

Yarram Secondary College

SENIOR SCHOOL HANDBOOK



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Welcome to the Senior School

The Senior School team are dedicated to unlocking the individual potential of every student. Our unwavering commitment to the community fuels our efforts to provide a diverse range of learning opportunities across all year levels, fostering the growth and development of each student. Through the collaborative efforts of staff, students, and parents, we work together to achieve this shared educational objective.



The vibrant community at Yarram Secondary College is grounded in our core values: Commitment, Empathy, and Integrity. We empower individuals to be accountable for their actions, to help nurture a learning environment that encourages self-discipline, teamwork, effective communication, and respect for diverse perspectives and cultures.

Students are expected to demonstrate empathy, commitment, and integrity in their interactions and endeavors while at school and beyond, in our wider community. Our dedicated staff members provide continuous support and guidance, ensuring that these values become an integral part of the students' character.

Responsibility for managing student life is increasingly demonstrated by students as they move through the Senior School. It is expected that responsibility for issues such as organisation, behaviour, productive use of time, school uniform, and maintaining positive relationships, will be progressively managed by the individual students themselves.

The Senior School is an exciting part of Yarram Secondary College, and we encourage our senior students to embrace the opportunities that present themselves. Every student is an individual and we strive to ensure each individual has their voice heard.

All the best for the year!

Lyn Kerrison
School Principal

Candy White
Senior School Leader

Emily Spalding
Senior School Assistant Leader



INTRODUCTION

VCE AND VCE/VM (VOCATIONAL MAJOR)

This information is intended for students undertaking the Victorian Certificate of Education (VCE) Units 1-4 and the VCE/VM Units 1-4.

The VCE and VCE/VM is administered under the Victorian Curriculum and Assessment Authority (VCAA) guidelines, which are detailed in a number of VCAA publications including the [VCE & VCAL Administrative Handbook](#) and on the VCAA website. (vcaa.vic.edu.au)

FREQUENTLY USED ACRONYMS

ATAR	Australian Tertiary Admission Rank. The ATAR is the primary criterion for entry into most undergraduate-entry university programs in Australia.	SEAS	The Special Entry Access Scheme (SEAS) covers a range of access and equity programs offered by institutions such as universities.
GAT	The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills. It plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level.	VCAA	Victorian Curriculum & Assessment Authority. VCAA is the body which administers curriculum in Victorian schools including the Study Designs for VCE and VCE/VM and which oversees assessment processes across all Victorian schools.
IEP	An Individual Education Plan (IEP) is a tailored, written document designed for students with disabilities or specific learning needs to access the curriculum and achieve their full potential.	VCE	Victorian Certificate of Education
OAT	Outcome Assessed Task (scored assessment for Year 10 and Unit 1-2 VCE Units)	VCE/VM	Victorian Certificate of Education (Vocational Major)
SAC	School Assessed Coursework (scored assessment for Unit 3-4 VCE Units)	VET	Vocational Education and Training
SAT	School Assessed Task (scored assessment for Unit 3-4 VCE Units)	VPC	Victorian Pathways Certificate
SEA	Special Examination Agreements. Applications must be sent to VCAA which will determine if special consideration will be given for examinations.	VTAC	Victorian Tertiary Admissions Centre VTAC is the body which administers the application process for tertiary course, scholarships and the Special Entry Access Scheme. VTAC also calculates and issues the ATAR for VCE students.



VCE AND VCE/VM (VOCATIONAL MAJOR)

VCE and VCE/VM PERSONAL DETAILS FORM

All students studying a Unit 1-4 subject in VCE and VCE/VM must complete and sign a Personal Details Form. This includes an agreement on the part of the student to abide by VCAA regulations. This form will be made available from the Senior School Leader or the VASS Coordinator.

If the Personal Details Form is not completed, a student's VCE and VCE/VM enrolment will not be registered with the VCAA. Changes in Personal Details must be brought to the attention of the relevant coordinator as soon as possible so forms can be updated and re-signed.

VCE and VCE/VM STUDENT & PARENT/CARER AGREEMENT FORM

All students and parents/carers are required to detach the Student Agreement Form attached to this policy and return it signed to the General Office at the commencement of the school year.



Achievement of Certificates

ACHIEVING YEAR 10

Year 10 equivalent subjects are measured as per the Victorian Curriculum 2.0 and as such, levels of achievement and satisfactory completion are not reported. Rather, completion of Year 10 at a level comparable to the Victorian Curriculum 2.0 is an indicator that the student has achieved Year 10 standard.

If a student leaves school before the end of Year 10, this negates their ability to be reported as achieving at a Year 10 standard.



ACHIEVING VCE AND VCE/VM

Most students will complete their VCE at Yarram Secondary College over three years (Year 10 - 12). Careful planning of their program of subjects over the three years must occur in consultation with the Subject Selection Team so that it meets the requirements of the Victorian Curriculum & Assessment Authority (VCAA) as well as any prerequisites for University entry, TAFE, traineeships, apprenticeships, career pathways or for employment.

To achieve VCE, students must satisfactorily complete:

- At least 16 units
- At least 3 units from the English group including Units 3 and 4 as a sequence
- At least three other Unit 3 and 4 sequences

To achieve VCE/VM, students must satisfactorily complete:

- A minimum of 16 units which must include
- three VCE/VM Literacy or VCE English units including a Unit 3 and 4 sequence
- two VCE/VM Numeracy or VCE Mathematics studies units
- two VCE/VM Personal Development Skills Units
- two VCE/VM Work Related Skills Units
- two VET credits (minimum of 180 nominal hours) of VET at Certificate II level or above



Achievement of Outcomes



Satisfactory Completion of a VCE or VCE/VM Unit

VCE and VCE/VM unit results (S or N) contribute to satisfactory completion of the certificate.

A student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.

The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tasks related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The work must be satisfactory for each outcome, not necessarily for each task. Satisfactory achievement of an outcome might be demonstrated in more than one task. School-assessed coursework may contribute to the determination of an S or N for a unit but should not be the only contributing factor towards determining satisfactory achievement.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation.

At the start of all VCE and VCE/VM units, teachers will communicate in writing the work that a student must complete to achieve an S for a unit and the conditions under which the work is to be completed.

Gaining a Not Satisfactory VCE or VCE/VM Unit Result

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task (which can include time granted through an extension for any reason or a special provision or both)
- the work cannot be authenticated, for example, through lack of attendance
- there has been a substantial breach of the VCAA's rules and the school's rules and procedures, including school attendance rules.

Redeeming Outcomes - Submitting further evidence for Satisfactory completion of VCE and VCE/VM Units

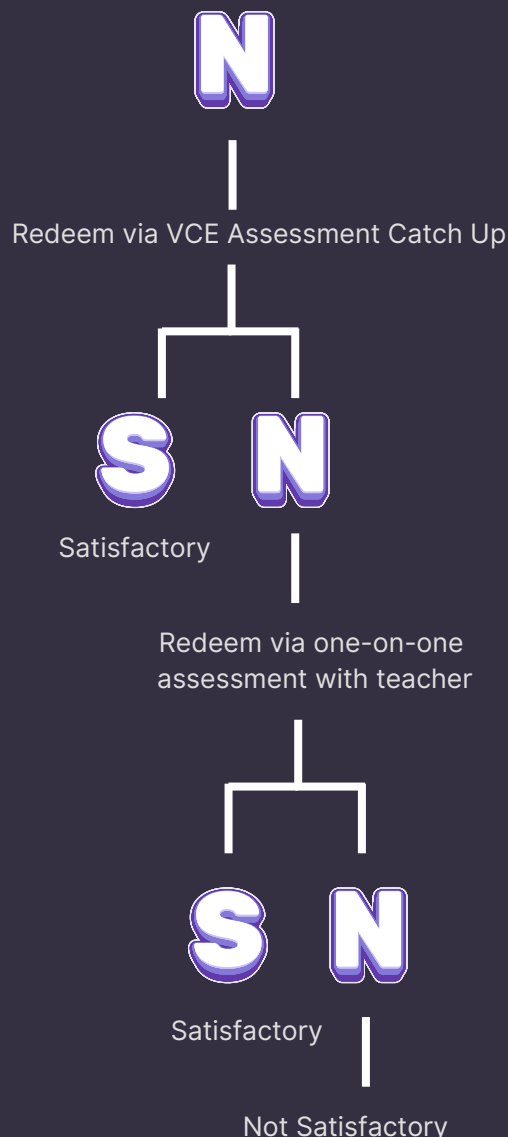
If a student has received an N for an outcome, they must be given the opportunity to redeem the outcome.

