

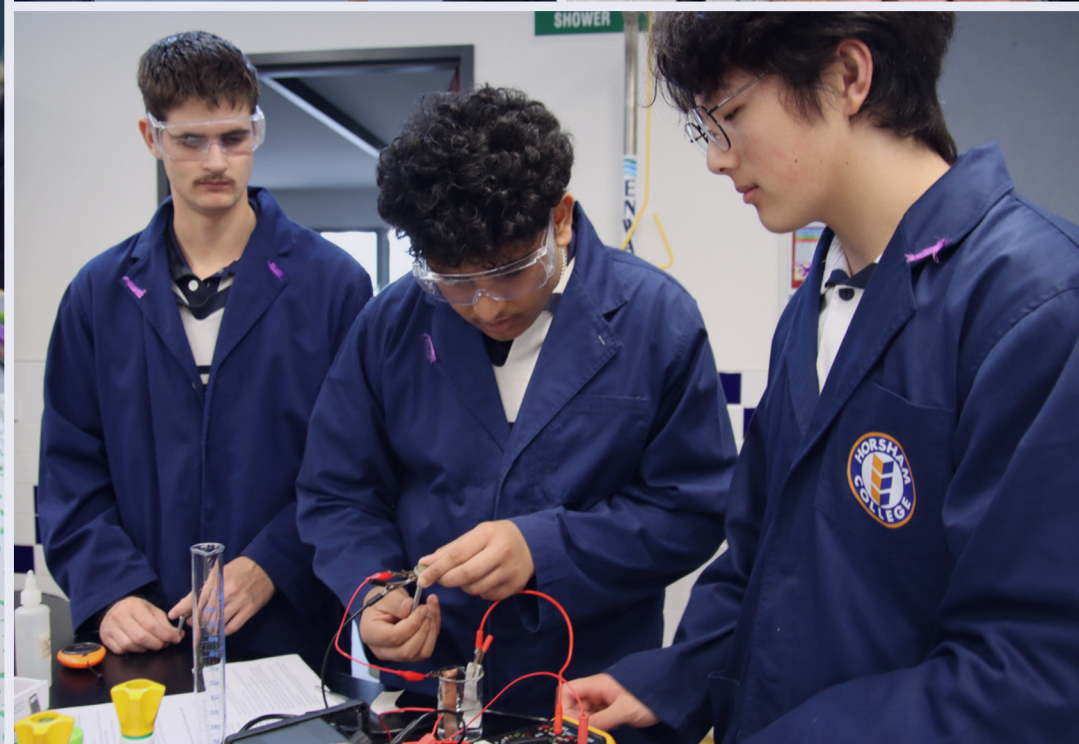


2027

PARENT INFORMATION

SENIOR

Seizing Opportunities



Our School

OUR VALUES

Care

- Demonstrate kindness and concern for others
- Build and maintain positive relationships
- Act with respect and empathy
- Show gratitude

Commitment

- Act in the best interests of the school community
- Meet responsibilities and embrace opportunities
- Expect high standards of self and others
- Continually learn and improve

Character

- Stay calm and consistent
- Be confident and open minded
- Acknowledge and learn from mistakes
- Enjoy our successes

Collaboration

- Give and receive constructive feedback
- Value all input and ideas
- Share the load
- Ask for help

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Welcome to Horsham College

'Seizing Opportunities for a Better Future'

Horsham College is the largest secondary school in the Wimmera and takes pride with the level of individual support and follow up of each student at the College. It offers the largest breadth of subject selection in the Wimmera.

As part of our more personal approach to managing students, the Horsham College Student Engagement and Wellbeing structure for Years 11 and 12 in 2026 includes: Form Group Teachers, Level Coordinators at each level, a Leading Teacher at each year level, a Wellbeing Officer for years 11 and 12, College Chaplain, Academic Counsellor and Assistant Principal for each sub school. Unique to the Senior School is the addition of further student supports eg. Careers Team of advisors, VCE Coordinator, VCE - Vocational Major Coordinator, Headstart Coordinator and a VET Coordinator. As our College grows we are constantly reviewing our structures to ensure that personalised support and the relationship between student, teacher and parent/guardian are maximised.

Our College is committed to valuing individuals and empowering them to achieve their potential whilst living our College values of care, commitment, character and collaboration.

valuing and empowering individuals



Senior School Team

Staff	
Principal	Megan Woolford
Assistant Principal - Teaching & Learning	Shannon Argall
Assistant Principal - VCE	Louise Amor
VCE Improvement	Georgina Hobbs
Leading Teacher - Year 12	Ranaye Johnstone
Year 12 Coordinator	Taylor Shelley
Year 12 Coordinator	Magenta Blair
Leading Teacher - Year 11	Kellie Gardy
Year 11 Coordinator	Timothy Pitt
Year 11 Coordinator	Emma Hopper
VET Coordinator	Lyndon Kuhne
Leading Teacher - Careers VCE	Dean Berger
Leading Teacher - Careers VCE VM	Taylor Shelley
VCE Academic Counsellor	Jenna Argall
Mental Health Practitioner	Justin Amor
School Chaplain	Yolande Grosser
Student Wellbeing - Senior School	Hamish Roberts
VASS (Year 12 Office)	Celeste Patterson
Study Centre and Attendance	Petar Vrankovic and Vicki Stevens
Work Experience	Genni Smith
Headstart Coordinator	Russell Brown

Structure of the School Day

Students start each day by attending form group for 10 minutes, starting at 8.50am. During this time, attendance is taken, notices are shared and students are able to build relationships with their Form Group Teacher. The rest of the school day is broken into two period blocks with a break at 10.40am for recess and another break at 12.50pm for lunch. The school day concludes at 3.20pm.

Some students may choose to participate in after school English or Maths help sessions.

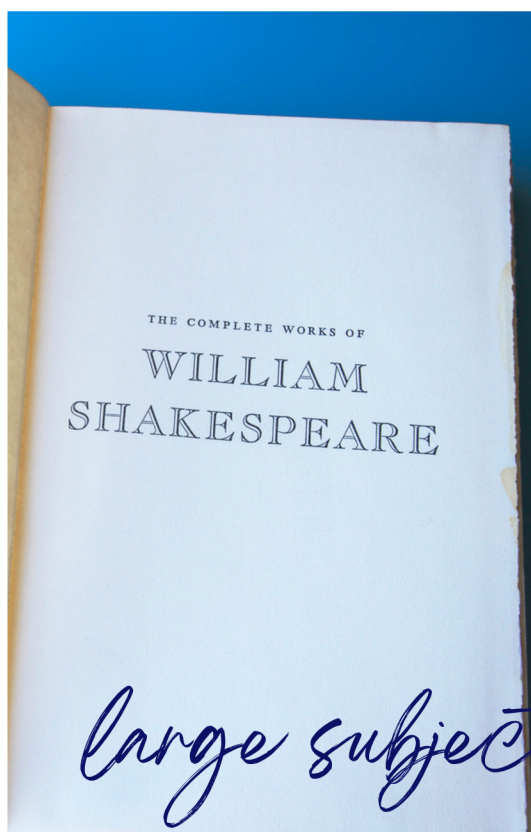
Bell Times	
8.45am	Warning Music
8.50am - 9.00am	Form Group or Level Assembly (Every 3rd Monday)
9.00am - 9.50am	Period 1
9.50am - 10.40am	Period 2
10.40am - 11.10am	Recess
11.05am	Music - End of Recess
11.10am - 12.00pm	Period 3
12.00pm - 12.50pm	Period 4
12.50pm - 1.40pm	Lunch
1.15pm	Half Lunch Bell
1.35pm	Music - End of Lunch
1.40pm - 2.30pm	Period 5
2.30pm - 3.20pm	Period 6

Attendance

Daily school attendance is important for all students to succeed in education and to ensure they don't fall behind both socially and developmentally. Students who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes and higher incomes across their lives.

If students are absent from school for any reason, parents are required to notify the College. Parents can complete an absence form in SEQTA, phone the absence hotline (ph: 53817200), notify form teachers through email or Direqt Message in SEQTA or can send a note in with their child. If a child is unavoidably absent they should access work for their classes on SEQTA and can contact their teachers for support via Direqt Message.

Curriculum



Horsham College is committed to providing education pathways for all our students. We offer a high quality, engaging curriculum catering to academic, vocational, technical and artistic pathways. The College is currently expanding choices available to students. This will continue to evolve over the next few years through our ongoing commitment to student, staff and community feedback.

The College delivers programs to support and extend students of all academic levels. In addition to the Select Entry Accelerated Learning Programs (SEALP), the school offers a range of additional electives designed to extend students academically, support students who need additional assistance and expand student interest through our after-school activities program.

As the largest school in the region, Horsham College has a broad range of pathways open to senior students, including Victorian Certificate of Education (VCE), Victorian Certificate of Education Vocational Major (VCE - VM), Vocational Education Training (VET) and School Based Apprenticeships and Traineeships (SBA/SBAT). This means that students are able to pursue academic, vocational and other pathways.

Students have access to a wide range of courses and are able to choose subjects to cater to both their academic and extra-curricular interests. For specific information about subjects at each year level, please refer to the Subject Selection Handbook available for download via the Curriculum page on the website.

