



Yarra Hills
SECONDARY COLLEGE



2026 Senior School guide

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Key terms / Glossary

ATAR

Australian Tertiary Admission Rank. The ATAR is a rank, not a mark, and indicates a student's position relative to all students in their age group in a given year. The maximum ATAR is 99.95. It is calculated by the VTAC (Victorian Tertiary Admissions Centre) using the study score achieved in the following Unit 3/4 subjects:

- English
- Plus the students next three highest study score results
- Plus 10% of the 5th (and 6th) study score results

GAT

General Achievement Test undertaken by all Year 12 students (VCE & VCE-VM) and any students completing a Unit 3 and 4 sequence.

Learning Outcomes

Key skills and knowledge that students must demonstrate to satisfactorily complete a unit (achieve an 'S').

SAC

School-Assessed Coursework. A school-based assessment that is graded and used to assess level of achievement, and which contributes to the determination of the satisfactory completion of a unit.

SAT

School-Assessed Task. An ongoing school-based assessment that is graded and used to assess level of achievement and contributes to the determination of the satisfactory completion of a unit.

S & N

S is Satisfactory. N is Not Satisfactory. These are judgements made by teachers about whether students have achieved the Learning Outcomes of a Unit of Study.

School-Based Apprenticeship or Traineeship (SBAT)

The SBAT program allows secondary school students to combine their studies with structured, workplace-based training. Involvement in this program can be part of the VCE Vocational Major course.

Structured Workplace Learning (SWL)

SWL is a program that allows students to gain practical, on-the-job experience in a workplace. It's a structured approach to work experience, providing students with the opportunity to explore potential career paths. Involvement in this program can be part of the VCE Vocational Major course.).

Study Score

Unit 3/4 sequences are awarded a study score which is a ranking (not a percentage or a grade). A study score in the range from 0 to 50 is awarded where a student has achieved a 'satisfactory' result for both Units 3 and 4 in the study. This score is based upon both school assessment and external examination(s). Results of all assessment tasks are converted from a numerical score and reported by the VCAA as grades ranging from A+ to E or NA (Not Assessed – where the task was not attempted). These may be changed by VCAA following statistical moderation.

Units

A unit of study is a semester-long course that is part of a larger subject. Most VCE subjects are made up of four units (Units 1, 2, 3, and 4), with each unit representing one semester of study. Students typically study Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12, though some students may complete Units 3 and 4 in Year 11.

VET

Vocational Education and Training, an industry-based form of learning that allows students to specialise in a field that interests them. Students work to obtain a qualification such as a Certificate or Diploma. VET courses are run externally from the College and require additional travel and materials for students.

VCAA

Victorian Curriculum and Assessment Authority. The VCAA is responsible for curriculum, assessment and certification across Years 11 and 12 in Victoria.

VCE & VCE-VM

Victorian Certificate of Education / Victorian Certificate of Education - Vocational Major. The relevant VCE certificate is awarded to students who satisfactorily complete the requirements of units within the certificate.

VTAC

Victorian Tertiary Admissions Centre. This body is responsible for the compilation of tertiary entrance requirements and determining aggregate scores for all Victorian universities and many TAFE courses.

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>

My future

2026 Key Dates

Term 1: Wednesday 28 January – Thursday 2 April

Monday 9 March – Labour Day

Big Days program

Swimming Carnival

Athletics Carnival

Term 2: Monday 20 April – Friday 26 June

Monday 8 June – King's Birthday

June – General Achievement Test (GAT)

June – Year 11 Unit 1 Exams

Term 3: Monday 13 July – Friday 18 September

Year 11 Social

Last week of term – Year 12 Practice Exam Week

Term 4: Monday 5 October – Tuesday 18 December

3 November – Melbourne Cup Day

Late October – Year 12 Exams (VCAA) begin (exact dates are confirmed in Term 2)

November – Year 11 Unit 2 Exams

13 - 24 November – Essentials program

Year 12 Valedictory dinner

Throughout and/or during the year:

- Homegroup competitions and activities
- Senior Spirit Week
- Big Bucks auctions

Key people in Senior School

Head of Senior School:	Carolyn Hunyadi
Year 11 Coordinator:	Fiona Glenister
Year 12 Coordinator / Senior Wellbeing:	Zoe Cooper
Pathways Leader:	Nikki Waterson
Wellbeing Leader:	Heather Reynolds
Campus Principal:	Cam Woods
Campus Assistant Principal:	Rebecca Dunn

The Victorian Certificate of Education (VCE) provides two-year pathways for senior secondary school students. There is VCE & VCE: Vocational Major, which include general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications. The VCE is the predominant choice for students wishing to pursue tertiary education and are wanting an ATAR. A VCE Certificate and Statement of Results will be issued to students who successfully complete their VCE.