If a student wishes to request an extension of time to submit an assessment task, the student should email the teacher and the sub school leader to request the extension, prior to the due date of the assessment task. The decision will be considered and the outcome communicated to the student in writing by the subject teacher.

If, in the teacher's judgement, work submitted by a student is incomplete or does not meet the requirements for satisfactory completion of an outcome, the teacher must provide further and alternative opportunities for the student to demonstrate satisfactory completion, whilst abiding by the VCAA submission deadlines. These opportunities may include class work, homework, or additional tasks or discussions.

The school should delay the decision about satisfactory completion to allow a student to complete or submit further work. The other work considered by the teacher does not need to be completed under test conditions.

A student may only submit further work for reconsideration to redeem an N to an S outcome. Students may not resubmit a school-based assessment task to improve an initial school-based assessment score.



Satisfactory Completion of a VCE/VET Unit

Students will receive an S for a unit of competency (UoC) if they have been assessed as competent in the unit. The final assessment decision is made by their registered training organisation (RTO). Satisfactory completion of VCE/VET units is calculated automatically as students satisfactorily complete UoCs. Most VCE/VET programs consist of four VCE/VET units containing one Unit 3&4 sequence.

Students will receive an N (not yet competent) result for a UoC if they have not yet demonstrated competence. This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the UoC. If a student has not met sufficient UoCs to the nominated hour value to be awarded satisfactory completion of a VCE/VET unit, the result will be left blank.

Unit result of 'J'

If a student is no longer attending a unit but has not officially withdrawn by signing a Student exit form, the symbol J will be included on VASS.

The J result can only be used if the student:

- is no longer attending class
- has not submitted work for assessment.

The J result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to the VTAC and are treated as equivalent to those with an N result.

Additional VCE/VM Expectations and Processes

Students must complete satisfactory work in four school based strands of learning – Literacy Skills, Numeracy Skills, Work Related Skills and Personal Development Skills. VCE/VM assessments are school based and assessed through a range of learning activities and tasks.

Given that the focus of VCE/VM is Applied Learning, many of the Learning Outcomes are able to be achieved through participation in, and contribution to, projects. Attendance is therefore essential as it enables students with the opportunities to successfully achieve their Outcomes. It is an expectation and a responsibility of students to apply for and secure work placements.

Students who are not meeting the attendance and VCE/VM program expectations will meet with the Senior School Leader, VCE/VM Coordinator and Careers Coordinator to discuss VCE/VM expectations and strategies to support students in meeting the requirements and expectations. This may involve considering other pathways – including transfer to to flexible learning option campus, TAFE or Apprenticeships/Traineeship.

Scheduling Assessment Tasks

Teachers are advised to give students the dates for completion of assessment tasks in advance. At Yarram Secondary College we add these on Compass and communicate this with students at the start of the year. The VCAA's [Scored assessment schedule](#) has the dates by which schools must submit results to the VCAA and should be used in conjunction with the [Important administrative dates](#).

Schools should consider issues of authentication and student workload in deciding when specific details regarding tasks are given to students.

An extension may be needed to account for circumstances in which a student or group of students has not been given appropriate time to undertake or complete school-based assessments.



Levels of Achievement



Unit 1 and 2

Procedures for assessment of levels of achievement (ie, a score and/or grade) in VCE and VCE/VM Units 1 & 2 are a matter for schools to decide. Schools have flexibility in deciding how many and which assessment tasks they use for each outcome, provided that these decisions are in accordance with the specific study design for the subject. This information will be communicated to students at the start of the academic year by the relevant classroom teacher.

Assessment tasks in Year 10 and Unit 1 and 2 subjects are called “Outcome Assessed Tasks” (OATs).

These tasks may be used to determine both satisfactory completion of an outcome and/or levels of achievement. In each subject, teachers will communicate whether the task is used for one, or both, in their feedback for the task.

Scored Assessment Unit 3 and 4 (VCE)

School Assessed Coursework (VCE and VCE-VET)

The School Assessed Coursework (SAC), consists of a set of tasks completed in class time (unless otherwise stated in the study design), that assesses each student’s level of achievement in Units 3 and 4 outcomes. Schools provide a score for each component of coursework. This score is dependent on the marks allocated for the task, as specified in the study design for each subject. This score, together with written feedback on Compass, will be given to the student **no later than two weeks after the assessment is undertaken**, where reasonably practicable. Only the numerical score will be provided in student feedback, rather than a letter grade, due to the VCAA moderation process which occurs after the examination period. Students should have their SACs returned to them for feedback and revision purposes, once all have undertaken the task. It is recommended that teachers take a copy or scan of the work before returning.

If a SAC is used to contribute towards satisfactory completion of an outcome, and the student has not been able to demonstrate this, the student may only submit further evidence or resubmit a school-based assessment for reconsideration, to redeem an N to an S for the outcome. Students may not resubmit to improve a school-based assessment score.

At the beginning of each unit, the class teacher will provide all relevant details on Compass about assessment tasks, deadlines and criteria for assessment in writing. In VCE, students will be given access to a College Assessment Calendar (on Google calendar) showing all assessment periods for SACs/SATs and exams throughout the year.

School Assessed Tasks

for Media, Visual Communication & Design, Art Making & Exhibiting

A School Assessed Task (SAT), is set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The key dates for the SAT task are communicated to the students by the classroom teacher at the start of the academic year.

SAC and SAT Moderation

Each student's SAC and SAT scores are aggregated by the VCAA into a single total score for each graded assessment, which is then aligned and adjusted according to the examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation. All aggregated coursework scores in Units 3 and 4 are statistically moderated by the VCAA. [Pages - Statistical moderation \(vcaa.vic.edu.au\)](#).

Once moderated, they are converted to a letter grade and communicated on the final statement of results when Unit 3 and 4 results are released in December. These usually comprise one, or both, of the graded assessments 1 and 2 (GA1 and GA2) on the statement of results. For more information, see [Pages - Results \(vcaa.vic.edu.au\)](#).

YSC Policy and Procedures

Conditions of School-Based Assessment

STUDENTS MUST ABIDE BY THE FOLLOWING WHEN UNDERTAKING SCHOOL ASSESSED COURSEWORK/TASKS:

1. Students must ensure that all unacknowledged work submitted is genuinely their own.
2. Students must acknowledge all resources used, including:
 - o text and source material.
 - o the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students 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 (e.g. 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.
- Actual corrections or improvements made or dictated by another person.

4. Students must not submit the same piece of work for assessment in more than one study, or more than once within a study.



5. Students who knowingly assist other students in a breach of rules may be penalised.

6. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

7. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions if they breach these conditions.

When completing School-Assessed Tasks students must also:

- Produce appropriate evidence of the development of work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student's own.
- Submit evidence of the development of each School-Assessed Task, for example, a draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and the student.
- Sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Students should observe:

- All rules relating to word limits. The word limit should include all material provided by the student which is presented for assessment. Material which is not for assessment itself but is submitted to accompany the task will not be counted.
- School set deadlines must be adhered to for all School assessed coursework/tasks.

Feedback on Assessment Tasks

OATs, SACs and SATs

Students should receive clear feedback on how well they have achieved on the key skills and knowledge specific to the assessment task undertaken. This will be shown on Compass for at least two learning tasks per semester for reporting purposes. Teachers should retain a copy of the student work, and return the original work to students within a 14 day period of the assessment date.

Feedback can also include:

- written feedback on assessment tasks
- a completed assessment rubric
- general cohort feedback going through each question on returning the task
- written feedback to student in the learning task assessment on Compass.

Feedback on other tasks completed for formative or summative assessment, in addition to SACs/SATs for Units 3&4 and OATs for Unit 1&2, is recommended.



Absence Policy In Relation to Outcome Tasks (SACs and SATs)

If a Unit 3/4 student is absent from an assessment task/SAC on the grounds of illness, they must contact the Senior School Leader and the Classroom Teacher on the day of the SAC, or prior to the day if possible. They must then provide a medical certificate or statutory declaration to the General Office immediately upon return to school or within 24 hours, whichever comes first. If a student provides such a certificate, the student will be given the opportunity to undertake a different assessment task at a designated time (Assessment Catchup Session), as organised by the relevant classroom teacher or Senior School Leader.