Enrolment into the Senior School

For all enrolment enquiries please contact the College and ask for the Assistant Principal - Senior School. A meeting will be scheduled where your child's strengths, aspirations and career intentions will be discussed and you will be able to select your subjects. Further support from a Career's advisor may be provided if necessary. A school tour will be conducted and starting date arranged.

Enrolment into VCE

- It is College policy that all students in Year 11 enrol in at least 6 units of study per semester and students in Year 12 enrol in 5 units of study per semester. Enrolment variations may occur due to circumstances such as VET programs, Distance Education or University Enhancement studies.
- Students wishing to accelerate in the VCE (ie. take a Unit 1 & 2 sequence in Year 9 or 10 or a Unit 3 & 4 sequence in Year 10 or 11) must follow the acceleration policy and application process.

Enrolment into VCE - Vocational Major

Enrolment into VCE - VM occurs via the subject selection process held in early August. The key points to note are:

- Students must also enrol in VET or have a School Based Apprenticeship/Traineeship (SBAT).
- Induction meetings for all VCE – VM parents and students are held at the start of the school year.
- SWL (Structured Workplace Learning) - Students also complete a day of SWL if they do not have a SBAT.

Enrolment into VET

- It is College policy that students complete the application and entry process
- Students may need to meet with the VET Coordinator or a Careers team member to discuss their application and the work requirements of the program
- The application form is accessible via the Local Learning and Employment Network (LLEN) website <https://vet.llen.com.au/>
- Once completed, students will be required to attend the Induction Day training at the training provider's premises in Term 4
- Students may also be required to complete a Language, Literacy and Numeracy Assessment (LLN) as provided by the training provider; this to ascertain the skill level of the student for the VET program they have applied for – to determine levels of support most appropriate for the success in the program undertaken
- Finally, if a student recognises that the program they are enrolled in, is not what they require, they need to formally withdraw from the VET program during Term 1 in the year they had commenced.



Course Selection Information

Careers

Horsham College runs a comprehensive careers program to assist students with their career pathways. All students undertake careers planning activities from Year 7 to 12. Students are prepared for a variety of pathways. A significant number of our students are typically offered places by universities, TAFEs and private colleges. We are also highly successful at helping students obtain employment, apprenticeships and traineeships. An important feature of the program is the targeted careers curriculum in Year 10 and Work Experience and Structured Workplace Learning opportunities in Years 10 to 12. Individual careers counselling is available to all students and compulsory at Year 12. We also run a guest speaker program and regular careers workshops for university applications and scholarships. Members of the Careers team are available to talk to students and parents/guardians about courses of study needed for career paths, tertiary study, entrance requirements and scholarships.

If you have a question or a general enquiry please contact the careers office on 03 5381 7144 or 03 5381 7268.



Which Program Is For Me - What Are My Options?

- VCE (Victorian Certificate of Education)
- VCE - VM (Victorian Certificate of Education - Vocational Major)
- VET (Vocational Education and Training)
- SBAT (School Based Apprenticeship or Traineeship)
- Distance Education - Virtual School (VSV)
- Victorian School of Languages
- Higher Education Studies

VCE

About the VCE

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education and provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE program. The VCE is designed to be undertaken in Years 11 & 12, however many schools including Horsham College allows you to start VCE in Year 10, and in exceptional circumstances even in Year 9.

VCE Requirements

Students expecting to complete their VCE in 2027 will be required to satisfactorily complete the equivalent of 16 units, including 3 units from the English group (these must include Units 3 and 4) and three pairs of Units at 3 / 4 level other than English. The 16 units may include an unlimited number of units of Vocational Education and Training (VET). Any queries regarding the ATAR should be directed to the Year 12 Coordinator.

ATAR Scores and Study Combinations

A Student's ATAR score for tertiary selection purposes is calculated by:

- Scaled score from one English study
 - The next best 3 scaled scores and
 - 10% of a fifth and sixth scaled score
- = Primary 4 studies



Primary Four Combination

Any VCE units can be included in the primary four except that only the best two studies can be used from each of the following combinations:

- General Maths/Maths Methods/Specialist Maths
- English/English Language/English Literature
- Music Performance: Solo/Music Performance: Group/Music History and Styles
- No more than 2 Languages
- No more than 2 Histories
- No more than 2 Information Technology studies

*Other scores from these areas may be used as 10% increments for the fifth and sixth scores.

- Higher Education studies (university) can only be counted as the sixth subject.

Choosing a VCE Program General Advice

When planning your VCE program, consider the following:

- Talk over your strengths (and weaknesses) with your family, careers teachers and your current subject teachers.
- Do some research – Tertiary Entry - list the required (prerequisite) VCE studies for Victorian university courses, and other course providers (The Careers Team can help here).
- Choosing VCE Mathematics requires extra care, as Mathematics is often a requirement for a very wide range of careers and courses of study. Talk to your current Maths teachers for advice on which are the most appropriate units for you (Maths is not compulsory at VCE, but most students should select Maths at Units 1 & 2 level).
- There should be room for VCE units that you enjoy and do well in. Not only will such units make your VCE experience more enjoyable, but doing well in these units can help boost your Year 12 ATAR score.
- As part of your research, talk to the subject teachers - find out more about each VCE subject and what will be expected of you.
- Be sure to meet the deadline for submitting your VCE program – late applicants may find that many classes are full and no longer available.
- Ensure you are satisfied with alternative subjects, as options may be restricted to timetable blockings or subject availability.

VCE Program Subjects Offered

The actual units which will operate in 2027 will depend on the number of students who have selected them and/or availability of suitably qualified staff.

The unit descriptions (in the Subject Selection booklet, also located on our SEQTA page) tell you what each unit is about and give an outline of the sort of work involved in each. For more specific details (e.g. practical activities planned for Outdoor Education, software used in Information Technology, etc.) please check with the subject teachers.

Where Units 1 & 2 of a particular subject (e.g. Geography) are run in 2026, the school will endeavour to offer units 3 & 4 of the same subject in 2027, however this may not always be possible. All units will be offered in sequence i.e. Unit 1 in semester 1, Unit 2 in Semester 2 - except where indicated otherwise.

Acceleration Process

Horsham College allows high-achieving students to apply to study a VCE sequence either one or two years early (i.e., students in Year 9 or 10 may commence a Year 11 sequence; students in Year 10 or 11 may commence a Year 12 sequence).

Students who wish to accelerate a VCE subject will be required to submit an application to Horsham College by the deadline. They will need to demonstrate or provide evidence of their previous attitude, behaviour and academic standard, their commitment to maintaining a high academic standard in their accelerated study, their acceptance of other curriculum, behaviour and attendance requirements. For further information please see our Acceleration Policy located on our website at <https://www.horsham-college.vic.edu.au/school-life/policies/>

Changing Out of a Subject

If a student would like to change a subject they can collect a 'change of subject form' from their year level office. On the form, students need to put down subject preferences and have signed parental permission. The year level coordinators will meet with the student and discuss their subject options. In some instances, a change of subject will require careers approval, therefore a careers meeting will be scheduled before making any changes. Please understand that there are set dates for subject changes.



Senior School - Definition of Terms

Refer to Appendix 1

VCE - Important Dates

Refer to Appendix 2

VCE Guidelines

Refer to Appendix 3

Process for Dropping a Year 12 Subject

Refer to Appendix 4



VCE - VM

Features of the Victorian Certificate of Education (Vocational Major):

- Provides students with practical work related experience
- Helps students to develop literacy and numeracy skills
- Helps students to develop personal skills that are important for life and work
- Certificates are open to students in Years 11 and 12 and sit alongside the VCE
- Is a recognised senior secondary certificate
- Strong emphasis on applied learning with a 'hands on' approach
- Provides a pathway to TAFE, an apprenticeship or employment linked to training
- Involves competency based assessment, reliant on demonstration of skills
- Has flexibility in program design
- Study program is matched to the interests and abilities of the student
- Enrolment in a VET program is compulsory
- Students must complete a minimum of 90 hours of work placement
- Structured Workplace Learning or School-Based Apprenticeship align with a VET course

Horsham College VCE - VM Program Structure:

Monday	Students attend timetabled classes (Literacy or English, Foundation Maths or General Maths & VCE subjects)
Tuesday	Students attend Structured Workplace Learning (SWL) at a local business
Wednesday	Students attend VET (or SBA if applicable)
Thursday	Students attend timetabled classes (Literacy or English, Foundation Maths or General Maths & VCE subjects)
Friday	Students attend timetabled classes (PDS and WRS)

To be eligible to gain a VCE - VM, students must:

- Complete a minimum of 16 units over 2 years
- Have at least 3, 3-4 sequences
- Complete 180 nominal hours of VET
- Have a minimum of 2 units of VCE mathematics

All VCE-VM students are required to participate in SWL each Tuesday and must be enrolled in an approved VET course (or SBAT). Students are also required to maintain an attendance rate of 95%.

VET in Schools Program

About VET in Schools

VET stands for Vocational Education and Training. VET programs can be undertaken as part of secondary school studies. VET programs offer students nationally or state recognised vocational certificates, which are endorsed for recognition in both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education – Vocational Major (VCE – VM) from the Victorian Curriculum and Assessment Authority (VCAA).

VET may also lead into study and employment through School Based Apprenticeships and Traineeships (SBATs) which allow students to do an apprenticeship or traineeship while they undertake their VCE or VCE - VM.

