



Fairhills High School
2026
VCE / VCE VM

VCE / VCE VM Handbook

TABLE OF CONTENTS

TABLE OF CONTENTS	1
OUR VISION	3
INTRODUCTION	3
School Contacts	4
2026 Term and Key Dates	5
Bell Times	6
Private Study	6
Compass	6
Materials and Laptop Devices	7
Uniform	7
CURRICULUM - VCE	8
VCE Verification Tests	9
Assessment	9
SAT Requirements	9
SAC Assessment Sessions	10
SAC and Exam Breaches	10
Absence from a SAC/Exam	11
VCE Redemption Process	11
Authentication	12
Special Provision	13
School Assessed Coursework (SACs)	13
Statistical Moderation	13
Virtual School Victoria	13
Change of Subjects	14
CURRICULUM- VCE VOCATIONAL MAJOR (VCE VM)	15
How is the Vocational Major VM structured?	15
What does Vocational Major VM course look like?	15
VCE VM Progression	16
Assessment of the VCE VM studies	16
Certification	16
Structured work placement	16
VCE VM Redemption Process	17
Important Note – Reasonable Attempt	18
VET Studies	18
WELLBEING AND ENGAGEMENT PROCESSES	19
Homework	19
Behavioural Expectations	19
Mobile Devices	20

Student Drivers	20
Attendance/Absence	20
Punctuality	21
Bullying Prevention	21
APPENDICES – POLICIES AND PROCEDURES	
VCE Redemption Process	22
Bullying Response Process	23
Uniform Infringement Process	24
Uniform Dress Code	25
Positive Classroom Behaviour Model – 4- R Process	26
School Wide Positive Behaviour Matrix	27

Information in this subject selection handbook is correct as of 15/12/2025

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 VCE/ VCE VM 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 subject studies) over the two years of Year 11 and 12.

Fairhills offers the VCE VM pathway, which 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 a 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

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

Year 12 Team Leader – Ms Leanne Henderson

Year 11 Team Leader – Ms Leanne Henderson

Year 10 Team Leader - Mr Jacob Hayles

The **VCE Improvement Leader** should be the first point of contact for subject changes, courses, missed SACs, redemptions, assessment adjustments and other matters relating to their subjects, workload and curriculum.

The **Team Leader** at each year level should be the first contact for most matters relating to 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 VCE 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

Thursday 29 January
 Friday 30 January:
 Classes begin for Year 11/Year 12 VCE students
 Classes begin for Year 11/Year 12 VCE VM students

Term 2: Monday 20 April - Friday 26 June

Saturday 25 April: ANZAC Day

Thursday 21 May: Staff Professional Development - No classes

• Friday 5-11 June: Unit 1 and Unit 3 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

18 - 24 September: Year 12 Practice Exam Week & Knox Schools Exam Skills
 Seesing (last day of term 3 and week 1 separal helidays)

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)

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

It is important to note that students are required on site when they have classes. The guide below indicates the minimum time on site that a student must be on school property for.

- Year 11: Are required on site from 8:40am to 2:40pm. If students have a study period, they should be in the library studying for their subjects. This applies to any student including those who may be studying a VSV, VSL or VET subject.
- Year 12: Are required on site for all classes. If a student does not have a scheduled period 1 class, they are required to be on site starting period 2. If a student does not have a scheduled period 5 class, they are required on site until the end of period 4. If a student does not have a class, they are required to sign in at the library and then study in the Year 12 study space. Students are required to sign in and out of school at the front office if they are starting later or finishing early.

Private Study

The school day is from 8.40 am until 2.40 pm 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 (S2) to complete classwork, revision, assessment tasks and preparation for SACs.

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 <u>uniform infringement process</u> will apply to students who are out of uniform.

CURRICULUM - VCE

VCE Requirements

The Victorian Certificate of Education (VCE) is a two-year senior secondary qualification designed to prepare students for further study, training and work. To successfully complete the VCE, students must achieve a minimum of 16 units across Years 11 and 12. These units are taken from Units 1–4, where Units 1 and 2 are generally completed in Year 11 and Units 3 and 4 in Year 12. To meet VCAA requirements, students must include at least three units from the English group of studies (such as English, Literature, or English Language). Students must complete Unit 3 and Unit 4 of an English study as a sequence, as this is essential for satisfactory completion of the VCE.

For all VCE subjects, Unit 3 and 4 must be taken together as a sequence. A student cannot complete Unit 4 unless they have first undertaken Unit 3, and a study score can only be awarded upon completing the full Unit 3–4 sequence.