Where no certificate is provided for the illness, a student will not receive a score for that task. If it is an extended SAC/SAT and a student missed part of the work then they will be graded only on the work done to that point. No extra time will be provided.

In circumstances where a Unit 3/4 student has an extra-curricular activity scheduled on the same day as the assessment task/SAC, the assessment task/SAC takes priority.

The Senior School Leader, in consultation with the Assistant Principal retains the discretion to decide when a student has been absent on non-medical grounds and that there are genuine and documented reasons for this absence that would entitle the student to an alternative assessment arrangement.

Absence Policy In Relation to Outcome Tasks (OATs)

If a student is absent from an assessment task/OAT on the grounds of illness, parents or guardians must contact the General Office with an explanation on the day of the absence (or before the absence if known).

The subject teacher will make contact with the student's parents or guardian to inform them that an assessment was missed. The student will be required to undertake the missed assessment at a designated time (Assessment Catchup Session), as organised by the relevant classroom teacher or Senior School Leader.

Frequent or repeated absences during OATs will be followed up by the Senior School Team.

Lost, Stolen or Damaged Work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record, but they are not required to report the loss, theft or damage to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

External Assessments

In addition to SAC/SATs, the level of achievement for Units 3 and 4 is assessed by an end-of-year examination. This is externally assessed and generally contributes between 40% - 50% of the final study score, depending on the subject.

Refer to the Exam Policy section for further information on Year 10 and Unit 1 and 2 exams.

VCE Study Score

For VCE and VCE/VET units, moderated school-based assessment scores and the external assessment level of achievement (ie exam result), contribute towards the study score a student will receive for a subject. These are expressed as a graded assessment letter grade (GA1, GA2, GA3) which is externally determined by VCAA. The study score is determined from these three graded assessments (or two for VCE/VET studies). The study score is a ranking/relative position showing a student's performance compared with all other students who took that study on a scale up to 50.

VCE/VM studies do not receive a study score.

Scaled Study Score

VTAC (Victorian Tertiary Admissions Centre) calculates a scaled study score for each VCE study score. This is a score from 0.00 to 55.00, determined by VTAC, which shows how a student performed in each study, relative to all students doing all studies. The scaled study score uses the VCE study score and the performance of the entire cohort of students who undertook that study compared to how they performed in their other studies.

Scaling allows for fair comparison of students' achievements across all their studies

Because of this, students should freely choose studies they like or are good at without worrying about their ATAR

ATAR Score

The ATAR (Australian Tertiary Admission Rank) is calculated by VTAC. It is a number between 0 and 99.95, and it is made up of the scaled study scores from a student's top four scoring subjects (including at least one English subject), plus 10% of fifth and sixth subjects, if undertaken.

Once scaled study scores are added together, they form an aggregate. This is then converted into a percentage rank, which is the ATAR.

Detailed information on the scaling process and data for each subject is available from the VCE Leader, VCE & Exams Administrator, Careers Coordinator or on the VTAC website. [VTAC ATAR and Scaling Guide 2022 - VTAC](#)





Guidelines for Reporting

Guidelines for Reporting Year 10 and VCE

The College publishes reports on Compass at the end of Semester 1 for all year levels, and at the end of Semester 2 for Years 7 – 11. These reports include S/N completion for Units (Units 1 - 4) and outcomes, as well as Victorian Curriculum 2.0 levels for Year 10 subjects. Reports also include attendance rates and a subject description outlining what was covered in the semester.

Ongoing reporting is achieved throughout the semester through regular feedback of Learning Tasks on Compass and the completion of Progress Reports. Progress Reports show a rating of Classroom Character and Learning for Attitude to Learning, Behaviour (Modelling School Values) and Academic Standard. They are published on Compass at least once a term. They are also included on the end of semester reports.

The guidelines for Academic Standard are shown below.

Academic Standard (Year 10)

Common Assessment Tasks completed in class are the primary focus for the assessment determination, together with assessed class work. Where possible, assessment data is utilised and triangulated from sources such as PAT/NAPLAN/MathsSpace/Education Perfect.

- **Working Beyond:** Exceeding expected Victorian Curriculum 2.0 level
- **Working At:** Working at Victorian Curriculum 2.0 level
- **Working Below:** Working towards Victorian Curriculum 2.0 level
- **N/A:** Not Assessed

Academic Standard (VCE)

This judgement is based on assessed tasks only. Note that Academic Standard at VCE level is mutually exclusive to S/N determination.

- **Very High:** Achieving greater than 85%
- **High:** Achieving at 71 - 85%
- **Medium:** Achieving at 56 - 70%
- **Low:** Achieving at 41 - 55%
- **Very Low:** Achieving below 40%
- **N/A:** Not Assessed



Academic Standard (VCE VM)

The VCE VM studies are standards-based and the determination of satisfactory achievement should be based on tasks which have practical applications. Therefore, by design, determination of academic standard should be quite different to a VCE class. The criteria used in making academic judgements for VCE VM classes is shown below.

VERY HIGH

- Contributes to all tasks in class and supports other class members
- Up to date with all class work
- Submitted Learning Tasks are above expected level

HIGH

- Often contributes to tasks in class and supports other class members
- Up to date with most class work
- Submitted Learning Tasks are at expected level

MEDIUM

- Occasionally contributes to tasks in class
- Up to date with some class work
- Submitted Learning Tasks are at expected level

LOW

- Occasionally needs to be assigned to Academic Catch Up Classes to complete unfinished work
- Sometimes does not complete set class work
- Some Learning Tasks require adjustment to access the tasks

VERY LOW

- Often needs to be assigned to Academic Catch Up Classes to complete unfinished work
- Regularly does not complete set class work
- Learning Tasks require adjustment to access the tasks

Exam POLICY



Examinations form an integral part of assessments of, and for learning.

They are not the only means of assessing students' achievement of outcomes. Learning tasks are held regularly throughout each semester and can be located on a student's Compass page. At Yarram Secondary College, examinations are held at the end of each Semester, just prior to the Headstart Program.

Students undertaking **Unit 1 & 2 subjects** and **Year 10 subjects** will have exams in each subject at the end of each semester. These exams form part of the assessment tasks for each Unit and will be reported on Compass. These exams will cover content for the entire Unit.

Students undertaking **Unit 3 & 4 subjects** will have an external exam period at the end of the year, plus the GAT mid-year. Unit 3 & 4 exam timetables are available from the VCAA website each year. Students will be notified when the timetable is out by the Senior School Leader.

Students will also complete practice exams in a number of Unit 3 & 4 subjects, including a VCE English exam at the end of Term 2 and Term 3.

It is an expectation of Yarram Secondary College that all VCE students completing a Unit 3 and 4 subject will undertake scored assessment including their examinations. This includes students in Year 11 undertaking an Unit 3 and 4 subject.

Students are expected to complete exams by following the directions of the exam supervisors and remaining quiet until all papers have been collected. Failure to follow instructions, talking during the exam or otherwise disrupting an exam is serious and can lead to a mark of "0". This is the case in all external examinations and is followed by the college in all exams to train students in the skills and behaviours required in later years.

There are rules that have been set, by VCAA, to control the conduct of exams. It is essential that the rules be read carefully so that students are fully aware of their responsibilities. [Pages - Examination rules \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au). These rules cover materials that can be brought into the exam room, approved calculators, dictionaries etc. VCAA rules clearly indicate that mobile phones/communication devices are not to be taken into any VCE examination. This also includes school-based SACs/SATs. The College accepts no responsibility for collection or safe keeping of mobile phones at examination times. Ideally these should be left at home. An "Exam Navigator" containing this information is distributed to the students in Term 3.

Please note:

- Students who have three exams on one day in any exam period may apply for special provision to reschedule an exam.

External Assessments - Breach of Rules

Students are required to observe all VCAA examination rules for the conduct of external assessments administered by or on behalf of the VCAA, as well as the day-to-day rules of Yarram Secondary College.

Principals and chief supervisors are responsible to the VCAA for the conduct of VCE external assessments. Any alleged breach of the VCAA examination rules or any allegation that a student's assessment has been obtained by fraudulent, illegal or unfair means must be reported to the VCAA by the Principal.

The VCAA CEO may refer serious cases to a review committee, which will conduct a hearing to consider the circumstances of the alleged breach and, if applicable, determine any appropriate penalty.

Once the VCAA receives information about any alleged incident, further investigations may occur in consultation with Yarram Secondary College staff including the Principal, Chief Supervisor, VCE Leader and the Senior School Leader.

Alleged breaches involving electronic devices, including mobile phones

Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.