The VCE is typically completed over two years, but there is no limit to the number of years you may take to accumulate results towards achieving a Certificate. If you require an ATAR score, you must complete the program within 3 years. Students interested in a 3-year VCE must meet with the Pathways Leader and Head of Senior School.

Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. Units 1 and 2 can be completed as single units, and Units 3 and 4 in each study must be completed as a sequence. Each VCE unit involves 50 hours of scheduled classroom instruction and 50 hours of study outside of the classroom. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the school, in accordance with VCAA requirements.

Requirements of the VCE or VCE-VM

To meet the requirements of the VCE or VCE-VM, each student must satisfactorily complete all learning outcomes in a **minimum of 16 Units** (achieve an “S”), which must include:

- A minimum of 3 units of a VCE English subject* or VM Literacy
- Both Units 3 and 4 of a VCE English subject* or VM Literacy

Additionally, for the VCE, each student must achieve an ‘S’ in:

- A minimum of three additional Unit 3 and 4 (year 12) sequences

Additionally, for the VCE-VM, each student must achieve an ‘S’ in:

- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students who receive an “N” for any outcome in Unit 3 or 4 of a VCE English subject* or VM Literacy will not be eligible to receive the VCE or VCE-VM.

** VCE English subject can include VCE English, VCE English Literature or VCE English Language*

Year 11 Program

Typically, a student will complete 6 subjects in Year 11. Each subject is usually undertaken for the entire year (e.g. for both Units 1&2), however this is subject to individual student circumstances and pathways. Students are required to study at least one English or English-equivalent subject.

Students who have undertaken Units 1 & 2 of a VCE subject during Year 10 can apply to study a Year 12 (Units 3 & 4) subject as one of their 6 subjects in Year 11.

Year 12 Program

Year 12 students will typically undertake 5 subjects in Year 12. Students must complete both units (3&4) of these subjects as a sequence, in the same calendar year. Students are required to study at least one English or English Equivalent subject.

Who/what is the VCAA and why it matters

The VCAA stands for the Victorian Curriculum and Assessment Authority. It's a statutory body in Victoria, Australia, responsible for developing and providing curriculum and assessment for all government schools in the state, from the Foundation year (Prep) through to Year 12 (P-12). In short, the VCAA:

- sets the standards for what students learn in Victorian schools and how their learning is assessed, and
- manages and oversees the VCE.
- is the awarding body for the VCE

Specific information about the VCE

School-assessed coursework (SACs)

A SAC is a school-assessed assessment tasks that are used to assess the Learning Outcomes for a Unit of Study. They are completed mainly in class time, and are of a format and timeframe that prepares students for ongoing success, and that allows the teacher to validate that the work is from the student. Students only have ONE attempt to generate a score for their SACs. A 'SAC re-sit' or SAC redemption will only be for the purposes of the student demonstrating knowledge, skills and competencies suitable for attaining a Satisfactory grade for the relevant Learning Outcome. There are clear guidelines and deadlines for SACs that the school, teachers and students must adhere to. The college's Submission of Work policy must also be adhered to for SACs.

School-assessed tasks (SATs)

A limited number of VCE subjects have school-assessed tasks (SATs). These occur in studies where products and models are assessed. Media, Studio Arts, Visual Communication and Design, Applied Computing and Systems Engineering have school-assessed tasks that measure performance in production of a physical product. Vocational Major uses SATs as the main assessment model for applied learning. There are clear guidelines and deadlines for SATs that the school, teachers and students must adhere to. The college's Submission of Work policy must also be adhered to for SATs.

Special Provisions

'Special provisions' ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by their disability, illness, impairment or other circumstances. Special Provision should provide equivalent, alternative arrangements for students, but not confer an advantage to any student over other students. Individual students may need special provision in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. Students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a course.

Special Provision is available to students completing the VCE for classroom learning, School-based Assessment and VCE external assessments. The college is responsible for determining eligibility and the nature of the provisions granted for classroom learning and school-based assessments. An application must be made to the VCAA on behalf of a student seeking special provisions in exams. All applications are managed by the Head of Senior School. Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation from the student. The 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.

Students considering applying for special provision are strongly encouraged to speak with the Head of Senior School leader as soon as possible to ensure that the College can support the student and provide all required information to the VCAA at the earliest opportunity.