Entry Level (External)

VET programs are available to year 10, 11 and 12 students, but students must have the school's approval to enrol. Students enrolling into a VET program need to understand that they will be accessing the VET study on a whole day (Wednesday) each week for the school year, and hence, will need to be able to put into place, arrangements with the schools' subject teachers a plan to keep up with any work potentially missed during each week.

Skills required to do VET

Some VET courses require a high level of literacy and/or numeracy. While VET programs incorporate hands-on training, they also include theory-based training designed to support practical skills. Students who have low levels of literacy and/or numeracy may find it difficult to successfully complete certain VET courses. Some VET providers will require students to sit a Language, Literacy and Numeracy (LLN) assessment to determine their skill level prior to commencing their VET program. The VET programs are skill and competency based. Students undertaking a VET program need to recognise that they must display ongoing and repeatable competency in all elements of the VET program to be granted the qualification.

Advantages of VET

- Broadens VCE/VCE - VM options
- Assists in transitioning from school to work
- Multiplies post-school opportunities and employment prospects
- Provides opportunities to trial a career
- Provides opportunities to explore possible areas of career interest which promote further study and work choices
- Allows students to develop strong links with industry and local community employers
- Develops students' capacity to cooperate, work in a team, make decisions, problem solve and develop leadership skills
- Helps students to gain confidence, communication skills and knowledge of employer's expectations in a real adult working environment
- Fosters positive feedback by enabling students to demonstrate specific skills and competencies

VET gives National or State qualifications and skills

Upon successful completion of the program, students are awarded a nationally or state accredited vocational training certificate or statement of attainment. VET qualifications may articulate directly into further education and training at TAFE through documented pathway agreements. VET qualifications may reduce the length of training in an apprenticeship or traineeship. VET provides access to a range of different technologies related to the type and place of work.

How does VET fit in with my school certificate?

- **VCE - VM:** VET programs contribute by providing credit towards the Work Related Skills (WRS) and Industry Specific Strands within the VCE - VM. One credit towards a VCE - VM learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum. Students need to complete 180 hours of Nationally Accredited Training to satisfy VCE - VM requirements.
- **VCE:** VET programs are approved by the Victorian Curriculum and Assessment Authority (VCAA) and can provide credit towards units 1 – 4 within the VCE. Some VET programs can provide credit towards the student's ATAR via either scored assessment or a 10% increment.
- **Scored Assessment:** Courses that offer scored assessment will contribute directly to the student's ATAR either as one of the primary four studies, or as a fifth or sixth study. Students undertaking scored assessment as part of their VET course will be assessed via school-assessed coursework and an end of the year examination set by the VCAA. Students must be registered for a scored assessment with their RTO. In addition students seeking to complete a scored VET must obtain approval from the School Principal.



VET Program Offerings

(*Programs will only proceed if sufficient numbers enrol and RTO offerings remain)

- Certificate II in Agriculture
- Certificate II in Automotive Vocational Preparation
- Certificate II in Building and Construction
- Certificate III in Community Services
- Certificate III Early Childhood Education & Care
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Engineering Studies
- Certificate II in Furniture Making Pathways
- Certificate II in Health Support Services (Client Support)
- Certificate II in Horticulture
- Certificate III in Information Technology
- Certificate II in Cookery
- Certificate II in Music Industry
- Certificate II in Plumbing (Pre-Apprenticeship)
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant
- Certificate III in Screen and Media
- Certificate III in Sport Aquatics & Recreation

Structured Workplace Learning (SWL)

Structured Workplace Learning is a key feature of VET programs. Although it may not be a requirement in order to complete every course, all students are encouraged to complete a minimum of one-week (40 hours) work placement in a related industry. This will enhance their learning and prospects of attaining an apprenticeship or entry into further training. Structured Workplace Learning may involve an employer accepting a student on a one day a week basis or a one-week block.

Structured Workplace Learning enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will undertake tasks to build on their skills and knowledge and complete a log book of tasks undertaken.



National Qualification Levels

Each VET program is offered at a different qualification level. Each program is able to build into higher studies according to the levels (below):

- Certificate I and 'Taster Programs': Entry level programs
- Certificate II: Many VET and pre-vocational programs are at this level
- Certificate III: Many apprenticeships and traineeships are at this level
- Certificate IV: Available through TAFE and Registered Training Organisations (RTO)
- Diploma: Available through TAFE and Registered Training Organisations (RTO)
- Degree: May obtain credit for TAFE programs undertaken

SCHOOL BASED APPRENTICESHIP/TRAINEESHIP

A School Based Apprenticeship or Traineeship (SBA/SBAT) is Nationally Accredited Training, where students attend school part-time and attend the workplace part-time. Students work on the job as a first-year apprentice, while completing course work for their Certificate II or III level at a Registered Training Organisation. Students also attend school to gain their Year 10, Year 11 or Year 12 Certificate.

Units from the School Based Apprenticeship contribute to their Senior School Certificate of VCE or VCE - VM. 90 hours is the equivalent of one VCE or one VET unit. Some students start an SBA in Year 10. Students need to complete two units a year (180 hours) to gain a secondary school equivalent.

The advantages of an SBAT:

- Students are paid as a first-year apprentice for the days that they work
- Students gain a Certificate II or Certificate III in their chosen field
- Students develop employability skills
- Students are more engaged in their education, as they see direct links
- Students can finish school with both senior certificate and Certificate II or III.
- Many SBAT's lead into full time apprenticeships

Factors to consider:

- Students need to balance school work with SBAT work
- Students will be charged for their SBAT training by the RTO
- Some SBAT's require that students complete block release training
- Some SBAT's have on the job training
- Students need to complete their SBAT book work as well as working on the job

Gaining a SBA:

- The most common method is students impress an employer through work experience and the student or employer request an SBAT
- SBAT's are advertised by the Careers Team (inc Headstart) or job seeker sites
- SBAT's arise through word of mouth from family or student's own contacts
- Students apply through the normal process of resume, application letter, interview and then a trial period

Supports:

- Employer (can be place of work or a Group Training Organisation such as Skillinvest)
- Host Employer (Place of work if Group Training Organisation is the employer)
- School (careers team)
- Apprenticeship board (MEGT)
- Headstart Assistant Director (Careers Office)

Please contact the Careers Team at Horsham College for further information.

Distance Education - Virtual School Victoria (VSV)

Virtual School Victoria (VSV) provides distance education programs for students for Units 1 to 4. The programs are designed to meet the educational needs of students who are unable to access a particular VCE unit due to that subject not being offered at Horsham College or due to a timetable clash. Other instances where a student may have to enrol in distance education are:

- They have a severe disability that prevents them from attending school on a full-time basis
- They have a social/emotional condition of such severity that they are unable to participate in regular schooling on a full-time basis
- They are unable to attend regular schools because they are travelling within Victoria, Australia or overseas for a minimum period of six months/two school terms or more.

Note: Final endorsement is made by the School Principal

Victorian School of Languages (VSL)

Victorian School of Languages (VSL) is the official Department of Education (DE) distance education provider of languages for Victoria. This provision includes a comprehensive range of language courses of the highest quality for VCE, in accordance with Department and VCAA guidelines. Students eligible for enrolment may enrol, provided their home school approves this.

Principal ensures that applications meet the requirements such as:

- The language that they wish to study is not available at their home school.
- A timetable clash prevents them from studying the language of their choice at their home school.

Higher Education Studies

A number of universities allow students to study a first year university sequence in Year 12 and have it count as an increment (as the fifth or sixth subject) in the calculation of the ATAR. The benefits of doing this is that students may gain university credit and reduce the cost of their university course.

An increasing number of universities now offer this via distance mode, which makes it attainable for Horsham College students. Please note that the number and breadth of sequences offered by universities is determined by them and may be subject to change. In addition, an increasing number of higher education studies are being offered through the newly established Centre for Higher Education Studies (CHES – part of the Department of Education and Training).

Applications must be made by students direct to the participating university. Eligibility requirements are set by the university but most applications will also require a statement of support from the School Principal.

Additional Special Programs - Whole School

The Arts: Music, Dance, Drama, Theatre Studies, Art, Visual Communication and Media

Horsham College is committed to offering a variety of curriculum and extra-curricular options for students interested who are in The Arts.

Horsham College offers students, from Years 7 - 12, a wide range of subjects within both Visual and Performing Arts disciplines, allowing students to work within their interests and passions, helping them to excel. Students are presented with a range of learning opportunities such as rural and metropolitan gallery visits, theatre performances and dance performances.

The Arts values showcasing talent and works, which in recent years has been presented within an online platform. The Arts students of all skill levels are accommodated as we believe that creativity is a valuable skill for our students as they move into the world. In addition to Music, Dance, Drama, Theatre Studies, Art, Photography, Animation, Drawing, Visual Communication Design and Media subjects, there are also many extracurricular opportunities available for students.

Horsham College has a well-established school rock band. Our Arts facilities include purpose-built Art, Visual Communication Design and Music rooms, soundproof spaces for Instrumental Music and Media, a BYOD Lab with HDMI adaptors with accompanying high-resolution monitors, a Drama studio with a seventy-seat theatre and a modern, fully equipped Dance studio.