Students detected with such a device must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to the VCAA or its representatives to enable examination of the device. Devices should not be returned to students without the VCAA's prior approval.



General Achievement Test (GAT)

All students undertaking one or more sequences of Units 3 and 4 (including a scored VET subject) or VCE/VM must sit the GAT Section A and, if undertaking scored assessment, the GAT Section B. [Pages - General Achievement Test \(GAT\) \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-General-Achievement-Test-GAT). The test is of a very general nature and students are not required to study for the GAT but it is important that each student do their best. It is part of the VCE and VCE/VM assessment procedure, and it is used to confirm that SACs/SATs and examinations have been assessed accurately. It also provides important data for students who apply for a Derived Examination Score (DES). If students wish to familiarise themselves with previous GATs, they can be accessed and downloaded from the VCAA website. [Pages - Past GATs \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-Past-GATs). A statement of GAT results will be mailed to the students by the VCAA.

Special Provision

Students undertaking the VCE and VCE VM may submit an application for Special Provision, which provides additional support to students during school-based tasks, the GAT, and/or end-of-year examinations.

According to the Victorian Curriculum and Assessment Authority (VCAA), “students are eligible for Special Provision if it can be demonstrated that their capacity to access a VCE assessment is impaired due to one or more of the following: mental health condition, health impairment, physical disability, specific learning disorder, hearing impairment, vision impairment.”

Applications for Special Provision for students will be made available at the beginning of each year. Each application must be made through appropriate school staff, be endorsed by the principal, and be supported by relevant professionals and/or other specialist reports and school-based evidence.

In the instance of Unit 1 and Unit 2, decisions are made at the school level. The Inclusion and Disability Team, along with the Wellbeing and Advocacy Team, will ensure Special Provision outcomes identified in the Student Support Group (SSG) meetings and relevant provisions are included in the ‘Teaching Strategies, Adjustments and Supports’ section of the individual’s ‘Individual Education Plan’ (IEP) for staff to implement.

In the instance of Unit 3 and Unit 4 external assessments, the professional, educational, and academic assessments, along with school-based evidence, will be considered by the VCAA on a case-by-case basis. The VCAA will make a decision based on all evidence received with an application, and students will be advised of the outcome in writing from the VCAA.





Authentication and Plagiarism Policy

Authentication Policy

The Authentications Policies and Procedures are important and aim to safeguard the integrity of our school and our students. There are serious consequences for breaching these policies and procedures, and students must ensure they are aware of their responsibilities and act accordingly. Phones and other communication devices including SMART watches and electronic earphones or Airpods, must not be taken into classrooms during a OAT/SAC/SAT.

In the case of OATs/SACs/SATs, students must sign a disclaimer to acknowledge that all the work that they produce is their own and that students will not disclose any details of the assessment to other students. This disclaimer is found on all OAT/SAC/SAT Cover Sheets.

Students who are found to have breached the VCAA Policies and Procedures may be subjected to a VCAA Disciplinary Panel.

Plagiarism Policy

Plagiarism is presenting someone else's work or ideas as your own. Plagiarism occurs when a student represents, intentionally or unintentionally, the ideas, words or work of another person without the proper, clear and explicit acknowledgement.

Plagiarism can include:

- Word-for-word, or verbatim copying;
- Poor paraphrasing attempts through simple word substitution;
- Failure to acknowledge sources;
- Using AI programs to complete tasks which are submitted as the student's own work;
- Reusing work submitted in past examination sessions or other assessments by the same or other student(s); and
- Cheating

Plagiarism is a serious academic transgression and any student who has engaged in the practice will make void the assessment component in which the transgression has occurred.

This will result in a 0 for the OAT/SAC/SAT.

A student's parents are always contacted in the instance where plagiarism has occurred.

Breaches of Rules - School Based Assessments

All students in Yrs 10, 11 and 12 undertaking school based assessment must comply with the VCAA rules for school-based assessments. In relation to any alleged breach of those rules, the VCE Leader and Senior School Leader should be notified.

The student/s involved in the allegations will then be required to meet with the VCE leadership team for a breach investigation meeting. The meeting should include the following people:

- Principal
- VCE Leader
- Senior School Leader
- Student
- Parent / carer or support person

This breach investigation meeting provides the opportunity for the student to respond to the allegations. Should the student wish to make comment at another time, for example, after the meeting was held, the student should contact the VCE Leader and Senior School Leader either in person or in writing.

During the investigation and decision-making process, both the student and their parents/carers will be informed of progress along the way, both in-person/via phone and in writing from the VCE Leader and Senior School Leader.

Following the meeting, the VCE Leader, Senior School Leader and Principal hold ultimate responsibility for the decision.

The outcome of the investigation will be communicated with the student and their parents/carers in person/via phone and in writing from the VCE Leader and Senior School Leader no later than 14 days from the date of the breach investigation meeting.

Possible penalties for any student found in breach of the VCAA rules for school-based assessments include receiving a 0 for the assessment.

Right of Appeal Against School Decision

Students have a statutory right of appeal against the school's decision.

An appeal against a school decision must be made in writing to the VCAA Chief Executive Officer (CEO) no later than 14 days after the student receives written notice of the decision from the school.

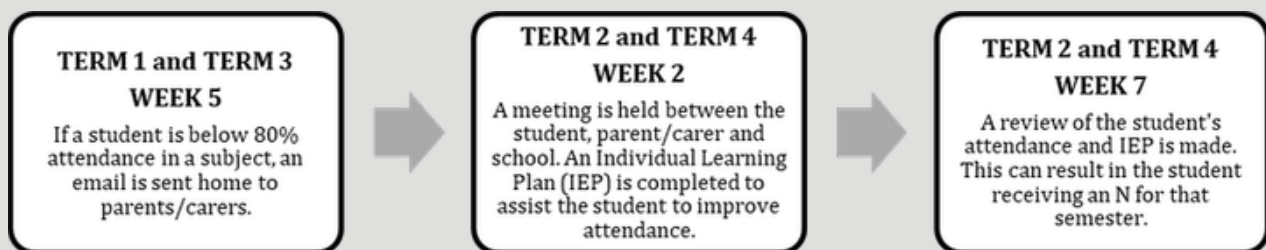
This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

Attendance

POLICY

All students are required to attend all classes for their Units. Yarram Secondary College's VCE and VCE/VM Attendance Policy is fully supported by the VCAA and requires a minimum of **80% attendance** in each class to allow the student to demonstrate achievement of outcomes and for work to be authenticated. This does not include school approved absences.

If students are not meeting the **80% attendance** requirements, they will be required to meet with the school and complete an IEP to address the issue.



All absences require an explanatory note from a parent, medical certificate or statutory declaration, which are to be handed to the General Office upon return to school. It is only those absences covered by a medical certificate or statutory declaration, or due to other school approved activities, that will be counted as approved. In calculating the semester attendance, approved absences will not count as a missed class.

It is strongly advised that families do not plan and take holidays during the school term in VCE and VCE/VM years. Holiday absences are **not** approved absences.

CO-CURRICULAR ACTIVITIES DURING CLASS TIME

Senior School students taking part in co-curricular activities (sports teams, music/drama performances, camps, excursions, leadership etc.) should notify their teachers and catch up on any work missed. Students participating in approved co-curricular activities will not have their attendance impacted.

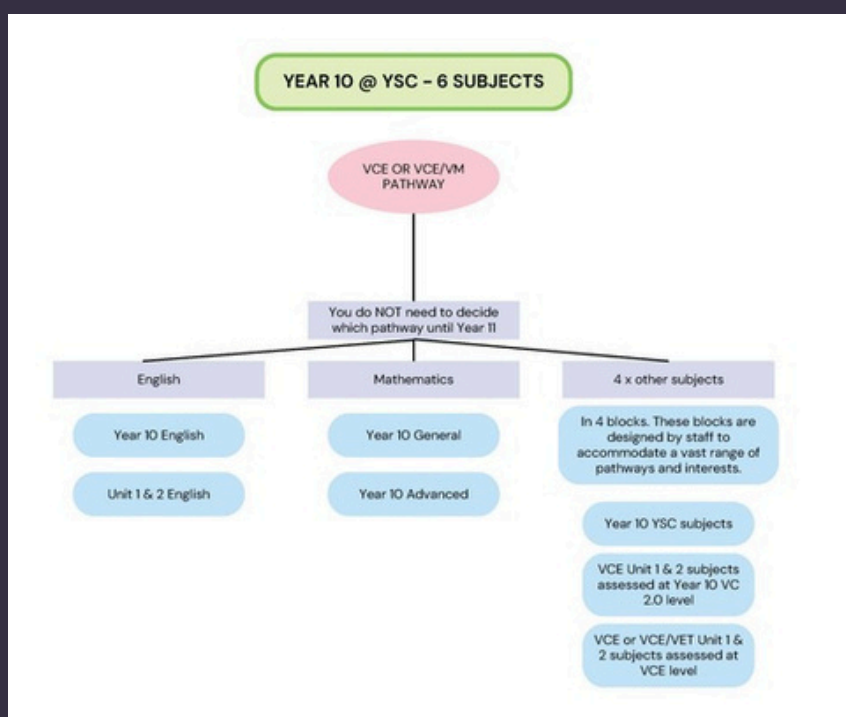
However, if students are behind on their classwork, they may not be given permission to attend.

