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# YEAR 10 STUDENT HANDBOOK

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> 2026

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from our  
**Principal**

Dear Students,

The final years of secondary school present some wonderful opportunities to explore learning and pathways that students find particularly engaging.

Our greatest wish is you will achieve all you are capable of achieving, and do so within an environment that is nurturing and compassionate. We recognise you as the individuals you are and the adults you are becoming.

As you move into the senior years of your schooling, it is crucial and necessary for you to make informed choices about subjects and courses on offer that align to your interests, aspirations and provide real life opportunities.

The coming years, with their challenges and possibilities, present an opportunity for all of our young adults to thrive and we encourage you to embrace them with enthusiasm and hope.

There is an expectation that you as a student will attend school regularly, be punctual for class and be prepared as you enter your studies.

We support you with an effective and positive learning environment where you are required to contribute, be caring and supportive of each other and show consideration to each other as we all grow in knowledge, skill and lifelong learning.

Remember our college expectations to respect everyone and everything, be our best and help others succeed. These expectations will support a successful journey through your senior secondary years.

May your senior secondary years at St Anne's College be filled with every opportunity!

*Anthony Butts*

St Anne's College Principal

# CONTACT *Us*

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SECONDARY LEADER (10-12) - WELLBEING & COMMUNITY | **MEREDITH LIA**

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BUSINESS MANAGER | **DAVID VILLANI**

# General Information

This handbook is both a guide to planning Year 10 studies as well as a resource to refer to for information about the Year 10 program at St Anne's College. In Year 10, students have access to fast-tracking Victorian Certificate of Education (VCE) units as well as a Vocational Education and Training (VET) program.

St Anne's College appreciates and values the individual differences and diversity of all students. The school offers both applied and academic opportunities that will support students in their strengths, interests and prepare them for the world of work into the future.

As we continue to advance into the 21st century, the benefits of young people staying at school to complete their final years is becoming evident.

Employment statistics clearly indicate, the longer a student remains in secondary schooling, the greater the possibilities of long-term personal success.

The intention of this handbook is to assist students entering Year 10 to help them in their decision making on the most appropriate subjects for their senior phase of learning and education. As students complete their studies in Year 10, this handbook serves as a source of information for the requirements of learning at the senior secondary level.

St Anne's College is committed to supporting all students with success through their senior years and to help students make the best life choices to suit their needs, skills and abilities.

Whether deciding to take advantage of an apprenticeship, traineeship or tertiary education (TAFE / University), St Anne's College aims to provide flexible pathways options to support students in achieving their desired goals.

To support this process, the intention is to have students and parents involved in the Subject Selection Process. This will happen through newsletter information, information evenings, interviews and individual correspondence, specifically through:

- Career counselling
- Learning Conversations
- Parent/Student Information sessions

## COLLEGE *Expectations*

There is an expectation students will attend school regularly, be punctual for class and be prepared. Students are required to contribute to an effective and positive learning environment by following instructions and observing all College expectations.

Students are expected to strive for personal excellence in all areas of College life and contribute to a safe and orderly environment, following our three college wide expectations: respect everyone and everything, be your best, help others succeed.

Students are to contribute positively to the health, safety and hygiene of the school in a manner that is consistent with ensuring class rooms, toilets, lockers and school grounds are maintained to a high standard.

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### CAREER CONSIDERATIONS > YEAR 10 PROGRAM

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Selecting subjects for Year 10, can be an exciting time as it provides you with the opportunity to select subjects of interest to you.

With the range of subjects on offer, you must ensure you align your subject choices with:

- Your interests
- What subject/s you know you can do well in
- Knowing how the chosen subject/s support your chosen pathway
- Providing the ability to open the door to University or TAFE
- Whether the chosen subject will provide you with an ATAR score\*

\*The ATAR represents your overall performance across all studies, not just individual studies. To obtain a good ATAR, you should pick subjects that interest you and align with your skills to ensure good performance.

# SO, WHAT ARE THE STEPS TO HELP ME

*Pick the right subjects?*

## 1. Talk to people

A good way of finding out what jobs are most likely to appeal to you is by talking to as many people as possible about the work they do.

## 2. Work Experience

This can give you insight into what work is like and an awareness of whether a particular job is right for you. Year 10 students do work experience throughout the year so start thinking about where you might like to participate in work experience.

## 3. Vocational Guidance

There are people who can offer you specialised help in the careers area. Begin by booking an appointment to see our Careers Practitioners.

## 4. Check out the following web pages

- St Anne's College Careers Website:

[www.sackiallacareers.com.au](http://www.sackiallacareers.com.au)

- VTAC Course Link (free service): An interactive web-based program aimed to assist students in Year 10-12 and their parents to investigate course options based on arrange of criteria, including interests, studies undertaken and results.

<https://vtac.edu.au/before/guides/y10guide>

## 5. Participate in careers education

Complete tasks assigned during careers lessons. All students in Year 10 participate in weekly careers lessons. Ensuring you fully participate in these sessions will assist in identifying pathways of interest and equip you with the knowledge to make informed decisions about your future.

## 6. Engage your parents / carers in careers conversations

Research indicates that parents/carers are the single greatest influence on their child's education and career decisions. High parental engagement in subject selection, work experience and structured workplace learning can have a major impact on your learning; as such, it is important your parents/carers engage in subject selection conversations and processes.

**The young person must be actively involved in the process.**

Parents, family members, community members, carers, guardians or other trusted adults are encouraged to engage in career's related discussions, along with teachers, career practitioners or other school staff.

Career Action Plan templates are available on the Victorian DET website at:

<https://www.education.vic.gov.au/school/teachers/teachingresources/careers/cap-frame/Pages/cap.aspx>

# YEAR 10 CURRICULUM OVERVIEW

## Compulsory FULL YEAR SUBJECTS

Students participate in **these subjects** for the year:

- **English:**
  - Language and Literature
- **Religious Education**
- **Mathematics**  
*Students choose from:*
  - General Mathematics
  - Mathematics: Analysis and Approaches
  - Mathematics: Application and Interpretation
- **Health**
- **Careers**

## Fast track VCE SUBJECTS

VCE Fast Track offers students the opportunity to accelerate a VCE/VET subject in Year 10. The availability of this option will be based on your Year 9 results and if you have demonstrated your readiness to participate in VCE subjects. You will be required to complete an Application Form (link can be found on the Senior Secondary Pathways website) and participate in an interview with the VCE and VET Coordinators to assess readiness for accelerated VCE studies.

Please see the VCE Handbook for more information about these studies and the requirements of VCE. The VCE Handbook can be found on the Senior Secondary Pathways website.

## Electives YEAR 10 SUBJECTS

Students are required to choose **three** elective subjects per semester (equates six elective subjects per year). Students who wish to study Italian in VCE are required to complete two semesters of Italian in Year 10 (equates to five elective subjects per year).

Students accelerating a VCE subject or VET course in Year 10 will choose two elective subjects per semester (a total of four elective subjects).