Change of subject

In the VCE, a change of subject/s is possible for Unit 2, and Unit 3 subjects. A change of subject should not be taken lightly, remembering the requirements of completing the VCE successfully (16 units over the two years). Students must speak to the Pathways Leader and Head of Senior School about plans to change subjects. The student will be required to complete, within the due date, a Change Of Subject form which must be signed by the:

- student
- Pathways Leader
- parent
- Head of Senior School

Please note:

- No subject changes can be made unless the form is completed and signed by all the required people.
- Students and parents need to be aware that there are specific cut off dates for VCE subjects set out externally by VCAA (with no flexibility).
- changes will not be allowed mid-way through units to minimize disruption to the school program.
- Submitting a form does not guarantee a subject change.

VSV

Virtual Schools Victoria (VSV) provides students an opportunity to complete subjects that not offered at Yarra Hills, by offering these online. The online learning requires high personal motivation, autonomy and independence. The Principal must approve an application to study at VSV, and in doing so the applying student's likelihood for success with this mode of learning is a prominent consideration. All students enrolling at VSV must have regular and reliable access to a computer/laptop and the internet. Students will need to login into VSV Online (the school's learning management system) to communicate and submit work online regularly. They are expected to participate in multiple areas of the online courses, including online lessons, forums, and interactive activities. VSV SACs are completed in our SAC Redemption sessions. Any student considering undertaking a VSV subject must meet with the Pathways Leader and Head of Senior School. If a student begins to struggle with their studies during the year, the first subject that will be removed from their program will be the VSV subject. Where possible, Yarra Hills provides a mentor teacher at school for students undertaking a VSV subject. The teacher and students will meet fortnightly for check-ins, but this does not replace the role of the VSV teacher.

Scored v Unscored VCE

An unscored VCE is an amended VCE program whereby students complete all internal assessment tasks (including SACs, SATs and Work Requirements), however they do NOT complete VCAA exams at the end of Units 3&4 and therefore do NOT receive an ATAR score. To enhance pathway and employment opportunities it is recommend that students either complete a scored VCE or Vocational Major pathway, rather than an Unscored VCE. Students who wish to apply to complete an Unscored VCE must meet with the Pathways Leader and Head of Senior School to obtain a copy of the application form and organise a time to schedule an eligibility meeting.

Specific information about the VCE-VM

SBAT in the VCE-VM

SBAT stands for School-Based Apprenticeship and Traineeship, which offers students the opportunity to take on a more involved role in the workplace during their studies. There is an option to complete a (SBAT) in the VCE-VM. The college works with the HeadStart program to manage SBATs. HeadStart are an organisation external to the college, but part of the Department of Education. To be considered a SBAT candidate, students need to meet the criteria and make an Expression of Interest, and meet the following criteria:

1. Undertake at least 2 sets of work experience in the related industry
 2. Regular attendance at school (80% or above)
 3. A record of conduct and behaviour, and academic progress, that will support success in the SBAT program
- Students will undertake a Language, Literacy, and Numeracy (LLN) test, and an interview with the Head Start* program (with parent/guardian in attendance) to discuss and determine their suitability for the program. Completing an SBAT can attribute to a student's VCE-VM unit credits. Students are expected to source an employer for an SBAT.

SWL in the VCE-VM

Structured Workplace Learning is a day or two per week of work experience, whilst undertaking the VCE-VM. Completing SWL can attribute to a student's VCE-VM unit credits. Students are expected to source an employer for an SBAT.

A VCE subject and the VCE-VM

There is the scope within the VCE-VM curriculum to allow students to complete VCE subjects in conjunction with VCE-VM subjects, however this will be dependent on overarching timetabling requirements. Requests should be discussed individually with the Senior School Team.

Industry Certificates & Educlick

In the VCE-VM, using the **Educlick** portal, students complete **microcredentials**—short, targeted online and practical courses like:

- First Aid
- White Card
- Responsible Service of Alcohol
- Financial Literacy (budgeting, tax, investing)
- Resume & Job Interview Skills

These courses:

- Contribute to required **180 hours of VET credit**
- Provide **industry-recognised qualifications**
- Enhance student resumes

Changing courses

Students must speak to the Pathways Leader and Head of Senior School about plans to change courses.

Moving from the VCE to the VCE-VM: This may be possible, but it may be dependent of VET studies and the availability of appropriate courses. You must have passed at least one Unit of Year 11 English.