Senior School Subject Selection

The College prepares pathway planning documents for each student from Year 9 onwards. These are revisited in an individual meeting each year between the student, a parent/guardian and a subject advisor at the beginning of Term 3, to discuss pathway plans moving into the following year. These Course Planning documents comprise the student's three-year pathway plan over their senior school journey.

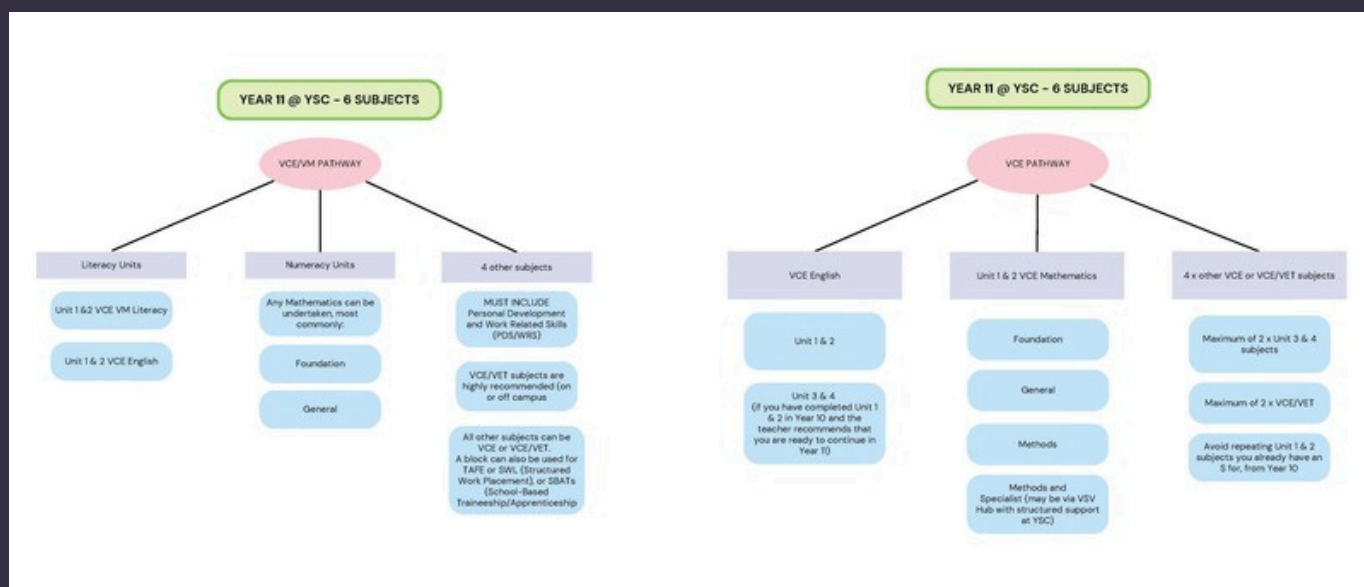
Year 10 Subject Selection

- 6 x subjects are undertaken in Year 10.
- Your Year 9 teachers, using data such as class assessments, PAT, NAPLAN, etc. will make a recommendation for the best English and Mathematics pathway to take. Your effort and motivation is also a large consideration in this decision, as well as your commitment to this pathway for Years 10 – 12.
- You do NOT have to decide whether to take the VCE (main), or VCE VM pathway in Year 10. Both are possible moving into Year 11.
- VCE VET options are also available but class numbers are more restrictive. Year 11s will get first priority for these subjects. You can only do one on campus VCE VET subject in Year 10.
- It is vital that the continued pathway is investigated when you choose your Year 10 options. Subjects of interest in the same block can be studied in subsequent years. Also, your "best", or favourite subjects, should be kept until Year 11 (unless you plan on repeating them).
- All teachers will set a holiday program after the Headstart period and have an assessment by Week 5, Term 1. This will enable a decision to be made if a student is assessed as Year 10 in any Unit 1 & 2 subjects they are undertaking.



Year 11 Subject Selection

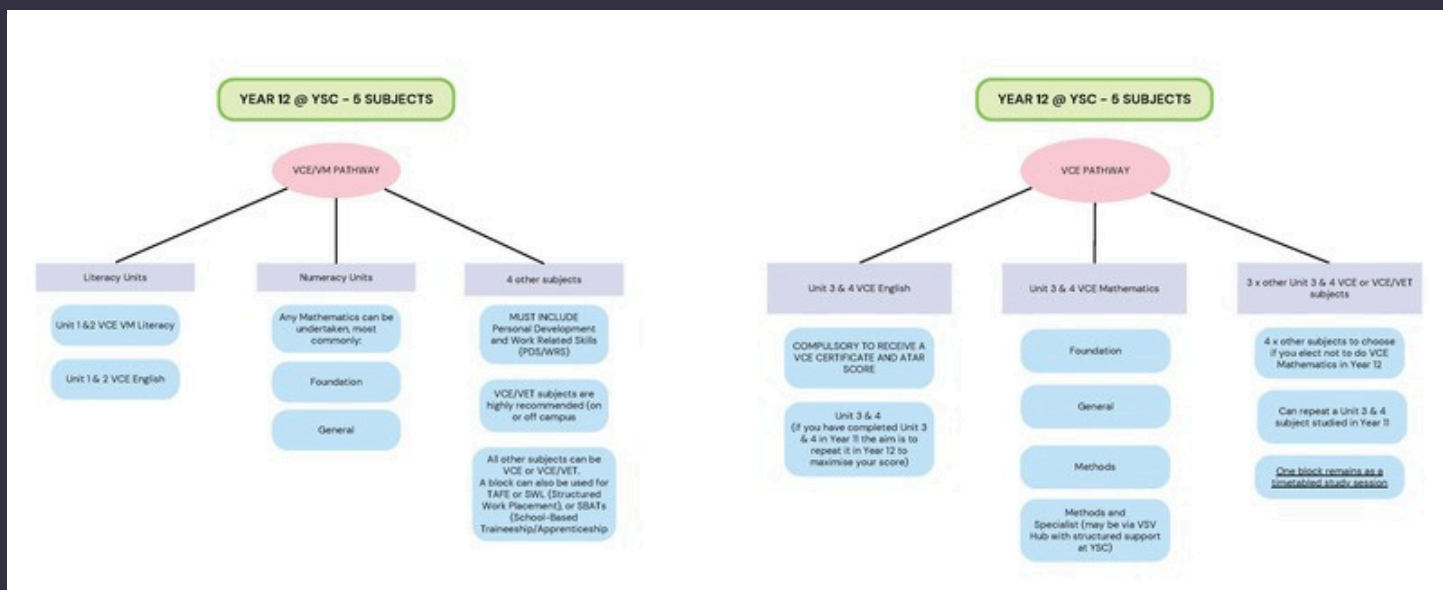
- 6 x subjects are undertaken in Year 11.
- Your Year 10 teachers will make a recommendation for the best English, Mathematics and VCE (VCE main or VCE VM) pathway to take. Your effort and motivation is also a large consideration in this decision, as well as your commitment to this pathway for Years 10 – 12.
- If you undertake Unit 3 & 4 English in Year 11, it should be with the intent to repeat it in Year 12. The VCE English group is the only one which must be in the primary four when calculating the ATAR and as such, should be repeated to maximise score. It also allows you to consolidate core skills knowledge and exam techniques.
- Unit 1 & 2 Mathematical Methods (and Specialist Mathematics) can only be undertaken if you have successfully completed Year 10 Advanced Mathematics.
- It is recommended that a maximum of 2 x Unit 3&4 subjects are studied in Year 11. Consider needs to be taken whether 1, 2 or any are best for your pathway. Your current Unit 1 & 2 teachers will make recommendations of whether you should continue the sequences into Unit 3 & 4.
- Do not study Unit 3 & 4 sequences that are most important for your pathway and pre-requisite requirements in Year 11, unless you undertake them in Year 11 and repeat them to maximise score in Year 12.
- Do not repeat a Unit 1 & 2 you already have an S for from Year 10. You should only consider repeating Unit 1 & 2 units if you were assessed as a Year 10 when undertaking it, or if you received an N and really struggled with the content. Breadth is important and it is your opportunity to try new things!
- If a TAFE unit or SBAT is undertaken, you undertake one less subject on site to allow time to complete the set work for these.
- If you are struggling with your workload in Year 11, Unit 3 & 4 subject/s must be changed to a Unit 1&2 in the same block as first priority in pathway readjustment.