- **Business and Economics**
- **Law and Power**
- **Food Studies**
- **Geography**
- **History**
- **Language Acquisition: Italian Semester 1**
- **Language Acquisition: Italian Semester 2**

*Note: Students must have completed Semester 1 Italian to select Semester 2 Italian. Students who plan to study VCE Italian MUST complete both Language Acquisition Italian 1 and Language Acquisition Italian 2 in Year 10.*

- **Literature and Writing**
- **Music**
- **Design and Construction**
- **Science:**  
*Note: Students must elect at least one Science*
  - **Biology**
  - **Chemistry**
  - **Agriculture & Sustainability**
  - **Physics**
- **Sports Coaching**
- **Sports Exercise Science**
- **Theatre Studies**
- **Visual Arts**
- **Visual Communication Design**

\* An elective may not run if there are insufficient numbers expressing interest. Electives repeat each semester so students can only select an elective once (Exception: Language Acquisition: Italian). Students are assigned to their elective classes based on preference. Their first preference would be their most desired subject and so on. It is important students consider their preference order as subjects will be timetabled to enable, when possible, students to enrol in their highest preference subjects first.



## YEAR 10 PROGRAM

### *Possibilities*

**There is two pathway options in Year 10 - a standard Year 10 program or an opportunity to participate in a Fast-Track Program. The standard Year 10 program provides you with a range of compulsory and elective subjects over the school year. Electives are designed to provide you with the opportunity to investigate your areas of interest or passion, preparing you for a successful transition into your preferred Senior Secondary Pathway.**

The VCE Fast-Track Program offers students the opportunity to accelerate a VCE/VCE VET subject. This option appeals to students who have demonstrated a readiness to begin their VCE journey through the success of their Year 9 results. Students will need to be approved by the School Leader and VCE/VET Coordinator prior to enrolling into any Fast-Track Program. It is recommended students only fast-track either VCE or a VET course and not both. Students will only be able to enrol in a VET course by invitation.

# YEAR 10 PROGRAM EXPECTATIONS

## Authentication of Student Work

Students must ensure all work created and submitted for assessment is their own work, and not the work of others.

Students who are found to have used the work of others, without due recognition via quotation or referencing, will have plagiarised.

Plagiarism includes the use of another student's work, work found online, un-referenced books or texts as well as text created using an AI chat platform.

St Anne's College does not accept text created using AI chat platforms. Student work will be checked using plagiarism detecting software and students found to have plagiarised will receive 0% or NA (Not Assessed) for the task.

Students will be required to submit an original piece of work for assessment purposes. However, their original mark of 0% or NA will be published on their Semester Report.

Multiple breaches of the expectations may result in further consequences.

## Student Attendance

To support student success, we aim for student attendance to be above 90%.

When attendance falls below this level, Pastoral Group Leaders receive an alert and they may follow up with an email or phone call home.

Students with high levels of absence may require an attendance plan. Families and students meet with the Secondary Leader to formulate this plan, to improve student attendance.

When a student is absent from school, please ensure the school is notified via PAM or by calling the school office on (03) 48122993.

Whenever possible, we encourage families to organise appointments outside of school hours and plan for holidays during term breaks.

## Assessment and Reporting

Students will receive an end of Semester report at the end of Term 2 and 4. During the school year, student progress is reported progressively using the school's learning management system SIMON.

Parents/carers can view student results via the parent portal PAM. **Parents/carers and students are encouraged to check PAM regularly to ensure they are up-to-date with student assessment and progress, as well as events and news related to the school community.** Students in Year 10 are assessed against the Victorian Curriculum across all core and elective subjects.

## Exams

In Year 10, most subjects will have an exam at the end of Semester 1 and Semester 2. All exams are compulsory for all students. The exam mark contributes to the overall result for each subject and is included on your Statement of Results. Exam dates for the year are published on the College calendar. If you are unable to attend any exam, the School Leader and Subject teacher must be notified as soon as possible.

### Year 10 Exam Timetable 2026:

Semester 1:

June 15 - 19\*

Semester 2:

November 23 - 27\*

*\* Subject to change. Final dates published Jan 2025.*

Students must ensure they are familiar with all expected requirements during exams.

# Exam

## EXPECTATIONS

### General

Arrive at school early and ensure you know the correct location of your examination room. You will not be permitted to leave the examination room until the end of the scheduled finishing time for each exam.

Students must bring their own writing equipment, erasers, ruler, dictionary (if permitted), correct calculator, etc. to the examinations. These must be carried and stored in a clear plastic pocket. Pencil cases and bags are not permitted in the examination room. Students must not bring mobile phones or other types of music or electronic communication devices, including smart watches to the examinations. Students may bring bottled water into an examination room with the following conditions:

- The water is in a clear plastic bottle (no label).
- The bottle has a secure lid.
- The capacity of the bottle is no more than 1500 ml.
- Water bottles must be not re-filled during the examination.
- Water bottles must not be shared between students.

### Use of Dictionaries

If you require the use of a dictionary in the examinations you must provide your own. The use of dictionaries in examinations is subject to the following conditions:

- A dictionary may not contain any additional material that may help you in the examination of the subject concerned.
- The supervisor at the examination room has the authority to inspect your dictionary.

### Use of Calculators

Students must use the school-approved scientific or CAS calculator in their examinations, if permitted. Please ensure that you bring your own calculator and that you have a spare set of batteries for your calculator. No batteries will be supplied during the exam. The College DOES NOT supply calculators; students must bring their own.

# Exam

## RULES

### Please take particular note of the following rules:

During any examination you must not have any book, notes or blank paper (apart from the materials distributed for that examination) or any other resources that would improperly help you in your work in your possession.

An exception applies to subjects which allow the use of bound resources or notes during examinations e.g. Mathematics.

During any examination you must not:

- Talk to or signal to other students.
- Have any electronic device (including mobile phones and electronic dictionaries) apart from calculators (if permitted).
- Directly or indirectly help any other student or permit any other student to copy from or otherwise use your papers;
- Directly or indirectly accept help from any other student or use any papers of any other student.
- Behave in a manner that disrupts other students.

All students must remain seated until all completed examination papers have been collected by supervisors.

# Work EXPERIENCE

## PREPARING SECONDARY STUDENTS FOR WORK

Schools must equip students to make informed work and study choices throughout their lives. Career education, work exploration and work-related curriculum are vital so students can explore career options and understand the nature and expectations of different jobs and industries. Interested students also need to be able to begin acquiring workplace skills while still at school, through Work Experience. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Employers are a valuable asset in working with schools to assist students to understand work and jobs. Helping students develop skills and knowledge provides many benefits not only for students but also for employers.

## Expectations OF WORK EXPERIENCE

Work experience is part of the school's educational program where students experience the workplace. Work Experience is the short-term placement of secondary school students with employers to provide insight into the industry and workplace in which they are located. Students are placed with employers primarily to observe and learn - not to undertake activities which require extensive training or experience. While undertaking work experience, students will observe different aspects of work within their chosen industry and may assist with tasks allocated by their supervisor. Placements with parents or other relatives are not recommended, as students will benefit more from meeting new challenges in new environments.

Work experience is different from Structured Workplace Learning, which provides students with the opportunity to integrate practical on-the-job experience and learnings in industry with nationally recognised VET undertaken as part of the VCE.

Work experience students are assessed or evaluated by their school according to school-based criteria. Their employer is also asked to provide feedback on the student's performance while at the workplace.