Moving from the VCE-VM to the VCE: Yes, however with the English/Literacy credits required, we recommend the change is made after obtaining a Unit 1 'S'. It is also recommended that you have a VET subject to complete, so if you're unsure of your best path now, enrolling in a VET subject is strongly suggested.

VCAA examinations

Examinations

VCE Unit 3&4 subject examinations are set and assessed by the VCAA and are held throughout October and November. Music, Dance and Drama have additional performance examinations and LOTE is an oral examination. To assist students to develop their examination skills, Unit 3&4 students undertake internally assessed practice examinations in the last week of Term 3.

General Achievement Test (GAT)

The GAT is compulsory for every student, including Vocational Major students, enrolled in Unit 3 & 4 sequences, whether in Year 11 or 12. It does not, however, contribute to the final VCE result but the VCAA uses the GAT as one of the checks to ensure an examination paper is marked accurately. If a VCE subject result is two grades lower than the grade predicted by the GAT, then the paper is automatically assigned to an additional marker for checking. The GAT is also used in situations where a derived grade is required due to a medical condition. Students will receive a report on their GAT results at the end of the year telling them about their performance in the areas of Literacy, Mathematics and the Arts relative to the other students sitting the GAT. Tertiary institutions are increasingly using the GAT scores to distinguish between students in the "middle selection band".

Reports, and Statement of Results

Ongoing reporting on students' performance SAC, SAT and other learning tasks is done through Learning Tasks, on the Compass portal. The college issues reports written at the end of semester 1 and 2 (excepting Semester 2 of Year 12). Progress Reports are provided at the end of terms 1 & 3. Reports provide information on student progress and achievement and state the results awarded for assessment tasks.

Students undertaking Units 1 and 2 receive a Statement of Results from the VCAA showing 'S' or 'N' for units. The school distributes this at the end of the year.

Students undertaking Units 3 and 4 receive a Statement of Results from the VCAA showing 'S' or 'N' for units. It will also show the grades awarded for school assessed coursework and examinations and a Study Score (relative position) for each unit 3 and 4 sequence. In addition, this Statement of Results states whether VCE requirements have been met.

The Statement of Results is mailed directly to students in December; however, the VCE Certificate issued by the VCAA for graduating students must be collected from the school in December.

Careers and pathways

The Careers Office has up-to-date and accurate information about tertiary courses and applying for jobs. Job Guides are available. There are also handbooks for all major Victorian universities, institutes and colleges; some interstate handbooks and brochures on new courses, apprenticeships and traineeships.

Course Scan is also available, this allows students to enter VCE subjects and get a printout of all courses that you would be able to access, the ATAR required for entry, any special requirements for entry and where you can study.

Students will be interviewed at various times, and complete Career Action Plans at regular intervals so that students are aware of the various pathways that are available after school.

In July, Year 12 students are expected to attend the T.I.S. (Tertiary Information Service) seminar and the University Tours excursion. They can talk to representatives from universities and institutes and collect current entry information.

Students should continue to work with their families to investigate various post-schooling options and make appointments with the Careers Leader for advice.

Being a Senior Student at Yarra Hills

Attendance

Attendance at School

Students who consistently attend VCE classes get the best results, and the opportunities that come from these. We expect students to have a minimum attendance of 90%, considering students involvement in approved school activities and illness, so that each student can maximize their learning and achieve the highest possible results. Where a student is absent due to illness, they should ensure that they catch up on work completed during missed classes. Students' attendance information is available on the attendance tab in Compass. Absence from school must be approved through submission of a medical certificate or other appropriate documentation.

Attendance matters – high attendance is the single best indicator of VCE success, and low attendance can typically results in low performance and 'at risk' or failed Units.

On Campus

All students are to remain on the Campus until the end of the school day, except for VET students when they must attend VET classes off campus. Please refer to the college's [Attendance Policy](#) for more information on absence from school or class.

Absent for an assessment

Students absent on the day of a School Assessed Coursework (SAC) or School Assessed Task (SAT) will require a medical certificate or provide appropriate documentation in order to be able to sit this missed assessment for a grade at another time arranged with the subject teacher.

Lateness to School

Notes must be provided for all late arrivals. School detentions are given for unapproved lateness. Lateness to class is disruptive, shows poor organization and a lack of respect for your own learning and the learning of others. Consequences for unapproved lateness to class include After-School Detentions to make up the lost learning time.

Early Leaving

Students who need to leave the campus before the end of the day must obtain an 'Early Leaver' pass from the General Office. It is the responsibility of the student to supply written permission from a parent/guardian or to arrange a phone call from home to the Office before a pass is given. Students over 18 years of age cannot write their own notes and must have contact details for another responsible adult for the school to contact.