Year 12 Subject Selection

- 5 x Unit 3&4 subjects are undertaken in Year 12.
- VCE Units 3 & 4 English must be undertaken successfully for a student to receive a VCE certificate and ATAR score. If you completed Unit 3 & 4 English in Year 11, the recommendation is to repeat it in Year 12. The VCE English group is the only one which must be in the primary four when calculating the ATAR and as such, should be repeated to maximise score. It also allows you to consolidate core skills knowledge and exam techniques.
- A student undertaking VCE VM may complete VCE English or VM Literacy as both can contribute towards the Literacy component of the certificate.
- If a student is undertaking Mathematics in Year 12, they will need to select only 3 other VCE or VCE/VET subjects. One block in Year 12 is a timetabled study session.

Ensure your final subject selections will allow successful completion of your relevant certificate (VCE or VCE VM). Please see page 6 for certificate completion requirements.



Course Changes

- Requests to modify pathway plans from those above are evaluated on an individual basis. If modification is required, we will develop an Individual Education Plan (IEP) during a meeting with the student, their parent or carer, and a school representative to ensure continued support.
- The decision for a student to undertake the Victorian Pathways Certificate (VPC) instead of the VCE VM certificate, will be in consultation with the Senior Leader, Inclusion and Disability Team and/or Devon North Team.

NB: Essential paperwork recording the changes will be completed, signed and filed.

Subject Changes

Students will only be able to change a subject up to the end of Week 3, Term 1.

Students are required to submit requests for course changes from a subject in writing to the Senior School Leader, VCE Pathways Leader or Careers Coordinator. These three senior team members meet on a regular basis to discuss pathway options for students and will advise the student of their decision after the request has been made. Please note that these requests will be considered but may not be granted. Course changes will also require a signed copy of the relevant form.

Careers Information

For further information please speak to the Careers Coordinator



HEADSTART

To provide students with the best possible start to their academic year, Yarram Secondary College has developed a Headstart Program where students are able to begin their courses early during a two week period. The main program begins in the last two weeks of the year and utilises the timetable and classes of the following year, so current Year 9 students begin their Year 10 program, current Year 10 students begin their Year 11 program and current Year 11 students begin their final Year 12 program.

During these two weeks, the focus is on engagement, understanding the content and required materials (books, programs), as well as on the types of tasks and assessment that will take place.

Students will complete two weeks of course work during this time, and will be given further homework to complete over the summer break.

This homework will amount to **two hours maximum per subject**, but if it is not completed to a satisfactory standard, compulsory catch-up classes will be held in the first two weeks of the following year. If students change into a new class, it is also a requirement that they complete this initial work to secure their position.

Extension activities will be offered to students who wish to do more than the minimum required.

The work undertaken in Headstart and over the Summer break will be used to determine whether a Year 10 student undertaking a Unit 1 and 2 subject will be assessed at the VCE level or at a Year 10 Victorian Curriculum level. A decision on this will be communicated to students and their families during Week 5 of Term 1.

There will be a number of activities run during Headstart, including School Captain Elections, a Year 10 Orientation Day, a Year 12 Team Building Day at Wulgunggo Ngalu Learning Place, and the final Friday will be the Yarram Secondary College Sports Carnival.

Headstart is an essential part of the School Academic Year and students are required to attend all days. Each Semester is approximately 20 weeks long, and the two weeks of Headstart count towards this.

Students can not change subjects during Headstart. The process for changing subjects is outlined in the next section.





Student Rights and Responsibilities

Yarram Secondary College is committed to the school values of commitment, empathy and integrity, which inform all parts of the school experience. As part of the Senior School community, you can expect a welcoming, safe and inclusive environment. With that right – also come responsibilities – from being ready for learning, to conducting yourself in a respectful and considerate manner.

Mobile Phone Policy

Students who bring mobile phones to school must secure them in their lockers or at the general office during the school day (8:50am to 3:20pm). Students should not be accessing their phones during the day at recess and lunch. If students have mobile phones on them during the day, staff are directed to take them and log them at the general office, to be collected after 3:20pm. Confiscated phones are also logged on Compass and will result in the student having to attend a Learning Lunch session. Continued breaches of the mobile phone policy may include further consequences.



Study Periods

Students are expected to complete/revise classwork or prepare for SACs/SATs or Examinations during their private study periods. These study periods can be used to catch up on missed class work due to work experience, work placement, TAFE or Distance Education commitments.

Students are not permitted to leave the College grounds or go to their cars.

Year 10 and 11 students who are enrolled in TAFE or Distance Education courses will be allocated a study class. They will work in a room alongside a different class but will continue working on their own course. Only Year 12 students have access to the Year 12 Study Space.



Year 12 Study Space

Year 12 students have the use of the Study Space during timetabled study periods, recess and lunchtime. The purpose of the Space is to provide senior students with a quiet study area, and students should be reminded it is not a place for general socialising. The study space is passively supervised during class hours

If students need to meet with a teacher during their study sessions, they should aim to do so in the allocated study space.

Breaches of the code of conduct will result in removal from the Study Space. The first breach will result in a conversation with the Senior School team around expectations. The second breach will result in a one week removal from the Space (students will be required to complete their study periods in another class as determined by the Senior School Leader). The third breach will result in removal from the Space for the remainder of Term. All breaches will be noted on Compass.



Lockers

Senior students are allocated a locker in the locker shed and are solely responsible for the contents and security of their locker. They should ensure they have a working lock and use it. They must maintain their locker in a clean and working state, and ensure the wider locker shed area is free from rubbish. The locker shed should only be accessed at the beginning of recess and lunch breaks, and students should not be going to their lockers in between classes.

If students would like to change their locker, they must first contact the Senior School Leader.



Driving Policy and Permission to Drive

Many VCE & VCE/VM students gain their Driver's Licence and drive to school. All students and their Parents/Carers are required to read the driving policy and sign the permission to drive form prior to students driving to/from school.

Lunch Passes

If students would like to go home for lunch, they must complete a lunch pass form. This pass allows students to go directly from school to their homes for lunch.

It is not for going to the shops or to other people's houses.

If students would like to get permission to go to the shops, they must bring a note with parent or guardian consent. This must be completed every time the student wishes to go down the street at lunch time.

Whenever a student leaves school at lunch they must be in full, correct uniform.

Students who are 18 years old are able to sign themselves out at the General Office, but all other students require a note from their parent or guardian. This applies to all appointments made during regular school hours.

Class Materials and School Planner

Students are expected to have the correct materials for their class, and to bring them to each class. This includes text books, writing material, a **fully charged laptop**, and their school planner.

Students are required to bring their school planner to every class. It is used to record important dates, upcoming events and homework.

The planner is also required to leave class, such as going to the toilet or to the locker shed.

Catching Up On Missed Work After An Absence

Students are responsible for catching up on missed work after an absence. They should approach the class teacher at a convenient time and have a conversation about what was missed. This should ideally be before the missed class. During this conversation the student and teacher will work on a timetable to catch up on that work, including any required support.

Students should also monitor their class on Compass to access missed work.

If students will miss an extended period of time from school, they should contact the Senior School Leader and classroom teachers before their absence to ensure work can be made available and/or sent home.

Students must be pro-active in this action and should seek support from the Senior School Leader or mentor, if the catch-up workload across multiple subjects is too demanding.

Harassment Policy

Harassment in any form is unacceptable. As educators, we have a responsibility to provide teaching and learning environments that are free from harassment, and that encourage students to develop attitudes and skills that discourage, challenge and report harassment in all forms. Yarram Secondary College aims to provide a fair and supportive environment free from all forms of harassment, that promotes personal respect, as well as providing physical and emotional safety for all.