## CAREER ADVICE AND INFORMATION

Prior to participating in work experience, every student should have opportunities for career guidance interviews with a qualified career practitioner. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

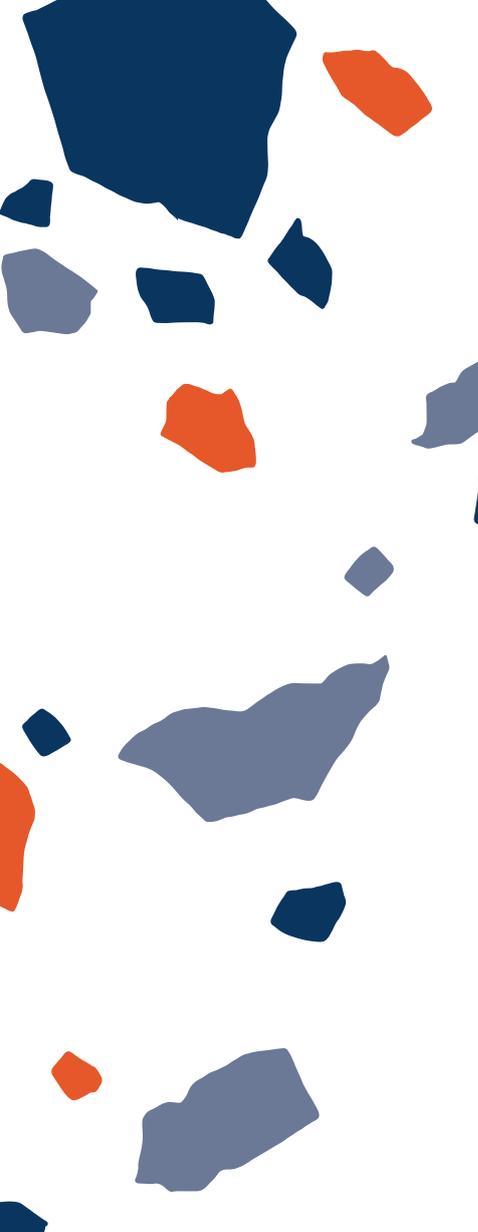
## STUDENT AGE

Students are eligible to undertake work experience if they are of or over 14 years of age and have the written consent of a parent/carer.

## DATES

In 2026, Year 10 students will participate in work experience from June 22-26\*. It is recommended students begin approaching work places of interest early in Term 1.

*\*Subject to change. If the dates do not suit an employee, students may undertake work experience at other times.*



# BENEFITS OF *Work Experience*

**Work experience contributes to better informed careers, course and pathways options for young people.**

## *Benefits* FOR STUDENTS

- Better understanding of the work environment and what employers expect of their workers.
- An opportunity to explore possible career options.
- Increased self-understanding, maturity, independence and self-confidence.
- Increased motivation to continue study and/or undertake further training.
- Better understanding of how the school curriculum can help prepare young people for work.
- An introduction to workplace recruitment practices.
- Enhanced opportunities for part-time and casual employment.
- Opportunity to include the employer's work experience evaluation in future job and course applications.
- Opportunity to develop work-related competencies and acquire skills.
- The chance to 'try out' a workplace, prior to undertaking VCE, VET or an SBAT in Years 10 - 12.

# BENEFITS OF WORK EXPERIENCE

## Benefits FOR SCHOOLS/TEACHERS

- Improved knowledge and understanding of changing work environments.
- A positive relationship between the school, local community and industry.
- Opportunity to work collaboratively with parents/carers in their child's schooling by finding work experience positions, helping students prepare for work experience and debriefing with them after the placement.
- Enabling school curricula to be linked to the world of work.

## Benefits FOR EMPLOYERS

- Opportunity to make a positive contribution to the education and development of students.
- Opportunity to contribute to the development of students' workplace skills.
- Opportunity to assist young people in their career decision-making.
- Dialogue with teachers on aspects of work readiness and other matters related to work.
- Opportunity to build an ongoing relationship with a student that may progress when the student undertakes a VCE or VET in Schools program, or working with the employer's organisation.
- Building industry/school partnerships that provide for local community needs and endeavours.

## Benefits FOR PARENTS/CARERS

- Opportunity to discuss work with their child, including their own previous and current experiences.
- Networking opportunities for their child when they start organising their placement.
- Opportunity to positively contribute to their child's secondary education.
- Positive interaction between parents/carers and school staff.
- Opportunity for families to be involved in discussions about flexible pathways for their child to enable informed choices from a range of post compulsory education and training options as part of the transition from school to further education, training and employment.

## Benefits FOR THE COMMUNITY

- Provision of links with LLENs, local government, industry, unions, and education and training providers to achieve positive employment and training outcomes for young people.
- Provision of career counselling and targeted support for young people who are at risk of leaving school during their compulsory years.

# FURTHER DETAILS OF WORK EXPERIENCE

## DURATION OF THE PLACEMENT

The total number of work experience days for a student must not exceed 40 days in a school year, and 10 days during any school term. A Principal can allow a student to undertake work experience for up to 15 days per term, but the total number of days must not exceed 40 days per year.

## TRAVEL AND ACCOMMODATION

The student or the parent/carer (where the student is under 18 years of age) is responsible for the student's transport to and from the workplace.

If it is proposed the student may need to undertake vehicle travel with their employer and/or supervisor during the arrangement (including transporting the student to and/or from the workplace), the employer must complete the Work Experience Travel and Accommodation Form. The student or the parent/carer (where the student is under 18 years of age) must give their consent by also completing this form.

If a student is required to stay at accommodation other than his or her normal place of residence while undertaking work experience, the student or parent/carer (where the student is under 18 years of age) is responsible for making suitable arrangements and must complete the Work Experience Travel and Accommodation Form. Responsibility for the control and care of the student, at all times when the student is not under the control and care of the employer or any other person, rests with the student or their parent/carer.

## PAYMENT AND TAXATION

The minimum rate of payment for students undertaking work experience in Victoria is \$5 per day, except:

- If the work experience placement is with a Commonwealth Department or a body established under a Commonwealth Act, no payment will be made. If the student or the parent/carer is not prepared to accept this condition, then it is their choice whether or not to proceed with a Commonwealth placement. On the Work Experience Arrangement Form, the line "Rate of payment" should be completed with the words "Commonwealth establishment - exempt from paying".
- If the work experience placement is with an organisation that is engaged wholly or mainly in an educational, charitable or community welfare service not conducted

## HOURS OF WORK

Students are only permitted to undertake work experience during normal working hours (i.e. normal working hours for a standard shift without overtime in their chosen industry). Students are not permitted to work:

- Between the hours of 11.00pm and 6.00am, or if they are aged under 15 years between the hours of 9.00pm and 6.00am; and
- Beyond a time which is 10 hours before the start time of a work experience day or a school day which the student is expected to attend.

Students may undertake work experience during the weekend only if:

- The placement cannot take place during the school week;
- The Principal is satisfied it is appropriate for the work experience to take place, and is satisfied it does not interfere with the welfare and the educational program of the student; and
- The Principal and the parent/carer (if the student is under 18 years of age) are satisfied with the arrangement.
- A member of staff is available to be contacted if any incidents occur that must be addressed by the school or if the student requires assistance.