College Production

College Production Students can participate in the College's Production in a variety of roles – from performing (singing, dancing, and acting) to assisting backstage with sets, hair, make up or assisting the performers. Students are invited to audition at the start of the year and participate in after-school rehearsals from Term 1 to Term 3. Several full day rehearsals are held in the lead up to the show. Each year a Production Committee is formed and consists of staff members, parents and Student Production Captains.

WestVic Academy of Sport

The Horsham College and WestVic Academy of Sport partnership offers an exclusive membership to ten student athletes each year. The aim of the partnership complements their current coaching, training and competition environments.

Athletes will receive \$1000 funding, with \$250 of this allocated to WestVic to cover administrative, education, uniform, and fitness testing costs. The remaining \$750 can be split across three service areas for the athlete to use to tailor the support provided to them. WestVic staff will conduct four athlete check in meetings which can be in person or online through the year and support students to allocate this funding to any of the three service areas which include:

Performance Support: Gym membership, online S&C program, 1:1 coaching sessions (where possible), high performance testing, skill development sessions and physiotherapy sessions

Wellbeing Support: MSK screening, remedial massage, nutrition performance plan consultation, sport psychology, performance coach, rehab/ return from injury support plans

Athlete Support Fund: Can be redeemed for cost associated with; travel to competition, equipment, competition entry fees, registration/club fees and or accommodation

These are on top of generic WestVic Membership items which includes:

- Uniform items
- Access to a Wellbeing Network & Resources
- Access to the entire Athlete Education series & The Athlete Handbook Podcast
- Access to relevant sport specific program sessions or events for athletes with the sports
- Fitness testing sessions

There is no cost to families to be a member in this program. Applications for the program will open in late Term 3 via the college website.

Applicant Requirements: This program is for national/state based athletes. Regional level athletes are also encouraged to apply.



AFL Academy

The AFL Academy Program is an exciting, select entry program within Horsham College. It is open to all students in years 7 -12 who have a passion for Australian Rules Football.

The vision of the AFL Academy is to provide specialist sports coaching, together with leadership and personal development activities to maximise the development of the whole student, whilst creating an educational pathway from years 7-12.

The Academy also aims to stimulate student contributions to their learning and the desire to stay at Horsham College as a positive College community member.

Aims

- Develop skills, knowledge and understanding of Australian Rules Football
- Promote and enhance self-development, leadership, self-discipline, goal setting & time management through team participation and other programs
- Exposure to high performance strength and conditioning programs and the latest in fitness techniques
- Provide clear senior school pathways in the sporting field including VCE, VCE - VM and VET sport and recreation certificates

Requirements:

Admission to the program is not automatic - Select Entry of students will follow an application process. Students are required to wear AFL Academy uniform when participating in practical classes.

Expectations include:

- A passion for Australian Rules Football
- Involvement in the game – Playing/Umpiring
- Showing initiative and positive attitude
- Commitment to and living by Horsham College values
- Excellent behaviour record and respect of College rules
- Commitment to studies across all subjects
- Willingness to develop leadership skills and community involvement

For further information please refer to the AFL Academy page on the website

<https://www.horsham-college.vic.edu.au/afl-academy/>



Basketball Academy

The Horsham College Basketball Academy is a select entry and Peak Performance program for students who have a strong passion for basketball in years 7-10, with opportunities to follow through the program to VCE, VCE - VM and Sport and Recreation certificates.

The vision of the Basketball Academy is to provide specialist sports coaching, together with leadership and personal development activities to maximise the development of the whole student, whilst creating an educational pathway from years 7-12.

Admission to the program is not automatic- Select Entry of students will follow an application process.

Aims

- Opportunities to develop their skills and knowledge of the game of basketball in order to reach their full potential within the sport.
- Enabling students to be an active and valuable member of a sporting club.
- Developing the sporting talent of each student whilst having a strong focus on academic and personal growth.
- With the guidance of expert coaching, the academy will provide clear pathways in the sporting field including VCE, VCE – VM and Sport and Recreation certificates.

Requirements:

Admission to the program is not automatic- Select Entry of students will follow an application process. Students are required to wear Basketball Academy uniform when participating in practical classes.

Expectations include:

- A passion for Basketball
- Involvement in the game- Playing/Umpiring/Coaching
- Showing initiative and positive attitude
- Commitment to and living by the Horsham College values
- Excellent behaviour record and respect of College rules
- Commitment to studies across all subjects
- Willingness to develop leadership skills and community involvement

For further information please refer to the Basketball Academy page on the website <https://www.horsham-college.vic.edu.au/basketball-academy/>



Sport

Horsham College delivers an extensive school sporting program for students that is run by a dedicated full time Sports Coordinator. The program encourages active participation, fitness and fun. The objective of our sporting program is to enrich the secondary school experience of our students within the context of the educational mission. As such, our sporting program contributes to the overall education of all our students. All students are encouraged to enjoy a range of different sports and or participate in the program, whether working towards a personal best or being a team player or developing leadership skills through volunteering at sporting events and activities.

Students are offered a comprehensive selection of sports year round and may choose to compete in a range of different organised individual and team sports at a school level. The interschool sport program provides an opportunity for students to represent their school across a wide range of individual and team sports. Individual student competitors and teams at Horsham College often enjoy great success at regional level competition and are often elevated to play at State level in many sports. The wide variety of sports on offer for participation at school and interschool level each year include AFL, athletics, basketball, cricket, cross country, hockey, netball, soccer, swimming, tennis and volleyball.

As an affiliated member of School Sports Victoria, all Horsham College Students may nominate for selection in the State Team Vic program, providing an opportunity to compete at National School Sport Australia Championships in their chosen sport. This is a wonderful opportunity for gifted and talented students to participate in the highest levels of school sporting competition against students from other Australian States and Territories.

The sport program at Horsham College offers leadership opportunities with Sports House Captains being elected each year. Each student is placed in one of the four houses: Briggs (Red), Hall (Green), Darlot (Blue) or McLachlan (Yellow) and is encouraged to participate in the sporting program in varying capacity. Horsham College prides itself on sportsmanship, positive participation and fair play.

English as an Additional Language

Horsham College is proud of its increasingly diverse student body with many migrant families now making Horsham and the Wimmera Region their home. In order to support students who speak a language other than English at home, Horsham College may provide intensive English as an Additional Language (EAL) support and in-class support where required. This support is intended to assist students in developing their English language proficiency, understanding the academic language used in mainstream classes, and building awareness of Australian culture and the Australian school system. A Literacy specialist teacher also works closely with the classroom teachers of EAL students to ensure teaching strategies, lesson materials and tasks are differentiated and accessible for EAL students. If your child is eligible to study EAL in English Units 3 & 4, the Year 12 team will provide you with the documentation to be completed which includes academic reports from your previous school.

General Information

Curriculum Contributions, Textbooks and Stationery

Details regarding curriculum contributions for classroom materials are provided at the end of each year or at the time of enrolment. Students undertaking subjects in Years 11 and 12 will be required to purchase subject specific textbooks or online materials to supplement their course. Parents will be required to buy stationery items (including workbooks) through normal commercial outlets and according to a list supplied by the College.

Payment Plans and Financial Assistance

Parents who hold a means-tested concession card are eligible for a payment of \$250 per student through the Camps, Sports and Excursions Fund (CSEF). These funds are paid to the school on behalf of the student and can be used to assist in covering the cost of any camps, excursions or sports but cannot be used for other costs.

Payment plans are available for costs associated with curriculum contributions and excursions. If you would like to discuss a payment plan, please contact the Finance Manager.

The College has some discretionary funds to support families in need. If any assistance is required for any financial assistance, do not hesitate to contact the school for a confidential discussion.

Bring Your Own Device Program (BYOD)

The Horsham College BYOD (Bring Your Own Device) program enables all students to have their own laptop. It is recommended that all students from Years 7-12 use a laptop (rather than an iPad).

The College views a laptop as the best device to support improving students' school outcomes including preparing them with the skills required for future school and work pathways. We see the advantages of laptops in developing student skills in the Microsoft Office suite of programs, as well as Adobe Creative Cloud and Google Apps. Once purchased, the Department of Education provides families with access to five licenses for Office 365, as well as a license for Adobe Creative Cloud, Google Apps and other eduSTAR Software.

Please note that any device purchased must comply with the Horsham College Technical Specifications. If assistance is required, then parents can contact the IT Department of Horsham College. College staff also consistently undergo training sessions to enable the integration of Information Technology (IT) into Teaching & Learning in the classroom.



First Aid

Sickbay is located in the Administration building in the Wimmera Trade Training Centre. There are a number of staff who are qualified with current First Aid certificates. Minor ailments are treated at the College, and if further treatment is necessary, then parents/guardians will be notified, where possible.

We do not hesitate to call the ambulance if required. Parents are advised to have an up-to-date ambulance subscription. Please be advised Horsham College is not permitted to provide any medication or creams to students.

If students require medication throughout the day it should be handed to the Administration Office with written instructions and consent from parents/guardians outlining the required dosage and administration time.

Canteen

The Horsham College canteen provides a variety of healthy, hot and cold food and drinks for our students at recess and lunch. Students can order their lunch at recess by filling out their details on a lunch bag and paying at the register. Parents/guardians are able to order students' lunch or recess purchases via the online QKR ordering system before 8.50am. Students with dietary requirements are also advised to order their food at recess.