The Harassment Policy includes stages to address poor behaviour as well as providing guidance and assistance to students who are not meeting the College's expectations around respectful relationships and the school values of Commitment, Empathy and Integrity.

YSC BEHAVIOUR MANAGEMENT

Minor Behaviour

Prompt (verbal or non-verbal) - Classroom Teacher

1st Reminder - Classroom Teacher

Redirection & statement of behaviour.

- Name on board or tell student directly.
- State what they are doing and the impact, referring to school values.

2nd Reminder - Classroom Teacher

Redirection, statement of behaviour & relocate.

- Move seats and allow to return to original seat after set time (if suitable).
- Other change of environment (eg. walk, drink or advocacy)*
- Other redirection or relocation as deemed appropriate by the classroom teacher.
- If behaviour stops, acknowledge behaviour change.
- Log all details on Compass re: behaviour and or relocation.

3rd Reminder - Classroom Teacher

- Exit card.
- Exit to advocacy or SSL/Leadership.
- Log class exit details on Compass.
- Student automatically added to learning lunch.

Major Behaviour

Classroom Teacher

- Exit card.
- Exit to advocacy or SSL/Leadership.
- Log class exit details on Compass.
- Student automatically added to learning lunch.

Redirect to Advocacy

If behaviour is due to student difficulties with tasks and/or wellbeing concerns or HALT (Hungry, Angry, Lonely, Tired)

- Student exit written in planner
- Advocate logs on Compass as grey.

Exit Card

- Exit card reviewed by SSL or ASSL.
- Student can be removed from learning lunch if 'other suitable consequence' is decided by BMT.

Exit Card can be converted to red if considered major.

*Duty of care is of paramount importance, in particular, when a student is heightened.

Behaviour Management Team (BMT) can consist of the Sub School Leader (SSL), Assistant Sub School Leader (ASSL), Inclusion and Disability Leader (IDL), Wellbeing and/or Leadership.

Restorative Actions for all Exits

1. Classroom teacher speaks with advocacy.
2. Classroom teacher calls home.
3. Restorative conversation. The student and teacher discuss the exit card using the restorative conversation template.

Repeated Behaviour

Repeated behaviour will have further consequences as decided by the Behaviour Management Team.

- Check in cards
- Restricted privileges (excursions, yard)
- Suspension
- Parent Meeting
- Time in senior classes
- Individual Education Plan
- Behaviour Support Plan
- Modified timetable
- Re-engagement program
- Anti-Harassment Policy
- Pathways investigated

Restorative actions and consequences will be clearly communicated with staff.

COMMITMENT



EMPATHY



INTEGRITY



Uniform

POLICY

Yarram Secondary College and the School Council has endorsed a uniform policy and the majority of our school community accepts the socio-economic, practical and 'image-building' benefits of this school uniform policy. Uniform also assists in the speedy identification of trespassers.

The Senior School has three distinct additions to the general school uniform, and these senior tops are meant to identify students as being in the senior school and representative of their growing maturity and responsibility in the college. These senior tops can be purchased in Term 3 for delivery in Term 4 each year. They are not compulsory.

Uniform policy is formulated by a committee of parents, staff and students. Changes to the Uniform Policy requires College Council endorsement.

Enforcement of the Uniform Policy

1. Uniform compliance is the responsibility of students and families.
2. Uniform compliance will be monitored regularly by teachers and support staff every day.
3. So as to ensure the enforcement of a graded series of sanctions, written records of uniform non-compliance will be logged on Compass.
4. Initial non-compliance will be met with an explanation of why the College maintains a uniform policy, compliance encouragement, and a copy of the Uniform Policy.
5. Ongoing non-compliance (without written and satisfactory explanation from parents/guardians) will be met with a letter sent home requesting an immediate rectification of the problem. (Please note that the College has supplies of second hand uniform which can be made available, as well as programs to assist families with the purchasing of uniform in some cases.)
6. Further non-compliance will be met with a letter sent home requesting non-attendance until a conference takes place (Senior School Leader, parent, student).
7. Where the College feels ongoing, unwarranted uniform non-compliance has become of a defiant nature, regular disciplinary measures may be invoked (including detention, suspension, withdrawal of privileges, non-attendance at school and interschool activities). In such an instance, senior students may be sent home after parent consultation so as to quickly rectify the problem.
8. The College will not accept uniform which is ill-fitting, faded, torn or dishevelled in nature.

Vaping & Smoking

REDUCTION POLICY

Background and Context

Government regulations stipulate that smoking and vaping are prohibited on school premises or within 4 metres of any pedestrian access point to school premises. The smoking and vaping ban applies to:

- anyone present on school premises during and outside of school hours including students, teachers, contractors, parents or carers or the wider community, such as sporting groups
- all activities that take place on school premises including pre-schools, kindergartens, outside school hours care, cultural, sporting or recreational activities and school fetes

Smoking and vaping are also not permitted at school events and excursions held off school premises.

Aims and Goals

Student smoking and vaping is to be treated as a health and school image issue and not just a moral or personal issue. Yarram Secondary College wishes to portray a healthy and friendly image to our community, committed to providing the best education for our students. Cigarettes, e-cigarettes (vapes), and environmental tobacco smoke have been proven to pose many negative effects to human health including acute respiratory difficulties. For the benefit of this policy 'smoking' refers to being in possession of tobacco or smoking related items like vapes, being in the company of an individual smoking or vaping in school uniform, during school hours or at any school related function or event.

Staff members of the Yarram Secondary College who wish to smoke or vape during school hours must do so off the school grounds and out of sight of the students. Staff must be at least 4m from the James Street entrance or Growse street carpark entrance.

All staff members of the Yarram Secondary College are encouraged to actively deter students from smoking or vaping and should enforce the management of this policy.

This smoking and vaping reduction policy provides students and the school with the ability to give advice, education and support to young people who smoke or vape rather than simply punishment for non-compliance. Yarram Secondary College will assist any individual (staff or student) who expresses a want to quit with support, assistance and encouragement during the process of becoming smoke free.

Yarram Secondary College will inform staff, students and parents/guardians of the smoking and vaping reduction policy prior to its implementation and upon any proposed changes.

Yarram Secondary College will endeavour to make available a qualified educator to fulfil smoking education and advice for students and staff if requested.

Definitions

Electronic cigarettes (e-cigarettes) are electronic devices which heat and vaporise liquids that may or may not contain nicotine or flavouring agents. The vapour is inhaled, simulating the act of smoking. Use of e-cigarettes is commonly referred to as 'vaping'.

Implementation

Students are not permitted to smoke or vape at school, while wearing school uniform, or while attending an official school event or excursion.

Smoking or Vaping Ban Breach

The following procedure will be implemented when students breach the smoking and vaping reduction policy. Breaches can include, but are not limited to:

- Observation of student vaping or smoking
- Student in possession of vaping or smoking paraphernalia
- A report
- Vape detector alert

NB. If there are multiple students in the bathroom when the vape detector activates, students will have the opportunity to report the person responsible. Where the person cannot be identified, all students will be allocated to the educational lunchtime session to learn about the risks associated with vaping.



Student Voice

Student Agency and Leadership Opportunities

Student voice, agency and leadership have a central role in improving student outcomes and supporting student safety and wellbeing. Yarram Secondary College provides a range of student voice groups across the school, including School Captains, Senior Leadership Groups, Student Advocates and Student Representative Committee (SRC). These groups are supported by Student Voice support staff.



School Captains

The two School Captains exemplify the school values of Commitment, Empathy and Integrity and represent the whole school community, including students, families and staff. Their responsibilities include:

- Being responsible role models at all times, including following school rules, wearing full school uniform and having high school attendance;
- Representing the school in public forums such as assemblies, parent information evenings, local primary school visits and media promotions;
- Attending and assisting with school sporting events;
- Meeting weekly with the School Principal during lunch to discuss school issues and initiatives;
- Meeting with the Senior Leadership Group every two weeks and to promote student voice and agency at these meetings;
- Attending School Council Meetings and to write a report for these meetings reflecting the current activities and interests of students.



Senior Student Voice Group

The Senior Student Voice Group is made up of ten students, including the two School Captains. They represent the voice of the senior students, but have a responsibility to the whole school community. They are to be responsible and inclusive role models at all times, and should attend Senior Student Voice Group meetings. They should be advocates for senior students and promote student voice and agency.