Expectations for senior students' conduct

The maxim in our senior school is, 'Be a good human'. So:

- We embody our school values of Respect, Endeavour, Achievement and Pride.
- We know that other students look up to as role models, and for inspiration, and we live up to these expectations.
- We look out for each other, and stand up for ourselves without putting others down.
- We have a laugh, but not at the expense of others.
- We are accountable for things within our control, including our words, actions and emotions.
- We are disciplined in our learning and study, and can ask for help and guidance.
- We focus on our learning, and impact the learning of others only in positive ways.
- We are personally organised – we know where we need to be, what we need to do, when it needs to be done, and who's involved.

At our Valedictory celebration we want to be able to say that we gave our best and gave our all, and lifted those around us.

Homegroup, the Resilience Project, and Assemblies

Homegroup runs for 10 minutes first thing at 9am on Mondays, Tuesdays, Thursdays and Fridays. Homegroup is for checking in and getting set for learning for the day. It also when students undertake activities from The Resilience Project, compete in competitions with other homegroups, and undertake their homegroup project. Homegroups often develop themes for each day of the week, such as Tuesday Competitions, and Friday Wellbeing Check-in. It is also used for quick year-level assemblies.

ASPIRE & STRIVE programs

The ASPIRE program is for VCE students. In its weekly classes, we aim to cultivate a sense of resilience and purpose in our students. The program further introduces Study Skills, Mentoring and Pathways Information, to pave the way for success, both at school and beyond.

At the very heart of **ASPIRE**, we teach core units in:

- Accomplishing Goals
- Study Skills
- Positive Emotions
- Investigating Pathways and Purpose
- Relationships
- Engagement

The content delivered during ASPIRE is complimented by the Year 12 Big Days Program and Year 11 Study Skills Day, as well as student supports within the school community, such as links with our Senior Sub-School Team, Senior Mentors and Senior Wellbeing Team.

STRIVE is a dedicated daily session for VM students designed to support:

- Catch-up work time and mentoring – Tafe / VET / Headstart and SWL
- Organisation and planning
- **Educlick modules** and certification training
- Structured workplace learning recognition modules – SWLR
- Resilience program activities
- Guest speakers, assemblies, and wellbeing sessions

Students can meet with support staff, including **Mrs Waterson, Trudi (HeadStart), and Joyce (SWL leader)**, for individual guidance.

Big Bucks

For consistently enacting our school values of Respect, Endeavour, Achievement and Pride, in Senior School students receive 'Griffin Dollars'. Dollars can be saved and spent at the famous 'Big Bucks Auctions', held each term or semester.



Uniform

The College has a mandatory school uniform; Senior School Students are expected to be role models for the college, and this includes wearing the college uniform with pride. Failure to do so will result in detention and may even result in the student being sent home. Year 12 students may purchase the Year 12 Bomber jackets which can be worn in addition to the College uniform. Hair must be a natural color and make-up, and jewelry must be minimal. (For more information on the College uniform, please consult the College's Uniform Policy.)

Bring Your Own Device (BYOD)

As in Years 7-10, senior students are expected to bring a laptop to school that meets the [minimum specifications](#) expected, and to abide by the college's Acceptable User Agreement (noted later in this guide). Students agree to this Acceptable Use Agreement by their ongoing enrolment at Yarra Hills Secondary College.

Mobile phones (and other electronic/digital devices, such as smart watches, earbuds)

As per the college's Mobile Phone policy (which is based on an order from the state government), students who choose to bring mobile phones to school must have them switched off and securely stored in their locker for the duration of the school day. Exceptions to the policy may be applied if certain conditions are met. Exceptions can be granted by the Principal, Campus Principal, or Campus Assistant Principal.

Consequences apply for students who do not follow the mobile phone rule, which in the first instance is confiscation of the device until the end of the day. More serious consequences apply for repeated breaches, and parents will be contacted. Occasionally mobiles are used within the context of a lesson, but this is only done with the permission of the teacher in charge. Electronic devices cannot be taken into any examinations.

Earbuds/earphones are not to be used/worn unless specifically as directed by the classroom teacher, or as per the conditions of a Headphone Pass. A Headphone Pass is issued by the Year Level Coordinator.

Communication

There are numerous ways we communicate in the senior school.