Library

The Claude Brand Library is open regularly throughout the day for students to use.

There is a comprehensive collection of books including Digital and Audiobooks as well as other non-print resources which all students are encouraged to use. A photocopier, printer and iPads/computers are available for students' use. The Library's catalogue and other online databases are all accessible via the college webpage (School Life > School Library) at school and at home.

Lockers

All students are allocated a locker to use each year. Locker areas are under cover and located as conveniently as possible to each corresponding Year Level Office. Students will need to provide a quality padlock or combination lock on their first day of school, which will see them throughout their years at Horsham College. Students are encouraged to keep a copy of their combination code or a spare key to their lock in their student files (located in the Year Level offices).

Students are required to keep their lockers clean and tidy. Should any maintenance issues occur, they should notify their Year Level Coordinator so repairs can be arranged.

Smart Phones and Watches

We would like to remind families of the State Government's ban of mobile phones in public schools. Mobile phones are expected to be placed in lockers at the start of the day and not accessed until the end of the school day. The purpose behind the mobile phone ban was to create a safe environment to learn without inappropriate mobile phone use (and distractions) and allow for greater opportunities for social interaction and physical activity during recess and lunchtimes. Smart watches must only be used for the purpose of time.

As students move into the senior school, The Victorian Curriculum and Assessment Authority have strict rules around the VCE certificate, ensuring equality for all students in all schools, which includes the use of phones and smart watches and the implications for assessments. Therefore it is important that students and families are aware of this policy. As per our policy, if students are found with their mobile phone or smart watch during the school day, the student engagement and wellbeing team will follow up.

Bicycles

Horsham College has multiple bike racks available for students. Students are expected to bring and use a lock for their bike and helmet, and to be responsible for observing traffic laws, in particular when using our school crossings, and school rules relating to use of bicycles and scooters.



Buses

If you live in Horsham, town bus services are available, for details please contact Wimmera Roadways – (03) 5381 1548.

Free travel is provided for those who reside 4.8km or more from the college (outside of the town boundary) and travelling to the closest government or denominational school. An application for travel must be completed and processed before your child is allowed to travel. Please register and apply at <https://schoolbus.educationapps.vic.gov.au> or search online for School Bus Management System. After applying you will be made an offer by email which you can accept in the system, then travel may commence.

Any queries can be emailed to Horsham College Bus Coordinator: buses@horsham-college.vic.edu.au

Student Cars

A number of our senior students will intend to drive to school before Year 12 is finished, and some of these students carry other students as passengers.

Despite the fact that most young drivers try to be careful, safety conscious and considerate when driving, research clearly shows that they are at a higher risk of having a serious crash than older, more experienced drivers. The presence of young passengers also greatly increases the risk for teenage drivers and, the more passengers, the greater the risk.

It is important that all students and parents/guardians are aware of these risks and the type of behaviour that the school expects from student drivers. Horsham College has a set of guidelines for student drivers that are provided to students at the commencement of each school year, as well as a Parent Permission and Student Agreement Form, and a Passenger Permission Form. To ensure that all involved are aware of these requirements, student drivers and a parent/guardian and, where appropriate, a parent/guardian of any passengers, are required to sign and return these forms.

Year 11 Debutante Ball

The Debutante Ball is a voluntary program where Year 11 students can learn how to ballroom dance with a partner. The students enjoy the lead up to and all the celebrations each year. Students and parents can also be involved by volunteering on the Debutante Ball Parent Committee.



Year 12 Awards Evening and Presentation

Held each year after the conclusion of the VCE Examination Period. The Year 12 Awards Presentation Evening is a formal event which can be attended by graduating students and their families.

All students who successfully completed a VCE or VCE - VM are presented across the stage to formally receive their certificate from the school Principal. Other awards also presented on the night, including:

- Horsham College Dux (highest ATAR)
- VCE - VM Excellence Awards
- Subject Awards
- Tertiary Scholarships
- VET Excellence Awards

Please note that this event may be subject to change.

Other student awards are formally presented at the Year 7 to 11 Awards night, held outdoors at the College in the last week of the school calendar.

Form Group

Form group is a compulsory 10-minute class dedicated each morning to announcements, attendance, wellbeing and study/homework program. This class begins at 8.50am and finishes at 9.00am.

Wellbeing Support

At Horsham College we believe that students who feel supported are more likely to succeed. The Wellbeing Workers at the College are available to help students navigate the obstacles that may prevent them from reaching their full potential. Horsham College has four Wellbeing Workers; one each to specifically support Years 7 and 8, Years 9 and 10, Years 11 and 12 and one for our Alternate Programs. These workers are complimented by our Chaplaincy Program with a Chaplain who is available to support students across the whole school. We also have a Mental Health Practitioner who can support a small number of students- they require signed Parental consent to work with students. Referrals are completed by the Assistant Principals from the various Year levels.

Staff can refer concerns to the Wellbeing team or students can approach the Wellbeing staff in person or via direct message to arrange a time to speak with them. Parents or guardians can also contact the Wellbeing team if they have any concerns about their child.



Horsham College Wellbeing Team

(L to R)

Tom Dunn (Junior School), Cass Roberts (Middle School), Yolande Grosser (Chaplain), Justin Amor (Mental Health Practitioner), Treena Hogan (Alternate Programs), Hamish Roberts (Senior School)

Wellbeing Initiatives

Doctors in Schools Program - Horsham College's Doctors in Schools program brings healthcare professionals directly to our school campus, offering students convenient access to check-ups, prescriptions, vaccinations and health education. This initiative ensures our students' well-being, supporting their academic and personal growth with on-site medical care.

Lunchtime Groups - A range of lunchtime groups are available for students seeking connection, support, and a sense of belonging within the school community. These groups provide a welcoming and inclusive environment where students can build friendships, participate in meaningful discussions, share experiences, and support one another. Opportunities include the Rainbow Group, which welcomes LGBTQIA+ students and allies, and the All Faith Support Group, which provides a space for students of all faiths and beliefs to connect, reflect, and support one another. These groups help foster respect, inclusion, wellbeing, and positive relationships across the school community.

Headstart Program

(Senior Students Only)

Before the conclusion of each school year, Horsham College runs a 'Headstart' program for VCE and VCE - VM students. This is where students commence their studies for the following year. The purposes of this program are to:

- expose students to expectations of VCE and VCE - VM for the following year
- increase student's ability to engage with the subsequent year's work early
- facilitate the provision of holiday revision materials
- facilitate subject and program changes before the commencement of the new school year

Whilst students will commence their new subjects for the subsequent year, due to timetabling and staffing considerations, Headstart classes may not be taken by the teacher who will ultimately teach the class.

Study Centre

(Senior Students Only)

The Study Centre is a quiet space available for senior students to use for the purposes of study. Appropriate times to use this space is during their study periods, on study days and after school until 4.30pm.



Horsham College Uniform

The purpose of the Uniform Policy is to create a sense of collective and individual pride in students and their identification with Horsham College. School Council believes this enables students to participate actively and safely in school life. The wearing of uniform will apply during school hours, while travelling to and from school and when students are engaged in specified school activities out of school hours.

All uniform is to be purchased from Lowes, located in Horsham Plaza Darlot St, Horsham Phone: (03) 5381 0711; no substitutes will be accepted. Current uniform items can be viewed and or ordered on the Lowes website via www.lowes.com.au/schools-online/horsham-college

Hats will be issued to all new students to Horsham College, and must be worn during Terms 1 and 4. Replacement hats will need to be paid for by the students and are available for purchase from the Horsham College administration office. School shoes need to be plain black footwear and need to be sturdy for safety reasons. Students cannot enter Science or Technology rooms without appropriate footwear.

For further detail on uniform, please refer to the current Horsham College Dress Code Policy located on the website <https://www.horsham-college.vic.edu.au/school-life/policies/>

Year 12 Jumpers and Polo Tops

Year 12 Rugby jumpers and polo tops are optional additions to a student's uniform during Year 12. Jumpers and polo tops are designed and chosen by students in Year 11, approved by the school leadership, and typically arrive during Term 1 of their final year. Costs are kept to a minimum.



Communication to Parents

SEQTA Engage - Student Progress

At Horsham College we are committed to giving you frequent, accurate and helpful information about your child's academic progress. In addition to reports every term and parent teacher interviews twice a year, parents have access to SEQTA Engage, our learning management system.

This will give parents access to homework, assignments, marks and feedback. As parents of Horsham College students, you will have access to this information at your fingertips, as well as being able to contact each teacher through SEQTA's 'Direqt' messaging system.

For a comprehensive guide to SEQTA Engage learning management system and App, there is a downloadable guide available on our website via School Life > SEQTA Engage.



	Care	Character	Collaboration	Commitment	Seizing Opportunities	Avg	Score	Grade
Values Awards:	0	1	0	1				
11 English Mrs L AMOR						5.0	89	S
11 Food Studies Miss M Blair						4.6	85	S
11 Legal Studies Ms I HEALEY						5.0	95	S
11 Maths Methods Mr J Nguyen						5.0	73	S
VCE English Literature Ms Z TREZISE						5.0	80	S
VET Music Mr N SHIRREFS						5.0		
						4.9		

Term 2 Attendance: 94%

School Values Awarded for Term 2: 2

College Newsletter

The College Newsletter is produced each fortnight and contains valuable information about what is happening at the College. All students and parents/guardians are emailed the link to the latest newsletter and it can also be accessed via the webpage, SEQTA App and Facebook page.