The employer must ensure the minimum conditions and entitlements that apply in Victoria in relation to a meal break are adhered to, i.e. at least a 30-minute break after working continuously for five hours.

for profit, the student may determine the whole of his or her payment will be donated back to that organisation. If the student determines their payment will be donated back to the organisation, the parent/carer (where the student is under 18 years of age) must provide written consent to the proposed donation.

Payment does not include payment in kind (for example, a gift card or voucher must not be used to pay students).

Where the student is under the age of 18 years, if the payment made to the student is \$356 or less per week, the employer will not be obliged to:

- make any withholding;
- collect tax file number declarations;
- issue payment summaries; or
- report payment details to the ATO.



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# YEAR 10 SUBJECT SELECTIONS

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**> 2026**

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# Year 10 Subject Selections

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This subject selection form is designed to be informed by the St Anne's College Year 10 Student Handbook and Senior Secondary Pathways website. You may also wish to seek advice from a Careers Practitioner.

It is important prior to you selecting your Year 10 subjects, you:

1. Read through the Year 10 Student Handbook.
2. Consider your Year 9 results, which highlight your strengths and weaknesses.
3. Complete the subject selection form included in this booklet and chat to your parents/carers about your choices. We recommend completing this form in greylead to allow you to erase changes you may want to make.
4. Remove and submit your subject selection form, signed by your parents/carers, by Friday, August 1.
5. If you wish to apply to fast-track VCE or VET, complete the Application to Fast-Track VCE/VET also included in this booklet and submit with your subject selection form by **Friday, August 1**.

***Please note:***

- Unit 2 Biology and VCE Italian includes a camp fee of approximately \$300.
- VET materials charges vary by course, ranging from \$250 - \$450.
- A student booklist is published in Term 4 of this year. You must ensure all texts and materials identified on this list are purchased.

# >Year 10

## YEAR 10 SUBJECT CHOICES

Core subjects that students are automatically enrolled in include:

- English
- Religious Education
- Health and Physical Education
- Leadership
- Careers

All students must select at **least ONE semester of Science**.

You must select a first and second preference from each row. Final subject offerings are based on student numbers and teacher availability.

The table below details the options students have when selecting their elective program for 2026.

Students interested in fast-tracking must ensure they choose their Unit 1&2 VCE/VET study as their first preference each semester. Fast-Track options are in bold. Fast-Track options must be accompanied by an Application to Fast-Track VCE/VET, which can be found in this booklet.

ELECTIVE	SUBJECT OPTIONS					
<b>SEMESTER ONE</b>						
Elective 1 <i>Choose one from:</i>	Sports Coaching	Business and Economics	Visual Arts	<b>VCE Unit 1 Business Management</b>	<b>VCE Unit 1 Physical Education</b>	
Elective 2 <i>Choose one from:</i>	Food Studies	Geography	Chemistry	Theatre Studies	<b>VCE Unit 1 Psychology</b>	<b>VCE Unit 1 Modern History</b>
Elective 3 <i>Choose one from:</i>	Italian 1*	History	Law and Power	<b>Unit 1 Legal Studies</b>	<b>Unit 1 Biology</b>	
<b>SEMESTER TWO</b>						
Elective 1 <i>Choose one from:</i>	Sports Exercise Science	Agriculture and Sustainability	Visual Communication Design	<b>VCE Unit 2 Business Management</b>	<b>VCE Unit 2 Physical Education</b>	
Elective 2 <i>Choose one from:</i>	Music	Physics	Design and Construction	<b>VCE Unit 2 Psychology</b>	<b>VCE Unit 2 Modern History</b>	
Elective 3 <i>Choose one from:</i>	Italian 2*	Biology	Food Studies	Literature and Writing	<b>Unit 2 Legal Studies</b>	<b>Unit 2 Biology</b>

\*Students planning to study VCE Italian must complete Italian 1&2 in Yr 10

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# YEAR 10 2026

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## Subject Selection Form

Student Full Name:  PG:

Career Interests/Pathways:

### MATHEMATICS

Tick your preferred option:

- Application and Interpretation of Mathematics (Applied Learning Option)
- General Mathematics (Standard Year 10 Math Option)
- Analysis and Approaches in Mathematics (Advanced Pathway)

### SEMESTER ONE ELECTIVES

	1st Preference	2nd Preference
<b>Elective 1</b>		
<b>Elective 2</b>		
<b>Elective 3</b>		

### SEMESTER TWO ELECTIVES

	1st Preference	2nd Preference
<b>Elective 1</b>		
<b>Elective 2</b>		
<b>Elective 3</b>		

## PARENT/CARER AND STUDENT ACKNOWLEDGEMENT

Comments:

Parent/Carer Signature:  Date:

Student Signature:  Date:

## FAST-TRACK VCE/VET

If you are planning to fast-track VCE/VET, please attach your application to this subject selection form.

## OFFICE ONLY

Date Received:  Fast-Track Application attached:  YES  NO

# Application Form

## FOR FAST-TRACKING VCE/VET UNITS

Student Name:  PG:

VCE/VET Units Applied for:

Preference 1:  Units 1&2

Preference 2:  Units 1&2

To be considered for a VCE/VET Unit 1&2 sequence in Year 10, students must demonstrate:

- A consistently high level of achievement in the relevant learning areas in Year 9
- An average of 'Good' across all behaviour habits and work habits across all of their subjects
- Attendance rate of 85% and above

Students who are approved to fast-track are expected to keep up to date with all of their Year 10 subjects.

Students may give two options for VCE/VET Unit 1&2 studies but are only permitted to study ONE sequence.

**Please use your profile on SIMON to enter the following:**

My overall attendance percentage for Semester 1 2025:

My Year 9 Semester 1 results:

SUBJECT	AVERAGE RESULT	SUBJECT	AVERAGE RESULT	SUBJECT	AVERAGE RESULT
Mathematics		Italian		Art	
Health/PE		R.E.		Humanities	
English		Science		Technology	

## STUDENT COMMENTS

Why do you want to undertake a Unit 1&2 subject?

Why do you believe you will be successful at completing a fast-track VCE subject?

Student Signature:

Date:

## PARENT/CARER COMMENTS

Do you support your child's application? Why do you believe your child will be successful at completing a fast-track VCE subject?

Parent/Carer Signature:

Date:

## OFFICE USE ONLY

Interview Attended:  YES  NO

7-12 Learning and Teaching Leader Approval:  YES  NO Signature:

VCE Coordinator Approval:  YES  NO Signature:

Comments:





# YEAR TEN

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SUBJECT OFFERINGS

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# Core

## SUBJECT INFORMATION

for Year Ten

### RELIGIOUS EDUCATION

#### OVERVIEW

Religious Education is a lifelong process to which Catholic schooling contributes. Its aims are to:

Foster an encounter with the risen Christ; create opportunities for each individual to in understanding of, and relationship with, Christ who reveals God; assist individuals to know and celebrate the Catholic faith tradition, to appreciate the faith traditions of others, and to grow in literacy in faith; provide opportunities for individuals to search, experience, participate, question, critique and dialogue on matters of - faith and meaning with the view of growing in the art of discernment; provide opportunities for individuals to participate in the life and rituals of the Catholic community, where faith is celebrated, proclaimed, nourished and communicated to others; guide individuals to interpret the contemporary culture in the light of Catholic tradition and become transforming agents in the world; and encounter, learn from, share and engage with Aboriginal Spirituality, diverse histories and cultures.