In person communication:

- Homegroup and Mentor – daily opportunities to check in
- Senior assemblies – every few weeks and when needed
- With teachers – in class, and out of class by enquiring respectfully at their staffroom
- With Year Level Coordinators, and Head of Senior School – by enquiring respectfully at their staffroom

Online communication:

- Compass – for lesson plans, Learning Tasks
- Microsoft Teams – for messaging teachers, file sharing
- Moodle – learning resources

The senior building

The senior building – B-Block – has classrooms, a big break-out space, small meeting rooms, a computer pod, a teacher staffroom, Senior staffroom, and male and female toilets. There are tables chairs throughout, and couches and basic cooking facilities in the break-out space. The senior building is open to students during break times.

All of the above is available to senior students on the basis of ongoing appropriate conduct and use. Should this not occur then access to some or all of the buildings' facilities at break times will be restricted.

Private Study, and an absent teacher

Some senior students have **Private Study** periods. These are to be undertaken either in the room noted on Compass, in the senior building, or elsewhere only as approved. Students on Private Study without an assigned room may use the break-out space, meeting rooms or vacant classrooms.

Sometimes, when senior students have an **absent teacher**, there will not be a replacement teacher. Instead, students are to attend the main office for roll-marking, then to return to their timetabled room or, if this is not available, follow the guidelines for Private Study.

Students on Private Study, or who have an absent teacher, are expected to meet the conduct expectations for senior students, to attend to their studies, and to not impact the learning of any other students.

Homework and study

The expectation is that students are completing 2 hours per course that they are studying per week OUTSIDE of school hours. This does not include homework, rather, it is revising and studying course content to develop the required subject knowledge and expertise and to prepare for assessments. Students should write a weekly Study Schedule. This can be shared with families so they can support students to keep to it.

Dates & Deadlines

An important aspect of the VCE is adherence to due dates for assessment tasks. Students will be given notice of assessment tasks as early as possible in the unit. These assessment dates will also be available to parents and students through Learning Tasks on Compass. It is very important that students and their parents understand that:

- non-attendance at an assessment task must be covered by a medical certificate.
- failure to complete an assessment task, SAT or SAC, on the due date without extenuating circumstances will result in the student receiving an 'ungraded' score for the task.

Wellbeing, and Doctors in Schools

Maintaining their wellbeing will support VCE students to learn and get the most out of their senior program. As well as being supported by teachers, Year Level Coordinators and the Head of Senior School, the Wellbeing Leader and Wellbeing Officer are available to support students. We are fortunate to host a Doctors in Secondary Schools (DiSS) program – senior students can make appointments on Wednesday with a doctor or a nurse and see them in the DiSS portable. They can provide a Mental Health Care Plan, as well as all other usual medical services, and it is completely confidential. We also have a Mental Health Practitioner who can provide short-term wellbeing counselling in some instances.

Student leadership

College Captains and Vice Captains, and the VCE-VM Captain, are formal leadership positions held by senior students. Applications for these roles open in October, and involve a written application, an interview, and a speech to senior students. Senior students vote on candidates, and the results of this voting is included in considering the most suitable candidates to award these roles to. These student leaders represent the senior school in the Student Representative Council.

Senior students are also invited by the Year Level Coordinators and the Head of Senior School into committees, such as the Social Events, and the Yearbook, committees, to make decisions and recommendations for senior activities and action.

Printing

Students pay \$10 at the start of the year in photocopying credit, and can print using the college's photocopiers. Once this credit is used more can be purchased.

Driving to school, and campus parking

Students who obtain their probationary license whilst at school and who wish to drive to school must make an application for this by completing a Driving to School form. This needs to be signed by the student, their parent/guardian, and the Campus Principal.

Students who wish to park their car on campus grounds may do so only when the following conditions are met:

1. They hold a current probationary license, and have permission to drive to school.
2. An application for Student Parking is approved.
3. The vehicle is registered and roadworthy
4. The student parks the vehicle only in the designated areas
5. The student does not use the vehicle to transport other students to and from, or on, the Campus
6. The vehicle is driven within speed limits & safely

Relevant policies

[Anti-smoking Policy](#)

[Attendance Policy](#)

[Bullying Prevention policy \(2023\)](#)

[Digital Learning \(internet, social media and digital devices\) Policy](#)

[Inclusion and Diversity Policy](#)

[Mobile Phone \(including earbuds, smart watches\) Policy](#)

[Statement of Values & School Philosophy Policy](#)

[Student Wellbeing & Engagement policy](#)

[Submission of learning tasks & assessments policy](#)

[Uniform policy \(updated 2024\)](#)

[VCE-VM Selection Policy](#)

Acceptable User Agreement

Students agree to this Acceptable Use Agreement by their ongoing enrolment at Yarra Hills Secondary College.