Communication

All parents are asked to provide Horsham College with a current email address. This allows us to effectively communicate with all parents as a College community or directly from groups such as Year Level Teams or Subject Teachers.

If ANY contact details or your living circumstances change please make sure you contact Horsham College to update them as soon as possible so we can keep your child's details up to date. You can log into SEQTA Engage to submit your change of contact details which are sent directly to the school for the Student Records Officer to update.

Alternatively, a form can be collected in person from the Administration Office located at 310 Baillie Street Horsham. You can also call on (03) 53817100 or email the school at horsham.co@education.vic.gov.au.

Wider Communication

Horsham College informs the wider community through fortnightly newsletter distribution to all families, the Horsham College website, monthly College Council meetings, parent/guardian representation on College committees, parent/guardian information meetings, local media releases, annual report to the Department of Education & Training, Horsham College Facebook page, Horsham College SEQTA Engage, emails and text messages.

Horsham College Community

Student Leadership and Student Representative Council (SRC)

Student leadership and voice is highly valued at Horsham College and is fostered primarily through the Student Representative Council (SRC).

From Term Four, students have the opportunity to be selected by their peers to be a representative of the School's SRC. Each Form Group from Years 7-11 has representatives that take part in meetings that operate at lunchtime. Two representatives from each Year Level are then nominated to be part of the Executive SRC that meets with the Principal team on a termly basis to be a student voice for whole school change.

The SRC also encourages social responsibility through discussions of local, national and international issues and fundraising support for a number of organisations. SRC Representatives were responsible for the latest uniform changes and new basketball courts, shade sails and seating.

The SRC represents the College at a range of local community events, such as ANZAC and Remembrance Day ceremonies and school events, eg. Year Level and whole school assemblies and end of year award ceremonies.

Parent Involvement

The College encourages and receives support from families with assistance at sporting carnivals, Chaplaincy Committee, Production Committee and the Deb Ball Committee. Parental support is appreciated in assisting with school events, trips and school projects.

School Council

The School Council is representative of parents, students, teachers and community interests. The School Council governs the financial operation of the school and makes decisions regarding important policy matters and ensures the College is adhering to Department of Education guidelines, policies and procedures. The Council sub committees meet on the second Tuesday and Wednesday of the month and the full Council meets on the third Wednesday of each month.

Appendices

Appendix 1

Glossary of Terms	
Assessment Task	Graded activities in Units 1 & 2 such as, sitting a 1.5 hour test, producing a folio of work or a research report. All Level 1 & 2 units have an end of Semester exam.
Authentication	Students must be able to demonstrate that the work they submit is their own. Teachers must be able to authenticate work submitted.
Special Provision	Where a student has a disability, or has been ill, or if personal circumstances have affected their work to a significant degree any semester of VCE studies they may be able to have this taken into consideration. The student must notify the school and complete the necessary application form before this is approved.
GAT	General Achievement Test. All VCE students undertaking a Unit 3 & 4 study are required to complete the GAT as part of the mid-year cycle. The results are recorded with the VCE results in December.
Learning Outcomes	What students must know, or be able to do, by the time they have finished the Unit.
Prerequisite Studies	Those studies nominated by individual tertiary course authorities as studies which must be satisfactorily completed by all applicants seeking admission to that course. You should check requirements carefully, referring to the publication called "Tertiary Entrance Requirements". (See your Careers Counsellor and/or VCE Coordinator).
Redemption Classes	These are currently held on Monday & Thursday after school in S11 from 3.30pm to 5.10pm for students who miss assessment due to illness or other school commitments or who may need to satisfactorily demonstrate a learning outcome.
SACS & SATS	School Assessed Coursework in Units 3 & 4 only, are activities undertaken by all Victorian VCE students doing a Level 3 & 4 sequence. Satisfactory performance on each task will be summarised by a letter grade (A+, A, B+, B, C+, C, D+, D, E+ and E). Unsatisfactory performance is designated by UG (Ungraded).

Satisfactory Completion	Satisfactory completion of a learning outcome is based on the teacher's judgement that students have achieved the key knowledge and skills of the learning outcomes as stated in the study design. Teachers will establish guidelines within which work will be undertaken. In order to gain credit for a unit within the VCE, students must achieve satisfactory completion of all the learning outcomes in the unit and attendance requirements.
Sequence	2 units at Level 3 & 4 in the same Study Design (eg: Australian History 3 & 4).
Study	A subject. Most VCE Studies are made up of 4 units – 2 units at Year 11 and 2 units at Year 12.
Study Design	The description of the content of a study and how a student's work is to be assessed.
ATAR	Australian Tertiary Admission Rank. This is calculated by the Victorian Tertiary Admissions Committee (VTAC) as a score out of 100 based on the student's relative study scores from VCE and VET units. It is used as the basis for tertiary entrance.
Unit	The parts of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.
VCAA	Victorian Curriculum and Assessment Authority – the body which runs the VCE
VCE - VM	Victorian Certificate of Education – Vocational Major (formerly known as Victorian Certificate of Applied Learning VCAL). A program that provides practical work related experience as well as literacy and numeracy skills.
VCE	Victorian Certificate of Education
VET	Vocational Education and Training (VET). This refers to an expanding range of nationally recognised vocational studies now integrated within the VCE.
VTAC	Victorian Tertiary Admissions Centre – the Centre which processes applications to most courses in tertiary colleges and universities.

Appendix 2

VCE Guidelines

This section outlines important VCE and Horsham College rules and policies as well as providing information about attendance, redeeming assessment tasks, special provision and authentication of work.

Contents

- Course outlines/policy documents
- Satisfactory completion of VCE units
- Satisfactory VCE unit result
- Not Satisfactory VCE unit result
- Assessment
- Units 1&2
- Units 3&4
- School assessed coursework
- Student attendance
- Year 11 exams
- Year 12 exams
- Authentication
- Breach of Authentication
- Redemption of assessment tasks
- Special Provision
- Studying at school
- Laptops
- Assessment & Electronic devices
- Contact

Course outlines/policy documents

Students will be given a copy of the planning document/course outline for the VCE units they are studying from their subject teachers. It will provide information about the outcomes that you have to demonstrate and the assessment tasks that you have to complete. It will also show you the dates of these. Students need to read these documents carefully so that they understand the requirements of each of their subjects.

Satisfactory completion of VCE units

For satisfactory completion of a VCE unit, you must demonstrate satisfactory achievement of the set of outcomes for the unit.

The outcomes describe the key knowledge and skills that you should be able to demonstrate by the time you have completed a unit.

In order to gain credit for a unit within the VCE, you must achieve satisfactory completion of all the learning outcomes in the unit and attendance requirements.

Satisfactory VCE unit result (S)

The student receives S for a unit when the teacher determines that all outcomes are achieved satisfactorily. A student must:

- produce work that demonstrates satisfactory achievement of the outcome/s
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules.

Not Satisfactory VCE unit result (N)

Students receive an N for the unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate satisfactory achievement of the outcome/s
- 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
- the work cannot be authenticated ie. it is clearly not his/her own work
- there has been a substantial breach of rules including school attendance.

NOTE:

1. If students only partly complete work in the whole unit or whose attendance records breach school rules will receive an N result.
2. If students have not yet achieved the outcomes they may redeem work until the teacher is satisfied the outcome has been achieved.
3. It does not matter to what level the outcome has been achieved.
4. It is school policy not to use exams to assess outcomes. (S or N)
5. Teachers will establish guidelines within which work will be undertaken.

Assessment

Units 1 and 2

Students will complete work requirements to demonstrate achievement of the learning outcomes. If a student is able to demonstrate satisfactory achievement of all of the learning outcomes then they will achieve satisfactory completion of the unit.

This is the only form of results that is required to be forwarded to the VCAA.

For units 1 & 2 subjects you will receive either a graded score (A+ to UG) or an actual score on the individual assessment tasks. Scores for assessment tasks are not forwarded to the VCAA (Victorian Curriculum and Assessment Authority).

Units 3 and 4

In Units 3 & 4, there are two kinds of school assessment.

The first is called School-assessed Coursework, SAC.

The second kind of school assessment is a School-assessed Task, SAT.
Only seven studies have School-assessed Tasks: Art, Product Design and Technology, Media, Studio Arts, Systems and Technology, Visual Communication and Design and Computing.

School assessed coursework (SACs)

For units 3 & 4 you will receive an actual score or a score range for the task. The actual score is forwarded to the VCAA.

NOTE: This score is not final and may change as a result of statistical moderation. At the end of the year your SAC scores will be adjusted depending on how you perform in your exams and the GAT. The VCAA adjusts your SAC scores.

Your teachers do not give you a graded assessment (A+ to UG) for each individual SAC that you complete, however you will receive an overall SAC grade from the VCAA in your statement of results for that unit at the end of the year.

For units 3 & 4 studies the original SAC score that your teacher gives you counts. A student cannot re-sit a SAC to further improve the score on that SAC. A student can only resit the SAC or a similar SAC in order to satisfy the outcomes of the course (ie. S or N). ie. to convert an N result to an S result.