#### LINKS TO FURTHER STUDY

- > VCE Religion and Society Units 1-4
- > VCE Texts and Traditions Units 1-4

### CONTENTS / SKILLS

Students will participate in exploring the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They will investigate the contribution of religion generally to the development of human society through the example of Jesus. They will also focus on the role of religious traditions over time in shaping personal and group identity. They will examine Ministry and Mission within the Catholic faith and learn about creating and maintaining positive powerful relationships.

*Religious Education is a compulsory core subject. Students must complete all units of Religious Education at Year 10.*

# Core

## SUBJECT INFORMATION

for Year Ten

### ENGLISH > LANGUAGES AND LITERATURE

#### OVERVIEW

Participation in many aspects of Australian life depends on effective communication in Standard Australian English and English is invaluable globally. The study of English helps create confident communicators, imaginative thinkers and informed citizens and helps young people develop the knowledge and skills needed for education, training and the workplace.

#### LINKS TO FURTHER STUDY

> Year 10 English is essential preparation for VCE English Units 1-4

#### CONTENTS / SKILLS

Students will engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and participate in a wide range of literary texts as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction and poetry. Students develop critical understanding of the contemporary media, and the difference between media texts.

#### NEW TEXTS FOR 2026

- > TERM 1: *The Outsiders* by S.E. Hinton
- > TERM 3: *Animal Farm* by George Orwell

*English is a compulsory core subject.  
Students must complete all units of English at Year 10.*

# Core SUBJECT INFORMATION

## for Year Ten

### MATHEMATICS

#### OVERVIEW

Mathematics provides students with access to important mathematical ideas, knowledge and skills they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built. Students will develop understanding, fluency, problem-solving and reasoning when working mathematically. Students will choose from three Maths offerings:

#### Application and Interpretation of Mathematics:

The focus of this course is building students' ability to apply mathematical skills within a real-world context. Students will explore areas of the curriculum including Number and Algebra, Measurement and Geometry and Statistics and Probability. They will develop skills relating to financial literacy and confidence when working with number operations. They will learn how to interpret mathematical information to be an informed citizen. This prepares students for the mathematics associated with VET courses and VCE Foundation Maths.

#### General Mathematics:

This course will prepare students for the study of General Mathematics at VCE, but is suitable for all students wanting to extend their mathematics knowledge. The course will build on students' ability to apply their mathematics learning to new situations. Students will select and apply mathematical facts, concepts, models and techniques from a range of topics to investigate and analyse extended application problems in a range of contexts, with and without the use of technology.

#### Analysis and Approaches in Mathematics:

This course provides a solid basis of understanding for students wishing to pursue Mathematical Methods or Specialist Maths in VCE. This course explores abstract concepts such as algebra, probability and statistics and their applications in a variety of practical and theoretical contexts in more depth. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs with and without the use of technology.

#### CONTENTS / SKILLS

Students will learn content from the following strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students wishing to select General Mathematics or Analysis and Approaches in Mathematics will be required to purchase a CAS calculator. The model of this calculator is the Texas Instruments NSPIRE CX II.

**The flow chart on the next page describes the pathway of each mathematics course into VCE and VCE Vocational Major (VCE VM) in Year 11 and 12.**

#### NOTE FOR CONSIDERATION

\*While a pathway is provided to Mathematical Methods from General Mathematics, Analysis and Approaches in Mathematics is the recommended pathway for students who are considering following any Methods pathway. If you choose General Mathematics and wish to pursue a Methods pathway, there will be extra work requirements for algebra across the year.

\*\*If you are unsure which mathematics subjects may be prerequisites for university courses, visit the VTAC site

<https://vtac.edu.au/before/entry-req/meeting-prerequi-sites>

On this site you will have access to a list of prerequisite subjects for a range of university courses. You may notice mathematics is a prerequisite for courses in engineering, education, IT and science.

# Core SUBJECT INFORMATION for Year Ten

## MATHEMATICS

### RECOMMENDED PATHWAYS FOR MATHEMATICS IN SENIOR SECONDARY

Year TEN

Year ELEVEN

Year TWELVE

**Analysis and Approaches in Mathematics**

Unit 1&2 Specialist Mathematics & Unit 1&2 Mathematical Methods

Unit 3&4 Specialist Mathematics & Unit 3&4 Mathematical Methods

Unit 1&2 Mathematical Methods

Unit 3&4 Mathematical Methods

Unit 1&2 Mathematical Methods & Unit 1&2 General Mathematics

Unit 3&4 Mathematical Methods & Unit 3&4 General Mathematics

**General Mathematics**

Unit 1&2 General Mathematics

Unit 3&4 General Mathematics

**Mathematics Application and Interpretation**

Unit 1&2 Foundation Mathematics

Unit 3&4 Foundation Mathematics

Unit 1&2 VCE VM Numeracy

Unit 3&4 VCE VM Numeracy

# SCIENCE

## OVERVIEW

**Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises**

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*\* Students MUST select at least one Science elective to study in this Year 10 Program.*

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## LINKS TO FURTHER STUDY

### VCE Subjects in Science

- > Biology Units 1- 4
- > Chemistry Units 1- 4
- > Environmental Science Units 1 - 4
- > Physics Units 1- 4
- > Psychology Units 1 - 4

### VCE VET Programs

- > Agriculture, Horticulture, Conservation and Land Management Animal Studies
- > Equine Studies
- > Health
- > Laboratory Skills

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## CONTENT / SKILLS

Students will develop their science inquiry skills of questioning and predicting, planning and conducting, recording and processing, analysing and evaluating and communicating as they explore the Biological Sciences, Chemical Sciences, Earth and Space Sciences and the Physical Sciences. Students can choose the strands of Science they are most interested in from the elective offerings of:

### Chemistry:

Chemistry is the study of atoms and how their arrangement and behaviour results in every object that exists around us. Students conduct experiments, investigations, and use their knowledge to explain chemical reactions.

### Physics:

Physics is the study of energy (heat, light, electricity) and forces such as magnetism, gravity and nuclear. It involves using mathematical models to explain how and why the world works from subatomic particles through to the motion of planets and galaxies. Sport, phones, electricity, cars and medicine all involve elements of Physics.

### Biology:

Biology is the study of living things. This includes plant and animal life, as well as the study of the human body. Students conduct scientific investigations and experiments, including projects of their own design. Following investigations, students share their findings by creating science communication posters and practical reports.

### Agriculture and Sustainability:

Learners in this subject will explore the characteristics of the Goulburn Valley that make it so productive. They will look at some of the main industries and the animals and plants that contribute to these industries. There will be opportunities to create, produce and follow the process from seed to plate. Learners will also look at major issues in the agricultural sector including making sure practices are sustainable and resources are preserved for the future.

# BUSINESS AND ECONOMICS

## OVERVIEW

In this course, students will develop an understanding of economic and business concepts, and the nature of economic thinking, by making observations about their world and their interactions with it. The curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students will develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy. Students consider the performance of the Australian economy and the business sector and how these might be measured in different ways. They examine why and how Australian businesses seek competitive advantages in different markets.