Applies when using any ICT device at Yarra Hills Secondary College

Yarra Hills Secondary College ICT facilities exist to provide access to educational resources. All users are expected to reflect our school values regarding all ICT facilities. This Agreement covers any device, College-owned or personal, when used at school. In addition to complying with this Acceptable Use Agreement, all users will have to comply with the [Acceptable Use Policy for DEECD Information, Communications and Technology \(ICT\) Resources](#), and requirements of information privacy laws.

In order to comply with the Yarra Hills Secondary College Acceptable Use Agreement, students must comply with the following responsibilities and restrictions. Infringement may bring sanctions, such as cancellation of network privileges or access for a period of time, and additional disciplinary and support intervention as outlined in our Student Wellbeing and Engagement policy, Bullying Prevention policy, Code of Conduct policy, and Digital Learning policy.

For the purposes of ownership and agency, the remainder of this agreement is written in the first person.

I acknowledge and assume responsibility for

- using the device in accordance with school policies, and procedures as well as expected standards
- being a safe, responsible, and ethical user at all times.
- all online, application and software activities using my device and logins
- all digital content stored on my device or network storage in my name.
- using the internet for educational purposes and using ICT equipment properly.
- accepting the terms and conditions of websites and online communities.
- ensuring the safety of my device at all times (including recess and lunch).
- abiding by copyright procedures when using content on websites (asking permission to use images, text, audio, and video and cite references where necessary).
- my actions while on-line. This means that I will be polite to others and use appropriate language.
- any consequences that arise from my use of technology.
- any damage caused by my actions, whether deliberate or negligent, to my or other's software, content or hardware.
- having my device fully charged while at school.
- abiding by the college's Mobile Phone policy

I accept that

- I may be instructed to delete applications or software if I use them inappropriately while at school or in class.
- I am not permitted to have content on my device that is inappropriate for school.
- I will ensure there is always space on my device for the storage of school-related files.
- teachers may remove/confiscate my device if I use it inappropriately during class.
- Artificial Intelligence (AI) is a powerful tool, and I will use it appropriately for learning.

I will

- talk to a teacher or Year Level Coordinator if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate, or hurtful online behavior.
- use social networking sites for educational purposes and only as directed by teachers.
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images.
- protect the privacy of others and never post or forward private information about another person.
- only take photos and record sound or video when it is part of an approved lesson.
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers).
- seek appropriate (written) permission from individuals involved before publishing or sending photos, recorded sound, or video to anyone else or to any online space.
- be respectful in the photos I take or video I capture and never use these as a tool for harassment or bullying.
- support others by being respectful in how I communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate, or hurtful online behaviour).
- think critically about other users' intellectual property and how I use content posted on the internet.
- appropriately cite the work of others that I use.
- only use AI systems and tools for educational purposes, and in accordance with age restrictions, the Department of Education guidelines, the college's guidance, the college's policies, and the direction of staff.
- be mindful of the data that is being collected and shared by the AI systems I engage with, and understand the privacy implications of using such systems.
- be respectful of the limitations of AI systems and recognize that they may not always provide accurate or comprehensive information.
- report any concerns or issues related to the use of AI systems to the teacher or school administration immediately.
- have all the required and recommended applications before they are required in class.
- take responsibility for safely storing my device outside of class time.
- always use a protective carry case for storing the device in my bag or carrying it between classes.

I will not

- interfere with network security, the data of another user or attempt to log into the network with a username or password of another student, this includes telling anyone else your password or allowing them to access your account.
- reveal or share my password to anyone except the system administrator or the teacher.
- play games on my device or download any unauthorised programs at school.
- bring, store, transfer, download or display offensive or inappropriate material at school.
- interfere with others' use of technology.
- be able to charge my device in class or at school.
- access or attempt to access the College's network and platforms at levels of access above those granted to me by the College.
- use a Virtual Private Network
- manipulate or exploit AI systems for personal gain or amusement, or use them to engage in any unethical or illegal activities.

This Acceptable Use Agreement also applies during school excursions, camps, and extracurricular activities. Yarra Hills Secondary College reserves the right to change\add\modify this Acceptable User Agreement at any time without formal notice.

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VCE Student Agreement

VCE Students at Yarra Hills Secondary College and their parent or guardian are required to complete the form below and return it the Head of Senior School by February (end of week 3, term 1).