Senior Work Experience

Work Experience and Camps are an important part of the Senior School and provide students with opportunities to develop good communication, resilience and inter-personal skills, as well as helping them explore future pathways.

In Year 10, students are able to access a one-week work experience program with the support of the Careers and Pathways Coordinator, Jo Darvill, and TUSK teachers. Applications for work experience are available at the Careers Office. Students are also able to access work experience outside of this time and should liaise with Jo Darvill to ensure the most appropriate and effective times for this.

Dates: Week 10, Term 2

Where work experience is taken outside of Week 10, Term 2, students must first gain permission from their class teachers and the Senior School Leader, to ensure they do not adversely impact their education. Students need to complete the Work Experience Clearance Form.



Senior Camps

In Year 11 and 12, students are able to choose one of two camps which cover three days and two nights. Students will work with the Student Voice and Events team to help organise and implement these camps, to ensure students are engaged and receive the best outcomes. These camps are inclusive to ensure all students take up the opportunity to grow.

The City Camp is based in Melbourne and includes educational and social activities relating to their senior studies as well as pathways beyond high school. Students will be encouraged to embrace their independence and learn to navigate around the city, in addition to scheduled activities in small groups.

The Mt Hotham Camp is a bi-annual camp towards the end of Term 3. Based directly on Mt Hotham, students are offered a unique downhill skiing experience over four days, staying at the Lodge and enjoying the thrills and spills of the high-country in snow. Programs are co-designed with the school and are supervised by qualified outdoor education instructors to high safety standards.

City Camp Dates: Week 10, Term 2. Mt Hotham Dates: 15 - 18 Sep, 2026





Careers Counselling

Yarram Secondary College also provides comprehensive careers counselling for all students, whether they are just starting to explore future possibilities, investigating apprenticeships, or selecting their first preferences for tertiary entrance. Located opposite the library, the Careers Office provides a huge variety of information and support for students. To access this space, it is essential that students make an appointment to see Mrs Darvill in advance.

Parents are welcome to attend these appointments where necessary. All appointments should be made during recess or lunch, before or after school or in study periods.



Mentor Programs

Year 12 Mentor Program

Year 12 students are partnered with a staff member who will act as their mentor for the final year of their schooling. Mentor sessions will be run **at least every four weeks**, or more frequently as determined by the mentor and student. These sessions will be important to check on the academic and social progress of students, including discussions around future pathways, current study loads and study timetables, problem solving and encouraging a proactive approach to Year 12. Areas such as VTAC applications, scholarships, exam preparation and moving towards independent living may also be discussed.



Access Monash Program

In this voluntary program, Year 11 and 12 students are paired with experienced and engaged Monash student mentors to work in a one-on-one mentoring relationship for the final two years of secondary school. This program involves online mentor sessions as well as opportunities to meet face to face in the beginning of the program (Churchill) as well as part of our tertiary tour of Monash University later in the year. To know more about the program and to apply, please see the Senior School Leader.



Wellbeing and Advocacy

In addition to mentor programs, Yarram Secondary College has a strong wellbeing focus and students are able to receive support from Jess Mitchell and other support staff. To make an appointment to see Jess, students can visit her office during recess and lunch time or see the Senior School Leader. The school also have a school nurse and a mental health practitioner on staff. Appointments for these services can be made through Jess Mitchell.

Yarram Secondary College's advocacy space is a safe space for students who require additional support. In the advocacy space, students have a safe place in which they can advocate for themselves whilst being supported by staff who are also advocating for students' needs. Breakfasts / lunch foods are available for students who may not have access to healthy meals.

Senior Team



School Principal

Lyn Kerrison

email: lynette.kerrison@education.vic.gov.au



**Assistant School Principal
Virtual Schools Victoria Liaison**

Jack Weston

email: jack.weston@education.vic.gov.au



Senior School Leader

Candy White

email: candice.white@education.vic.gov.au



Senior School Assistant Leader

Emily Spalding

email: emily.spalding@education.vic.gov.au



2026 School Captain

Lexie Francis

email: lexifran@yarramsc.vic.edu.au



2026 School Captain

Will Cook

email: willcook@yarramsc.vic.edu.au



2026 School Vice Captain

Vanessa Beenck

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2026 School Vice Captain

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VCE and Pathways Leader Learning Specialist

Angela Olarenshaw

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Careers Coordinator

Jo Darvill

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Wellbeing Leader

Jess Mitchell

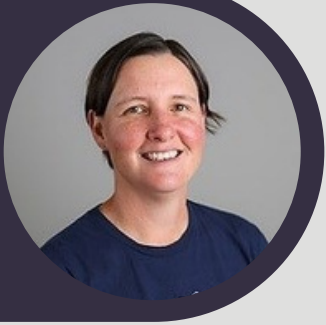
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Camps and Events Coordinator

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Disability & Inclusion Leader

Talia Duell

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Diversity and Inclusion Liaison Officer

Izaboa Darvill

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Student Voice and Agency Team

Krystle Brighton

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Student Voice and Agency Team

Reshmika Sharma

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Teaching Staff

Accounting

Unit 1 and 2: Michelle Tschugguel
Unit 3 and 4: Michelle Tschugguel

Art Making & Exhibiting

Unit 1 and 2: Naomy Silvester

Biology

Unit 1 and 2: Andrea Blunden
Unit 3 and 4: Helena Palmer

Business Management

Unit 1 and 2: Emily Glynn

Chemistry

Unit 1 and 2: Angela Olarenshaw
Unit 3 and 4: Angela Olarenshaw

English

Year 10: Martina Gulino
Unit 1 and 2: Martina Gulino and Ruby Heasley
Unit 3 and 4: Nicole Heber

Environmental Science

Unit 1 and 2: Helena Palmer

Food Studies

Year 10 Food 4 Me: Reshmika Sharma
Unit 1 and 2: Reshmika Sharma
Unit 3 and 4: Reshmika Sharma

Foundation Mathematics

Unit 1 and 2: Michelle Tschugguel

Unit 3 and 4: Michelle Tschugguel

General Mathematics

Unit 1 and 2: Anne Dupont , Wilma Peeters and Glen Smith

Unit 3 and 4: Wilma Peeters and Glen Smith

Health and Human Development

Unit 1 and 2: Antoinette Demaria

Unit 3 and 4: Antoinette Demaria

History

Unit 1 and 2 Modern: Ruby Heasley

Unit 3 and 4 Revolutions: Ruby Heasley

Legal Studies

Unit 1 and 2: at VSV Hub in Morwell in 2026

Unit 3 and 4: at VSV Hub in Morwell in 2026

Mathematics

Year 10 (Advanced): Angela Olarenshaw and Jack Collins

Year 10: Jack Collins

Mathematical Methods

Unit 1 and 2: Anne Dupont

Outdoor and Environmental Studies

Unit 1 and 2: Candy White

Unit 3 and 4: Candy White

Physical Education

Year 10: Candy White

Unit 1 and 2: Perri Dvais

Unit 3 and 4: Jack Weston

Phycis

Unit 1 and 2: at VSV Hub in Morwell in 2026

Unit 3 and 4: at VSV Hub in Morwell in 2026

Product Design

Year 10: Troy MacFarland

Psychology

Unit 1 and 2: Andrea Blunden

Unit 3 and 4: Andrea Blunden

Specialist Mathematics

Unit 1 and 2: at VSV Hub in Morwell in 2026

Tutorial Studies (TUSK)

Year 10: Helena Palmer

Year 11: Reshmika Sharma, Wilma Peeters

Year 12 : Ruby Heasley

VCE/VM: Bianca Griffiths, Anne Dupont and Antoinette Demaria

Tutorial Studies

Year 11: Ruby Heasley and Helena Palmer

VCE/VM: Krystle Brighton, Hamish Clark and Troy McFarland

Year 12: Nicole Heber and Martina Gulino

VET Building

Unit 1 and 2: Troy McFarland

Unit 3 and 4: Gipps TAFE option in 2026

VET Creative Digital Media

Unit 1 and 2: Helen Summers

Unit 3 and 4: Helen Summers

Visual Communication and Design

Unit 1 and 2: Casey Miller

Unit 3 and 4: Casey Miller

VM Literacy

Unit 1 and 2: Krystle Brighton

Unit 3 and 4: Melody Jumpponen

VM Personal Development / Work Related Skills

Unit 1 and 2: Tahlia Flake

Unit 3 and 4: Perri Davis



**Thank you
for being an
important part of
our school
community**