Student Attendance

There is an 80% attendance requirement for all VCE classes with the exception of approved absences.

A student who is absent (non-approved) from a significant number of classes (more than 12 periods in a unit ie. more than 20% in a semester) will be awarded an N. A student needs to attend at least 80% of the classes in any one unit. A student who has breached the attendance requirements in two or more units will have their continued enrolment at the College reviewed.

Year 11 Examinations

It is College policy that all unit 1 & 2 subjects have exams at Mid-year and in November. These are organised and run under the same conditions as those you will have in year 12 and your subject teachers will set these exams. **These exams are not to be used to determine satisfactory completion (S/N)** of the unit but can be used to determine the assessment grades. All year 11 reports will contain the exam result as a separate assessment item.

Year 12 Examinations

These are external exams and are set by the VCAA.

- The General Achievement Test (GAT) is held in mid June each year
- All students that are completing a Unit 3 & 4 sequence have to sit the GAT
- Arts performance and LOTE oral exams dates are scheduled late in Term 4.
- Final exams for all VCE Unit 3 & 4 subjects are scheduled late in Term 4.

Authentication

Authentication is the process of ensuring that all the work completed by students is genuinely their own. To attest that the work is genuinely that of the student, teachers and students must observe the rules specified by the VCAA.

The Teacher monitors the development of the work, where necessary, by sighting plans and drafts of the student's work, **and the teacher keeps a record of this process.**

The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the required work at or about the time of submission of the task.

Assessment work will only be accepted if the teacher can attest that, to the best of his or her knowledge, all unacknowledged work is the students' own. **Teachers cannot authenticate students' work if they have not seen plans and drafts during the time in which the work is being produced.** If work cannot be authenticated, the matter will be dealt with as a breach of rules relating to assessment. Students must ensure that all unacknowledged work submitted for school- assessment is genuinely their own work and **for work that is completed out of class, students will be required to sign an authentication form.** Students will be instructed **by their teacher** in correct methods to acknowledge sources.

The VCAA suggests that a student must observe the following criteria when preparing work for assessment. These apply to School-assessed Coursework and School-assessed Tasks. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his or her own.
2. A student must acknowledge all resources used, including:
 - Text, websites and source material
 - The name(s) and status of any person(s) who provided assistance and the type of assistance
3. A student must not receive undue assistance from any other person in the preparation and submission of work
 - **Acceptable** levels of assistance include:
 - The incorporation of ideas or material derived from other sources (eg. by reading, viewing or note taking) but which has been transformed by the student and used in a new context
 - Prompting and general advice from another person or source which leads to refinements and/or self-correction.
 - **Unacceptable** forms of assistance include:
 - use of, or copying of, another person's work or other resources without acknowledgment
 - corrections or improvements made or dictated by another person
4. **A student must not submit the same piece of work for assessment in more than one study**
5. A student who knowingly assists other students is a breach of rules and may be penalised
6. **A student must sign the declaration of authenticity for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own**
7. A student must sign a general declaration that he or she will obey the rules and instructions for the VCE and accept disciplinary provisions

Where assessment is spread over a number of days, assessable material will generally be collected at the end of each timetabled period.

Teachers will return coursework assessments without comment at each subsequent assessment class until the assessment timeframe is completed.

Where it is not practical to collect in work on a regular basis, teachers must be able to authenticate that work.

Remember if group work is involved eg. like a Chemistry prac, you cannot submit the same piece of work (you must submit your own version of shared results).

It is not all right to share and submit the same work as someone else.

VCAA rules for the authentication of School-based Assessment

Students must observe and apply the following rules for the authentication of School-based Assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules state that:

- A student must ensure that all unacknowledged work submitted for assessment is their own
- A student must acknowledge all resources used, including:
 - Texts, websites and other source material, the name and status of any person who provided assistance and the type of assistance provided
- A student must not receive undue assistance from another person in the preparation and submission of work

- Acceptance levels of assistance include:
 - The incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking) but which have been transformed by the student and used in a new context
 - Prompting and general advice from another person or source, which leads to refinements and/or self-correction
- Unacceptable forms of assistance include:
 - Use of, or copying, another person's work or other resources without acknowledgment, corrections or improvements made or dictated by another person
- A student must not submit the same piece or work for assessment in more than one study, or more than once within a study
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- A student must not knowingly assist another student in a breach of rules
- In considering if a student's work is their own, teachers should consider if the work – is atypical of other work produced by the student:
 - Is consistent with the teacher's knowledge of the student's ability
 - Contains unacknowledged material
 - Has not been sighted and monitored by the teacher during its development

School-based Assessment: Breaches of rules and investigations

The procedure for dealing with allegations that students have breached VCAA School-based Assessment authentication rules are as follows:

Reporting alleged breaches of rules in School-based Assessment

Allegations of breaches of rules in School-based Assessment should be communicated to the relevant Year Level Coordinator (YLC) or Leading Teacher (LT). Any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor may make allegations. On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Preliminary investigation

On receipt of an allegation, the YLC will investigate the alleged breach of rules and will assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.

Further Investigation

An investigation will be conducted to determine whether there is any substance to an allegation that a student has breached VCAA School-based Assessment rules. If so, the evidence will be put to a decision-maker (Assistant Principal or Leading Teacher) for determination as to whether the allegations are proven, or not proven. They will consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some or all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded; this evidence should not be discounted. The investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the School-based Assessment was to be undertaken
- the student's work
- if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material

- samples of other work by the student for comparison, if relevant
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

If this investigation suggests there is any substance to any allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond to the allegation.

The student will be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf. If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them. The student's parents or guardians should be advised of the nature of the allegations. If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator (YLC) should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements.

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

Decision making

The decision-maker (Assistant Principal or Leading Teacher) will have the authority to decide if a student has breached authentication rules. The decision maker may wish to make the decision following receipt of a report from a staff member or Year Level Coordinator appointed to carry out the investigation.

Alternatively, the decision-maker may wish to make a decision about alleged breaches by forming a hearing panel. The material gathered during the investigation should be provided to the decision-maker, including evidence (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.

If the decision maker forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-maker should confirm in writing to the student that no further action will be taken. If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened. The decision-maker will hear from the student at the meeting or hearing.

The student will receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker. The student will be told of the date, time, place and likely duration of the meeting or hearing. The student will be told what the allegation/s against them are, the names of all decision-makers and the name of a contact person if the student has queries about the meeting or hearing.

A student will be allowed to bring a parent, guardian or other support person to be present at any interview, meeting or hearing. At the meeting or hearing, the decision-maker will explain the purpose of the meeting or hearing to the student, and confirm the allegation/s against the student and the possible outcomes. The decision maker will consider any evidence at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing.

They will explain to the student the possible outcomes, including penalties. The decision-maker will ask questions of the student and the student will be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing. The decision-maker will consider all evidence and submissions, including the student's response, and whether the allegation/s (and the student's defence) is supported by evidence that is relevant and credible.

The decision maker will then decide on the balance of probabilities whether the allegation/s is proven – the allegation/s does not have to be proven beyond reasonable doubt. The decision-maker will decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.

Possible penalties include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule.
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit
- refusal to accept any part of the work, awarding an N for the outcome.

The decision maker will inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision to the VCAA.

After the meeting or hearing, the school will write to the student to confirm:

- the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

If the student's work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty will be applied and, if necessary, the student's records adjusted.

For example, the original outcome result may change from an S to an N.

If an N is awarded for an outcome, an N will be awarded for the unit concerned. Similarly, the detected breach of VCAA rules may result in a score change.

Redemption of assessment tasks (Unit 1 & 2) and for SACs (Units 3 & 4)

This year students can redeem assessment tasks from 3:30 to 5:00pm in S10 every Monday or Thursday.

Assessment tasks must be completed in class on the specified dates/periods set.

The redemption session is specifically for students that have received an N and need to resit the task to obtain an S.

The redemption session can also be used for students that have not been able to complete an assessment task in class and have an **approved reason**.

If a student has not sat tasks due to prolonged absences and more serious circumstances then the student should apply for special provision. VCE students involved in co-curricular activities, such as sports teams, musical camps, outdoor education camps etc. are able to redeem assessment tasks in the redemption class every Wednesday or Thursday.

The process this year will be:

If a student is absent from the dates/periods set aside for assessment tasks due to illness

1. The student must provide the teacher with a medical certificate specifically stating that illness made it impossible for them to attend.
2. If the certificate presented is considered acceptable to the teacher, it will entitle the student to be able to redeem the assessment task in the redemption class.

If a student is absent from the dates/periods set aside for assessment tasks due to some other circumstances

1. The student must provide the teacher with specific details of the absence and a note from a parent or guardian will be needed specifically stating the circumstances that made it impossible for them to attend.
2. If the circumstances presented are considered acceptable to the teacher, it will entitle the student to be able to redeem the assessment task in the redemption class.

If a student is absent without excuse from a set published assessment date/period, they will receive a zero score for that task. The student will then need to demonstrate to the teacher in some other agreed way that the outcome has been satisfactorily met, for the purpose of receiving an S.

If approval is given to redeem the assessment task the subject teacher in consultation with the student will need to determine which Wednesday or Thursday they will be redeeming the SAC.