1. I understand to be awarded a VCE or VCE-VM, I must achieve a Satisfactory in:
 - a minimum of 16 Units of Study, and
 - a minimum of 3 units of English, VM Literacy or English equivalent, and
 - both Units 3 and 4 of English VM Literacy or English equivalent, and
 - if I'm in the VCE, a minimum of three additional Unit 3 & 4 sequences
 - if I'm in the VCE-VM, a minimum of two: Numeracy or VCE Mathematics units; Work Related Skills units; Personal Development Skills units, and; VET credits at Certificate II level or above (180 nominal hours)
2. I agree to adhere to the rules and expectations relating to:
 - my personal conduct, and how I treat people in the college community
 - attendance for classes, study periods and events
 - my responsibilities if I am absent from school
 - following the school uniform policy
 - being punctual to school, and to classes
 - following the instructions of teachers and school leaders
 - the use of mobile phones and other electronic/digital devices
 - upholding the college values of Respect, Endeavour, Achievement and Pride
3. I agree to abide by and observe all rules and instructions relating to the conduct of VCE, VCE-VM and VET assessment programs, including:
 - VCAA examination rules for VCE Examinations and the General Achievement Test (GAT)
 - Rules for school-based assessment (Verification Tests, Work Requirements, SACs & SATs)
4. I agree to abide by and observe all rules and instructions relating to the conduct of VCE and VET assessment programs, including:
 - My school will provide my results to the VCAA for the purpose of VCE assessment
 - The VCAA will provide my final VCE and GAT results to my home school, and to my educational provider if different from my home school
 - The VCAA will provide my name, enrolment details and results to the Victorian Tertiary Admissions Centre (VTAC) for:
 - Inclusion in its password-protected Courselink database so that I can access my individual career and course option
 - The calculation by VTAC of the Australian Tertiary Admissions Rank (ATAR)
 - If applicable, submission of my application for tertiary course selection.

Student Name:	Student Signature:	Date: / /
Parent/guardian Name:	Parent/guardian Signature:	Date: / /

VOCATIONAL EDUCATION & TRAINING (VET) STUDENT AGREEMENT

The Yarra Hills Secondary College VET program provides students with:

1. Education opportunity that leads to nationally recognised qualifications and provide an opportunity for students to receive credit towards their VCE, VCE-VM certificates
2. Options to choose from a wide range of VET programs offered outside of school campuses
3. Build on self-confidence and responsibility as student engage in a tertiary learning environment.
4. Opportunity to learn from industry specialise and develop practical, personal, employability, skills.

Terms of Agreement

I understand that a VET program:

1. Is equivalent to a Year 11 and 12 Standard
2. I will need to arrange my own transportation to and from VET
3. I may miss some school subjects and will catch-up to these class work.
4. I cannot switch out of a VET program during the year
5. Most VET program takes 2 years to complete
6. Missing VET puts my senior school pathway at risk
7. Follow the expectation and standard set out by my VET school and trainer

I agree to adhere to all school policies and expectations, and so I will:

1. Complete all assessment and submission required.
2. Contact VET teacher and School VET coordinator when absent and catch up on any work missed.
3. Attend all timetabled classes, practical assessment and excursions.
4. Arrive to my classes on time and bring all required materials.
5. Wear the correct uniform
6. Follow VET trainer's instructions and show respectful behaviours.
7. Acknowledge and accept consequences for my conduct.
8. I will keep up to date on all notification shared by the VET coordinator and VET provider

In doing so I:

1. Will show exemplary standard of commitment towards completing the VET program
2. Acknowledge that if I have **more than three** unexplained absences, the VET Coordinator will notify my parents/ guardians and coordinator of At Risk via Compass.
3. Unexplained absences and/or misconduct in VET will result in meeting with the VET coordinator or Head of Junior School to explain my absent and/or behaviour and discuss appropriate repercussions.
4. Understand it is my responsibility to openly communicate with my VET trainer about the course and any support needed to assist me in successfully completing the VET course.
5. Will attend after-school catch up sessions if there are multiple At-Risk notices (on Compass) to resolve

I will follow the Yarra Hills Secondary College values. Including:

1. I will respect other's right to learn in a safe environment.
2. I will seek support from either my teachers, VET coordinator, year level coordinator, Wellbeing Team if I am experiencing any problems or challenges with my learning or wellbeing.
3. I will attend all VET lessons (or supply a medical certificate for my absence).

Student Name:	Student Signature:	Date: / /
Parent/guardian Name:	Parent/guardian Signature:	Date: / /