ATAR (Australian Tertiary Admission Rank)

Many students who complete the VCE will receive an ATAR, which is a number between 0 and 99.95 used by universities and some TAFEs to help determine course offers. The ATAR is calculated from a student's results in their VCE Unit 3–4 subjects, including an English study. It is important to remember that the ATAR is not a score out of 100, but a *ranking* that shows how a student has performed compared with other VCE students across the state.

An ATAR can open pathways to university study, diploma and certificate courses and a wide range of further training options. It is just one of many ways students can access tertiary education and there are multiple alternative entry pathways available for students who prefer vocational or non-ATAR routes.

VCE Completion

Student declaration:

Before undertaking any VCE 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 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.

VCE Verification Tests

Verification tests will occur in the first lesson 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 has completed the holiday homework
- Identify students who are 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.

Assessment

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.

To ensure merit and equity in the delivery of formal SAC assessments, students may be required to complete their SACs on a Tuesday or Friday afternoon after school. This applies in situations where multiple classes are running the same assessment and is dependent on the availability of subject teachers to supervise.

In 2026, the subjects where this arrangement may apply include VCE English and VCE General Mathematics, as these subjects will have multiple classes undertaking the same SACs.

Please refer to the subject unit planners and Compass for specific SAC dates and times.

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
- VCE Improvement Leader
- Subject Teacher

The following support people may attend:

A parent/carer

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

- 1. The assessment task is reported as N
- 2. The student re-sits the task or completes a redemption task to receive an S
- 3. If it is a second offence, issue the student an N for 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 VCE Improvement Leader 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 S3 which will occur on Wednesday's or Friday's 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.

VCE 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 be required to sit their VCE redemption after school on Friday's in S4 from 2:45 pm unless otherwise stated by the VCE Improvement Leader or teacher. The time and date of the student VCE redemption will be communicated to families through Compass and via email.

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 the 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.

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.

Special Provision

VCAA guidelines outline three types of special provision for illness, impairment and personal circumstances. All applications need to be directed to the VCE Improvement 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 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.

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.

Students undertaking a VSV or VSL subject are required to complete their SACs on a Friday afternoon after school. These assessments must be scheduled in advance and organised directly with the VCE Improvement Leader to ensure appropriate supervision and alignment with VCAA requirements.

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 Manager (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 2026 is Friday 6th 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).

CURRICULUM- VCE VOCATIONAL MAJOR (VCE VM)

VCE Vocational Major (VCE VM) 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.

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 with 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 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.

VCE Vocational Major (VCE VM) 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.

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.

Structured work placement

Structured Workplace Learning (SWL) is a compulsory component of the VCE VM program. It allows students to apply the skills they learn in their VET course in a real workplace and supports their progress towards a vocational pathway.

To meet program requirements:

- Students must have their SWL placement organised by Week 4 of Term 1 in order to continue in the VCE VM program.
- SWL occurs one day per week throughout the school year, and students should aim to complete up to 40 days of workplace learning.
- Students are required to maintain a digital portfolio and SWL logbook to record their hours, tasks and skills development.
- It is a legal requirement that students have completed, or are currently completing, the relevant OH&S training unit within their VET program before beginning SWL.
- Students undertaking construction-related placements (such as plumbing or building trades) must hold a valid Construction Induction 'White Card' prior to attending any worksite.

SWL is an essential part of the VCE VM pathway, helping students build confidence, industry experience and practical skills that support future training, apprenticeships and employment.

VCE VM Redemption Process

To be successful in the VCE Vocational Major, students must complete all required learning activities and major assessment tasks (such as integrated projects) by the published due dates. Students are expected to submit their coursework **48 hours prior to the due date** to ensure authenticity and to allow teachers to provide support where needed.

If a student does not complete a task by the due date, or has not demonstrated the required skills, they will enter the **redemption process**. This process is designed to give students structured opportunities to meet the outcome requirements.

The redemption process is outlined below:

Step 1: First Redemption Opportunity

- Students receive a notification advising that redemption is required
- Parents/carers are informed at least three days prior
- Students meet with their teacher for clarification and support
- Students attend the Friday after-school redemption session

Outcome:

- If the student satisfactorily demonstrates the required skills, they receive an S.
- If not, and a reasonable attempt was made, they move to **Step 2**.
- Students are **not eligible** for Step 2 if they have not made a reasonable attempt in class or at the first redemption session.