## LINKS TO FURTHER STUDY

### VCE Subjects in Business and Economics

- > Business Management Units 1-4
- > Accounting Units 1-4
- > Economics Units 1-4
- > Industry and Enterprise Units 1-4
- > Legal Studies Units 1-4

### VCE VET Programs

- > Business
- > Small Business

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## CONTENT / SKILLS

- Managing change
- Facing challenges, showing initiative
- Accepting responsibility
- Developing a business vocabulary
- Working sustainably
- Setting goals
- Negotiating solutions
- Working with others
- Planning, organising, reflecting and reviewing performance
- Analysing business issues
- Decision making and taking advantage of opportunities

# LAW AND POWER

## OVERVIEW

In Law and Power students will compare the key features of Australia's government system with one other government system in the Asian region. They will compare how the law is administered in both, looking at infamous cases such as the the Bali Nine.

Students will examine key features of Australia's court system, the jurisdictions of the courts and how disputes are resolved. They will explore criminal and civil case decisions, including a visit to the Magistrate and Country Court and the role of family law.

Students will examine how Australia's international obligations shape the law and the roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations.

## LINKS TO FURTHER STUDY

### VCE Subjects in Civics and Citizenship

- > Legal Studies Units 1 - 4
- > Australian and Global Politics Units 1 - 4
- > History Units 1 - 4

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## CONTENT / SKILLS

Students will develop skills in evaluating, identification, analysis, compare and contrast, and explanation while studying Australia's system of laws and government in comparison to selected countries, legal systems, and obligations internationally.

# GEOGRAPHY

## OVERVIEW

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Geography as a discipline, integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world.

## LINKS TO FURTHER STUDY

### VCE Subjects in Humanities

- > Geography Units 1- 4
- > History Units 1- 4
- > Global Politics Units 1 - 4

### VCE VET Programs

- > Agriculture, Horticulture, Conservation and Land Management, Civil Infrastructure

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## CONTENT / SKILLS

Students will explore two aspects of Geography: 'people' and 'places'

When looking at 'places', students will gain knowledge and understanding of greenhouse gases and climate change, the impact humans have on the land, and the challenges facing the world today. They will investigate environmental change and management.

When investigating 'people', students will focus on human wellbeing and the interconnection between people and places.

The skills developed in this elective are:

- Problem solving
- Generating and developing solutions
- Analysis
- Observation
- Collecting and recording data
- Fieldwork and research skills

# HISTORY

## OVERVIEW

In this elective, students will develop a knowledge, understanding and appreciation of the past and the forces that shape societies including Australian society. Students explore historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance. Students will develop the capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

## LINKS TO FURTHER STUDY

### VCE Humanities Subjects

- > History Units 1-4
- > Sociology Units 1-4
- > Australian and Global Politics Units 1-4

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## CONTENT / SKILLS

Students will focus on the Modern World and Australia, including World War I, II, the Vietnam War, the Holocaust and the Australian and American civil rights movements. Students will investigate causes, significant places and events and effects of these events. They will explore the significance of these events on Australia's international relationships in the twentieth century and the different historical interpretations of the events.

# LANGUAGE ACQUISITION: ITALIAN

## OVERVIEW

Learning the Italian language can be very rewarding as it opens up the riches of Italy's cultural past and its dynamic present. Using the communicative approach, this elective focuses on the development of pronunciation, grammar and practical vocabulary. Grammatical concepts are covered through dealing with real situations including relationships, dining, celebrations, film, music and hobbies and work. Outcomes and assessment tasks for this course will evaluate the student's reading, writing, listening and speaking abilities.

## LINKS TO FURTHER STUDY

### VCE Subjects in Languages

> Italian Units 1-4

### VCE VET Programs

> Applied Language

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## CONTENT / SKILLS

Students will experience speaking in a conversational manner. Writing styles will include personal, imaginative and informative. Students will have the opportunity to learn practical and useful information that is authentic and contemporary.

Topics include:

- Childhood and Youth
- The Environment
- Staying Healthy
- Art Movements in Italy
- School and Employment
- Italian Cinema

# LITERATURE AND WRITING

## OVERVIEW

In Literature and Writing, students will be provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically. By reading and exploring a diverse range of established and emerging literary works, students will become increasingly empowered to discuss texts. As both readers and writers, students will extend their creativity and high-order thinking to express and develop their critical and creative voices.

## LINKS TO FURTHER STUDY

- > VCE English Units 1 - 4
- > VCE Literature Unit 1 - 4

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## CONTENT / SKILLS

Students will read and analyse one or more of the following:

- One prose text, such as a novel, collection of short stories, biography, autobiography, memoir or collection of letters
- A collection of poetry (12 poems or more)
- One multimedia text, such as a film, podcast or television series
- One Australian text by an Aboriginal or Torres Strait Islander author or creator
- Examples of Assessment tasks include: a close analysis of one of more selected passages, an essay (comparative or analytical), a debate, reading journal entries, an in-class seminar, a creative response to text(s) studied, an oral or a written review or a multimedia response

# MUSIC

## OVERVIEW

**In Music, students listen to, compose and perform music in a wide range of styles from diverse cultures, times and locations. Listening underpins all music learning. Students compose and perform music using the voice, body, instruments, found sound sources and digital technologies. As composers, they create music in different styles and forms exploring personal interests and given ideas. Students develop their ability to identify and describe, using terminology and symbols (notation), aspects of the music they listen to, compose and perform.**

## LINKS TO FURTHER STUDY

### **VCE Performing Arts**

> Music Units 1-4

### **VCE VET Programs**

> Music Industry

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## CONTENT / SKILLS

In Music, students will explore, experiment and express ideas through improvisation, composition and performance. They will create, practise and rehearse music including notation. Students will rehearse and perform. Students will respond to and interpret the use of the elements of music and stylistic features, exploring viewpoints of contemporary and past time compositions and styles of music.

# THEATRE STUDIES

## OVERVIEW

In this elective, students will adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences to achieve specific purposes. Students will learn to express opinions of an event or performance, such as a contemporary film or a theatre performance, present information in different formats such as captioned photos, Power Point presentations or emails on cultural events and create persuasive texts such as brochures or video clips. Students will develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They will perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.

## LINKS TO FURTHER STUDY

### VCE Subjects in Performing Arts

- > Theatre Studies Units 1-4
- > Drama Units 1-4

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## CONTENT / SKILLS

Students will develop an understanding of different performance styles and conventions. They will develop and refine expressive and performance skills while learning about the processes used to develop and create performance works. Students will use digital technologies to record performances and engage in critique of filming techniques and how this enhances performance.

# VISUAL ARTS

## OVERVIEW

**The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Visual Arts encourages and supports students to recognise their individual potential as artists and develop their understanding of art making, exploring various mediums for creating.**

## LINKS TO FURTHER STUDY

- > VCE Art Creative Practice Units 1 - 4
- > VCE Art Making and Exhibiting Units 1 - 4

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## CONTENT / SKILLS

Students will explore visual arts practices and styles as inspiration to develop a personal style. They will learn how artists use materials and techniques, technologies and processes to produce artworks. Students will conceptualise an idea and create works considering how ideas are conveyed to an audience. Students will examine and respond to other's artworks.

