategies Other strategies/actions suggested by the TL 	<p>Compass</p> <p>Classroom Teacher Staff member</p>
2 Persistent low level minor or medium Behaviours	<p>Not an exhaustive list</p> <ul style="list-style-type: none"> Distracting others from learning Initial refusal to follow instructions Swearing- not towards a person Refusal to complete coursework Truant 	Classroom teacher Teacher on duty	<ul style="list-style-type: none"> Implementation of school policies & procedure e.g. Mobile phones Implementation of classroom agreement and management strategies Other strategies/actions suggested by the TL 	<p>Compass</p> <p>Classroom Teacher TL</p>
3 Persistent medium level or Major Behaviours – Non - Negotiables	<p>Major Behaviours Non- Negotiables</p> <ul style="list-style-type: none"> Bullying & harassment Dangerous/violent behaviour Destruction of property Repeated refusal to follow instructions Swearing/threatening towards a person Major disruption/defiance 	TL MSL/SSL AP-Students Principal	<ul style="list-style-type: none"> Implementation of strategies in line with the Department of Education's & FHS policies & procedures. Counselling Educational support/behaviour Individual Education Plan/Safety & Behavioural Plan Referral/notification External Agencies/IRIS Alerts Suspension (internal & external) 	<p>Compass</p> <p>Incident reports TL (Parents) MSL/SSL (Parents) AP-Students (External Reporting) Principal (External reporting)</p>

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Positive Classroom Behaviour Model – 4- R process

Level 1 – Remind/Re-direct Learning

- The teacher reminds the student of the expected behaviour and re-directs them in their learning

Level 2 – Relocate/Recall

- Move to another seat or outside the classroom for 2-3 minutes. Student will need to recall disengaged behaviour that led to relocate and be willing to follow classroom rules/agreement

Level 3 – Remove to another class

- Red card is used. Send a responsible student to the Main office to alert the office staff for the need for a removal in a specified class room.
- A member of the leadership team (as per the leadership schedule) will remove the student and escort them to an appropriate space and get them to fill out the restore and re-entry agreement
- Student works quietly in a senior class
- Classroom teacher records the removal and reason on Compass as a red post

Level 4 – Restore prior to returning to class

- Teacher and student meet and agree on expected behaviours for return. Documented by teacher on Compass.
- Students will be issued with the appropriate consequences as outlined in the FHS student management plan for major behaviours.

Attendance Process

Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment.

Fairhills High School – Attendance process

STAGE 1 > = 90% class schl %	<p style="text-align: center;">All staff communication</p> <ul style="list-style-type: none"> Clearly communicate high expectations around attendance All staff promote message that 'every day counts' Accurately mark rolls through Compass Motivate students to attend through engaging learning and strong relationships Reward and incentivise regular attendees with SWPB points 				
STAGE 2 below 90% class schl %	<p style="text-align: center;">Teacher communication</p> <ul style="list-style-type: none"> Teachers to speak to any student below 90% for class schl % Refer to Team Leader if required. 				
STAGE 3 below 85% class schl %	<p style="text-align: center;">Team Leader communication</p> <ul style="list-style-type: none"> Team Leader to communicate with parents/carers attendance concerns, expectations and attendance process. Parent/carer may wish to communicate further with the Team Leader to discuss possible support/concerns. 				
STAGE 4 below 80% class schl %	<p style="text-align: center;">Attendance Strategies Meeting (ASM)</p> <ul style="list-style-type: none"> Team Leader/sub-school leader to communicate with parent/carer and set-up an Attendance Strategies Meeting (ASM) The ASM main aim is to set student-led SMART goals via an Attendance Strategies Plan (ASP). A follow up ASM (6-8 weeks) may be required for ongoing support. <p style="text-align: center;">----- If all goals on the ASP are achieved the student may receive a satisfactory attendance result.</p>				
STAGE 5 ASP goals not met or parent/carer did not actively engage with school	<p style="text-align: center;">Unsatisfactory due to attendance communication</p> <ul style="list-style-type: none"> The Team Leader informs the student and teacher(s) that an 'unsatisfactory due to attendance' will be placed on their report. The student is expected to continue to attend and complete the required learning to the expected level. The sub-school leader will inform the parent/carer via an emailed letter. <p>The school will continue to support the student to attend and include:</p> <ul style="list-style-type: none"> Ongoing contact home by Attendance officer Further ASM <p>For chronic absenteeism</p> <ul style="list-style-type: none"> Referral to the School Attendance Officer at the Department of Education Referral to Navigator program Police welfare check if the parent/carer is not responding. 				
STAGE 6 Appeal only if attendance is above 75%	<p style="text-align: center;">Appeal</p> <p>A parent may wish to appeal the decision within 14 days by writing a letter to the Principal outlining the reason(s) e.g. exceptional circumstances. The Principal may set up an appeal panel to investigate the information provided.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Possible Outcomes</td> </tr> <tr> <td style="width: 50%;"> <p>Appeal not successful</p> <p>Student will receive an N on their report for attendance and is expected to continue to attend to support their learning.</p> </td> <td style="width: 50%;"> <p>Appeal successful</p> <p>Student may meet attendance requirements. Conditions may be imposed. Any breaches may result in an attendance unsatisfactory.</p> </td> </tr> </table>	Possible Outcomes		<p>Appeal not successful</p> <p>Student will receive an N on their report for attendance and is expected to continue to attend to support their learning.</p>	<p>Appeal successful</p> <p>Student may meet attendance requirements. Conditions may be imposed. Any breaches may result in an attendance unsatisfactory.</p>
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