Step 2: Second Redemption Opportunity

- Students receive a second redemption notification
- Parents/carers are again notified
- Students receive teacher support prior to the session
- Students attend the scheduled Friday redemption session

Outcome:

- If the student demonstrates the required skills, they receive an S.
- If they do not, and have made a reasonable attempt, they proceed to **Step 3**.

Step 3: Meeting to Determine Understanding

If a student has attempted the task and both redemption sessions but still has not demonstrated satisfactory understanding, a final opportunity is provided:

- A meeting is scheduled with the class teacher and VCE Improvement Leader.
- An alternative method is used to determine whether the student can demonstrate the
 required outcome (e.g. verbal explanation, targeted questions, or review of authenticated
 coursework).

Outcome:

- If the student demonstrates understanding, they receive an S.
- If not, they receive an **N** for the outcome and therefore the unit.

Important Note - Reasonable Attempt

A "reasonable attempt" refers to honest, consistent engagement with set classwork and the assessment task. Eligibility for each stage of the redemption process is determined by the class teacher in consultation with the VCE Improvement Leader and Assistant Principal.

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.

WELLBEING AND ENGAGEMENT PROCESSES

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 successfully completing each and every SAC task.

Teachers will assign up to two hours of required coursework per week that students will need to compete as per the Fairhills Coursework Policy. This policy is in line with the recommendations from VCAA. Students are also recommended to complete a third hour of independent study per week per subject. 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

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.

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

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.

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. The medical certificate needs to be provided to the VCE Improvement Leader, either in person or via email. Absence from a SAC must be discussed promptly with the VCE Improvement Leader to reschedule a SAC if they know they will be absent.

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

VCE Redemption Process



Bullying Response Process

Fairhills High School Bullying Response Process



Bulling 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:

- |The alleged victim(s). Student(s) complete an incident report
 Witnesses and obtain a witness statement
- The alleged perpetrator(s), student(s) complete an incident report
 - Relevant staff members e.g. Assistant Principal- students
 - 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):

Severity and frequency of the bullying Group or individual bullying	Disciplinary Counselling support Safety plan Educational support
Impact on victims(s) Past behaviours	Mediation Di Sessions con Restorative S practices
Any element of provocation Age and maturity of students	Ongoing monitoring Group targeted strategies

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

First Infringement

Students warned and reminded of student dress code

Fairhills High School Uniform Infringement Process

- Caution entered on Compass
- Parents informed via a Uniform Level 1 email/notification infringement notice

Second Infringement

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- 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

Third Infringement က်

- 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

Fifth Infringement 5

- 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

Sixth Infringement 6

A Parent meeting/conversation with the Principal



The appropriate presentation of a teacher at the start of the day and parent note to the Uniform duty 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
 - longer than five working When it will be fixed (no days).
- If there is financial hardship Anything else deemed the school can assist

important

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

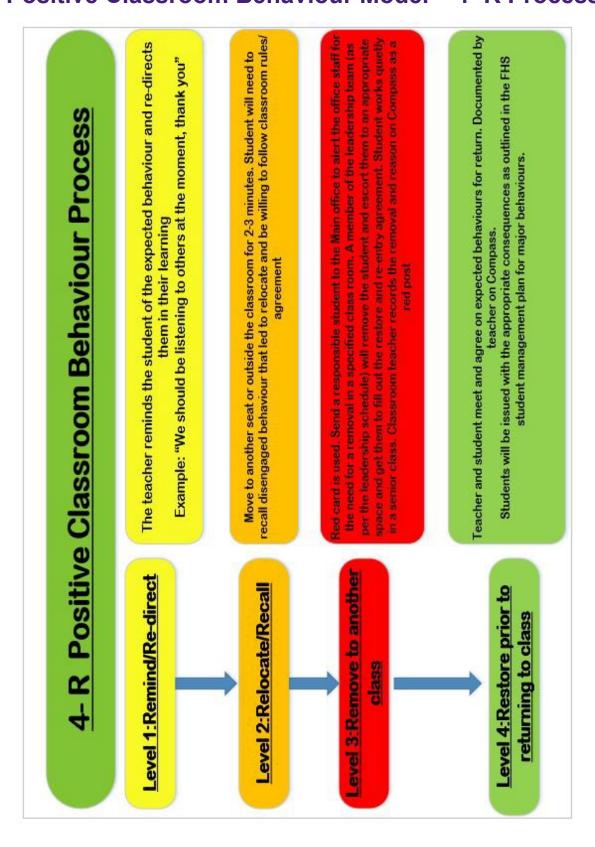








Positive Classroom Behaviour Model - 4- R Process



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

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