# VISUAL COMMUNICATION DESIGN

## OVERVIEW

**Visual Communication Design aims to develop confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices. It is about finding creative and innovative ways to communicate ideas and information. Students develop aesthetic knowledge, including the application of design elements and principles. Students engage their creative, critical and reflective thinking while they learn about the diverse roles and practices of designers.**

## LINKS TO FURTHER STUDY

### **VCE Subjects in Visual Communication Design**

Visual Communication Design Units 1 - 4

### **VCE VET Programs**

Creative and Digital Media

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## CONTENT / SKILLS

Students will learn to respond to a brief and a target audience. They will develop visual communications which demonstrate the methods, materials, media, design elements and principles explored. Students will use manual and digital drawings to create visual communications. Students will evaluate, reflect on, refine and justify their decisions and aesthetic choices.

# FOOD STUDIES

## OVERVIEW

**In Food Studies, students will explore food, with an emphasis on building food knowledge and skills and exploring health and wellbeing through the application of practical food skills. Students will explore food from a range of perspectives and investigate food production systems and the physical and social functions and roles of food.**

## LINKS TO FURTHER STUDY

### VCE Subjects in Food Studies

- > Food Studies Units 1- 4
- > Product Design and Technology Units 1- 4
- > Health and Human Development Units 1- 4

### VCE VET Programs

- > Hospitality
- > Kitchen Operations

## CONTENT / SKILLS

During this course, students will engage in practical work in the following:

- Cooking demonstrations
- Creating and responding to design briefs
- Food sampling and taste-testing
- Product analysis
- Dietary analysis

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## THEORY COMPONENTS INCLUDE:

- Hygiene and safety practices in the kitchen
- Micronutrients v Macronutrients
- Food poisoning and cross contamination of food
- Simple and complex carbohydrates
- Sources of protein
- Function of iron, protein and carbohydrates
- Good fats v bad fats
- Guide to healthy eating

# DESIGN AND CONSTRUCTION

## OVERVIEW

Through Design and Construction, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, problem solve, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions. Through the practical application of metal and wood resources, students develop dexterity and coordination. Students interests guide their selection of projects. They contribute to the wider school community by providing design solutions to other learning programs within the school.

## LINKS TO FURTHER STUDY

### VCE Subjects in Design Technologies

- > Product Design and Technologies Units 1 - 4
- > Food Studies Units 1 - 4

### VCE VET Programs

- > Applied Fashion Design and Technology
- > Building and Construction

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## CONTENT / SKILLS

Students will design and produce designed solutions. They will investigate, generate and critique designed solutions. Students will use design and systems thinking to generate innovative and ethical design ideas. Students will use metal and wood based materials, systems, components, tools and equipment. They will re-imagine and repurpose materials, considering sustainability and environmental impact. Students will also investigate the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

# SPORTS AND EXERCISE SCIENCE

## OVERVIEW

This elective is aimed at providing students with both a theoretical and practical insight into the fields of sports science such as exercise physiology, biomechanics and sports psychology. These fields help to inform what we understand about healthy, safe and active choices.

## CONTENT / SKILLS

Areas studied include coaching, musculoskeletal and cardiorespiratory systems, components of fitness, psychological strategies to enhance performance, techniques and strategies to promote recovery and the use of technology in sport science. Students will develop an understanding of the human body and skills that will allow them to improve their levels of fitness, wellbeing and sporting performance.

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## LINKS TO FURTHER STUDY

### **VCE Subjects in Sports and Exercise Science**

- > Physical Education Units 1 - 4
- > VCE Health and Human Development Units 1 - 4

### **VCE VET Program**

- > Sport and Recreation

# SPORTS COACHING

## OVERVIEW

**Students will analyse various coaching methods and styles and learn how to use this information in a practical setting. They will learn the process and skills development and the requirements of the coaching role for various team sports. They will apply their skills through coaching opportunities with student groups.**

## CONTENT / SKILLS

Students will be exposed to learning opportunities in coaching methods and styles, the roles and responsibilities of a coach and working in a practical setting. Students will be part of a coaching program for the younger students where they will unpack stages of earning a skill and apply this knowledge in a practical setting. Students will consider how they may need to cater for individual difference in their practice.

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## LINKS TO FURTHER STUDY

### **VCE Subjects**

- > Outdoor and Environmental Studies Units 1-4
- > Physical Education Units 1-4

### **VCE VET Program**

- > Community Services
- > Sport and Recreation



**VCE**

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VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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# INFORMATION FOR YEAR 10 STUDENTS PARTICIPATING IN A VCE SUBJECT

At the beginning of each academic year the VCE Coordinator will hold a briefing session for all students to go over key elements of the rules and processes for VCE students - particularly attendance, breaches and school-based assessment rules and processes.

ABSENCE +

Attendance

- To ensure compliance with the VCAA, students must maintain a minimum 85% attendance rate or risk a Not Satisfactory in VCE Fast-Track Subjects.
- Acute or chronic absences, where Special Provision is approved according to VCAA Rules, are not counted as absences for the above purposes.
- The responsibility for providing a medical certificate explaining any absence sits with the student.
- If a student is absent from a class without permission, they will be required to make up for any missed subject/s during lunch or after school.
- Absences from assessment tasks require a medical certificate as per the VCE Assessment Policy so the assessment may be rescheduled.

## What a substantial breach of the attendance rules is considered to be:

All VCE units involve at least 50 hours of scheduled classroom instruction. All students need to attend sufficient class time to complete work. All students MUST attend a minimum of 85% class time for each VCE unit of work.

If a student has completed work but there has been a substantial breach of the school's attendance (less than 85% attendance time), the subject teacher may be unable to authenticate the student's work completed across the outcome.

If a student's attendance is less than 85% attendance, the school may choose to assign an N result for the unit of work because all work cannot be authenticated.

## Notification process when a teacher reschedules an assessment task:

Subject teachers will provide students with the dates for completion of assessment tasks in the unit outline at the beginning of each unit, taking into account the important administrative dates set by the VCAA.

## Rescheduling assessment tasks for an entire class:

In the event that the subject teacher needs to reschedule an assessment task, the school will provide a minimum of five school days notification to all students.

## Rescheduling an assessment task or an OAT (Outcome Assessment Task) for an individual student:

The following procedure must be completed by the student prior to the original date or within three school days following their return to school:

1. The student must complete the relevant Application to Reschedule an OAT form and attach supporting documentation (See Appendix)
2. The student submits the completed form, with suitable documentation attached, to the VCE Coordinator for review.
3. The student undertakes the task at the proposed new time.
4. Where a student fails to attend the rescheduled session a class absence will be recorded and an email sent to the student, Pastoral Group Learning Mentor, School Leader and class teacher. The student will need to complete a new application form for approval to reschedule the task again.

\* Supporting documentation is required if a student is unwell at the time of an assessment: A Medical Certificate or Doctor's report or signed note from a Parent/Carer pertaining to the absence. Other: Official documentation or Statutory Declaration or a signed letter from School Leader explaining the absence.

\* IMPORTANT NOTE: Where a student fails to follow this procedure, the student will receive an N - Not Satisfactory for the unit. The student may appeal this decision. Please refer to the VCE Handbook for more information.