If a student does not attend a redemption class/session it is the responsibility of the unit teacher to follow through the issue with the student. The subject teacher in consultation with the Year 12 coordinator may then decide to give the student a zero score.

The redemption session is not to be used by students who are unprepared for a SAC on the specified date.

Teachers in consultation with the student **will not** arrange an alternative time and venue. SAC's are **not** to be completed at lunchtimes, during spares in the Study Centre unsupervised or the next time they are in class.

Special Provision

Special provision is where certain factors have affected a student's performance in a study and they need special consideration to complete a VCE study.

Where a student has a disability, or has been ill, or if personal circumstances have affected their work to a significant degree in any semester of VCE studies they may be able to have this taken into consideration.

The following gives an overview of the Victorian Curriculum and Assessment Authority's (VCAA) policy on Special Provision.

Schools will make arrangements for students' school-based assessments and the VCAA may approve arrangements for their examinations. Any special provisions granted to a student will be incorporated into the calculation of the student's final grades.

All students receive a single study score for each study, regardless of whether or not they are given special provision for their assessments.

What Special Provisions are available for students?

Students who are affected by illness (physical or psychological), by a disability or impairment (including learning disabilities) or by factors relating to their personal circumstances are eligible to apply for one or more of the following special provisions:

1. Special provisions and arrangements for the student's learning program

Schools are responsible for determining whether students are eligible for special provisions in their learning program and what these provisions should be. Students must apply to the school for these provisions using the application form contained in the VCE Administrative Handbook. Supporting medical or other specialist evidence will be required.

2. Special provisions and arrangements for School-assessed Coursework (SACs) and School-assessed Tasks, (SATs)

Schools may approve alternative arrangements to enable students to complete their SACs and SATs. This could be an extension of time and/or an adjusted score. Teachers must take into account the extent and level of the Special Provision and determine the actual mark accordingly. Students must apply to the school for these provisions using the application form contained in the VCE Administrative Handbook. Supporting medical or other specialist evidence will be required.

3. Special arrangements for VCE examinations

Schools may apply to the VCAA for special arrangements for students who, because of illness or disability, are unable to complete 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. The VCAA will 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.

4. The use of a Derived Examination 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 immediately before or during the examination period. Students must apply for a Derived Examination Score to their school Principal who will consider their application and make a recommendation to the VCAA. Students must complete the VCAA application form for a Derived Examination Score and provide independent professional evidence to support the application. The VCAA will consider each student's application and may approve or refuse the application. Students will be advised of the outcome of their application when they receive their final results in December.

NOTE THE FOLLOWING ABOUT SPECIAL PROVISION:

- 1. Students have to apply to the Year 12 Coordinator to be granted Special provision.** If you feel that you need Special Provision please bring this to the attention of the Year 12 Coordinator.
- A unit teacher is not to grant consideration for Special Provision unless advised by the Year 12 Coordinator. This will normally be done in writing.
- Special provision is not a process to give students an advantage by providing more time or delaying a SAC because they are not ready for it. Generally it allows students extra time to complete work because of illness or other circumstances, **but must be organised between the student and their teacher.**
- The teacher decides the amount of extra time allowed, generally in consultation with the Year 12 Coordinator.
- The Special Provision applies to both **assessment tasks** and the completion of **outcomes**. In determining the score for an assessment task, teachers must take into account the extent and level of the Special Provision and determine the actual mark accordingly.
- Official notification of Special Provision to VCAA will only occur where the school has been unable to adequately compensate a student for their disadvantage. For example, where a student has been unable, because of illness, or other serious cause, to do sufficient work for a reliable estimate to be made.
- It is up to the student and classroom teacher to negotiate a new date for assessment items that were not completed while a student was under Special Provision.

8. Where students have a permanent disability, they may be granted Special Provision for the whole year and may apply for special conditions to sit external exams.
9. Students granted special provision must meet the requirements for Satisfactory Completion of the VCE and must be assessed against the same standards as all other students.
10. The policy does not allow alternative courses of study with standards of achievement that are different from those specified in VCE study designs.

Right of student to appeal against adverse decision for School-based Special Provision.

If a student's application for Special Provision for school-based assessment is rejected totally or in part, the student should be advised in writing of the reasons for the decision within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision.

STUDYING AT SCHOOL

We have been developing the study centre as a better place to study, which means maintaining quiet in there at all times and encouraging good study habits in students whilst students are in there.

LAPTOPS

VCE students must complete the ICT acceptable use agreement and consequences for network violation and breaches will apply as outlined in the Horsham College ICT policy document.

ASSESSMENT & MOBILE PHONES AND OTHER ELECTRONIC DEVICES

Mobile phones and other electronic communication devices, such as iPods, iPhones, MP3 players, that are capable of storing, receiving or transmitting information or electronic signals are **not permitted** in a room where a SAC or assessment task is being undertaken.

Students will keep all mobile phones/smart watches in their allocated locked locker during school hours as per Department of Education State-wide mobile phone ban. All watches need to be taken off and placed on the front of the student's desk.

Ear pods need to be removed while students are completing assessment.

All watches (in case students have a smart watch) need to be taken off and placed on the front of the student's desk.

Appendix 3

Process for Dropping a Year 12 Subject

REDUCING THE NUMBER OF SUBJECTS STUDIED IN YEAR 12

Students may be permitted to study one fewer subject (four) in Year 12 for the following situations:

- A student who completed a Unit 3 & 4 subject in Year 11 (or earlier) and achieved a scaled study score of 32 in that subject **OR**;
- They are undertaking additional study such as TAFE or a University subject (Higher Education Studies Program) with a minimum of 40 hours of class time per unit **OR**;
- They are a Special Needs/Special Provision student **OR**;
- They are undertaking a special program outside of school necessitating significant amounts of training and/or competition and/or absence from school (usually refers to elite sport)

Please note the following:

- Each case will be treated on its merits and the student must have compelling reasons for dropping the subject. There will be no case for a 'precedent' argument.
- Students must commence 'Headstart' classes in all five subjects in November/December and any adjustments to the student's enrolment will be made after the student's request to reduce subjects is approved.

Students are required to go through the following procedure with signatories:

The student must consult with the following staff members and obtain a written signature at each step:

1. Consult the Careers Advisor so to ensure that dropping a subject will not impact post school.
2. Discuss with Parents/Guardians so they are informed of the students intentions including any advice from the Careers Advisor.
3. Consult the Subject Teacher concerned.
4. Consult the Year 12 Coordinator.
5. If a decision is reached after consulting the above parties, the student must write a letter to the Assistant Principal containing the following:
 - What subject is to be dropped and why
 - Strategies for use of study periods
 - Signed Parental approval
 - Any supporting documentation
6. The Assistant Principal is to be the final arbiter of the request.
7. The Assistant Principal will then notify the Year 12 Coordinator who will then notify the teacher and student of the decision.
8. The student may at this stage be permitted to drop the subject or appeal if the request is denied.

NOTE: The student cannot exit the class until final approval is given to all parties.

Right of the student to appeal against adverse decision to reduce number of subjects:

If a student's application to reduce their number of subjects is rejected, the student should be advised in writing of the reasons for the decision within 14 days. The student has the right of appeal to the school within 14 days of receiving the decision. Appeals must be lodged in writing to the Principal. They will be reviewed by a sub-committee consisting of the Assistant Principal (Year 11 & 12), Leading Teacher (Year 12) and the Leading Teacher (VCE Careers). The Principal reserves the right to be the arbiter of any appeal.

STUDENT CHECKLIST FOR DROPPING A VCE 3-4 SUBJECT:

STUDENT NAME			
SUBJECT			
TEACHER			
STEPS	STAFF MEMBER	SIGNATURE	DATE
The Careers Advisor consulted			
Parents informed (signed letter attached)			
Subject teacher consulted			
Approval of Year 12 Coordinator			
Approval of Assistant Principal - Year 11 & 12			

Note: Attach letter with parent/guardian signatures.

Principal Team



Megan Woolford
Principal



Shannon Argall
Assistant Principal
Teaching & Learning



Liam Price
Assistant Principal
Junior School
Year 7 & 8



Liam Offer
Assistant Principal
Middle School
Year 9 & 10



Louise Amor
Assistant Principal
Senior School
Year 11 & 12



Daniel Garner
Assistant Principal
Alternate
Programs



Melissa Twaddell
Assistant Principal
Disability &
Inclusion

Senior School Team



Georgina Hobbs
VCE Improvement



Ranaye Johnstone
Leading Teacher
Year 12



Taylor Shelly
Year 12 Level
Coordinator &
Leading Teacher
VCE-VM



Magenta Blair
Year 12 Level
Coordinator



Kellie Gardy
Leading Teacher
Year 11



Tim Pitt
Year 11 Level
Coordinator



Emma Hopper
Year 11 Level
Coordinator



Lyndon Kuhne
VET Coordinator



Dean Berger
Leading Teacher
Careers VCE



Jenna Argall
Student Academic
Counsellor 11-12



Hamish Roberts
Student Wellbeing
Senior



Justin Amor
Mental Health
Practitioner



Yolande Grosser
School
Chaplain



Russell Brown
Headstart
Coordinator

Seizing Opportunities

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Seizing Opportunities

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Care Commitment
Character Collaboration



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