# INFORMATION FOR YEAR 10 STUDENTS PARTICIPATING IN A VCE SUBJECT

## OATs - OUTCOME ASSESSMENT TASKS

### EXTENSION PROCEDURES

Extensions of time will only be given under limited circumstances. Students are not permitted to resubmit work for the purpose of obtaining a new grade for an assessment task.

The process for requesting an extension is:

- Evidence in the form of a medical certificate or other official documentation must be obtained to justify the reason for requiring an extension of time.
- Student completes an application for extension, found in the appendices of the student handbook at least three days before the due date if practicable, and submits this to the subject teacher.
- Consultation will then take place between the student, subject teacher and the School Leader about whether a revised due date may be permitted.
- The subject teacher and School Leader will then make the final decision and notify the student in writing.
- If an extension of time is approved, the work must be submitted by the agreed revised date and time.

### USE OF A COMPUTER

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability.
- Hard copies of the work in progress are produced regularly.
- Each time changes are made, the work is saved as a backup file, which should not be stored on the computer.

### COMPLETION OF WORK

Students are responsible for ensuring that all Outcome Assessed Tasks (OATs) are completed to a satisfactory standard to demonstrate the achievement of Outcomes in a Study in order to achieve an 'S' (Satisfactory Completion) for the Unit. Students and parents will be notified by the Subject Teacher if a student has not submitted work required to achieve an outcome. Failure to submit work can result in an "N" for that Unit.

### FEEDBACK TO STUDENTS

Students will be given a written result by their teacher for OATs as a grade/mark range (percentage) for each learning. This will also include information about the task and advice on where improvements can be made for future learning. Please note the grade/mark range is an indication of student achievement on this particular task and is one element considered for establishing a satisfactory completion of the overall unit.

### REDEEMING AN OUTCOME

If on the first attempt of an assessment task a student is unable to meet the requirements for the task to achieve an S, the student will be allowed a second attempt. If a student is unable to achieve a satisfactory level on the second attempt the student will receive a Not Satisfactory (N) for the assessment task and possibly an N for the unit. The classroom teacher will make contact with the student's family and "N" letter will be issued via email to officially advise the student has received an N for an outcome. This letter will outline the procedure the student needs to follow if they wish to apply for redemption of this unit. It is highly recommended a student follows this procedure. Important note: a student may only submit further evidence or resubmit a task, for reconsideration to redeem an S for the outcome. The original score (mark) achieved for the task will not change.

# TIMELY COMPLETION OF OATs

## Special Consideration

Students may apply for special consideration if they have been disadvantaged due to illness or circumstances beyond their control in completing OAT work requirements and meeting the submission date using the Application for Special Provision.

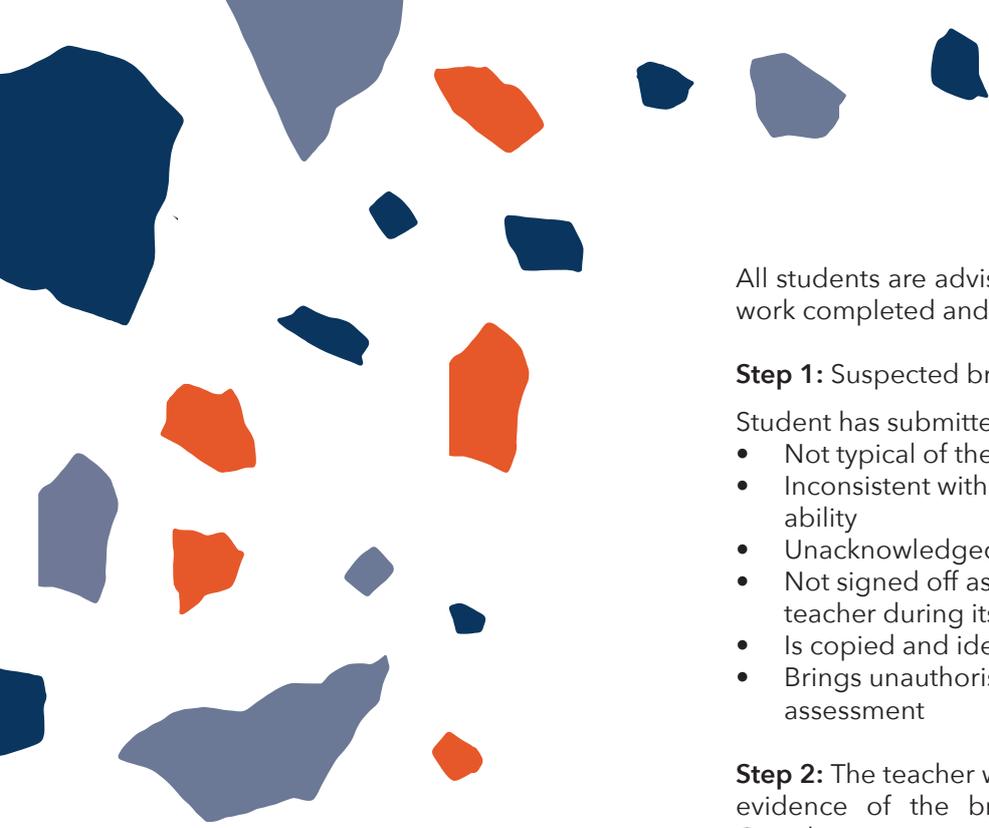
\*Medical or supporting documentation is required to support all applications for Special Consideration.

## Absence or illness on the due date of an OAT work submission

Students must make contact with the subject teacher. On return to school the student needs to complete the Absent from OAT form and attach relevant documentation. Medical certificates are required as proof of illness. Where a medical certificate is provided the student will automatically be given the opportunity to submit the task however, this needs to be confirmed and scheduled with the subject teacher.

## Statistical Moderation in the VCE

Please see the Statistical Moderation Brochure on the VCAA website.



# BREACH OF RULES, PLAGIARISM + *Cheating*

All students are advised they are responsible for ensuring that work completed and submitted is their own.

**Step 1:** Suspected breach identified by the teacher:

Student has submitted work that is:

- Not typical of the work produced by the student
- Inconsistent with the teacher's knowledge of the student's ability
- Unacknowledged (material and content)
- Not signed off as being sighted and monitored by the teacher during its development
- Is copied and identical to another student's work
- Brings unauthorised or pre-prepared materials into an assessment

**Step 2:** The teacher will refer the student's work, along with evidence of the breach, to the School Leader or VCE Coordinator.

**Step 3:** The School Leader or VCE Coordinator will investigate the breach.

The student may be required to provide evidence the work submitted is their own. In order to obtain the necessary evidence, students may be required to:

- Provide evidence of the development of the work, for example drafts
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- Provide samples of other work
- Complete, under supervision, a supplementary assessment task related to the original task
- Complete a test to demonstrate an understanding of the work

**Step 4:** The evidence gathered is presented to the Secondary School Leader and a decision is made about the breach. Prior to a decision being made by the school that may result in a penalty being imposed, the student may be requested to attend an interview with the VCE Coordinator and/or the School Leader and their subject teacher.

The student will be provided with 24 hours notice to attend this meeting and be advised a parent/carer may accompany them to the interview in a support role, but not as an advocate.

After the meeting, the student and parent/carer will be notified in writing of the decision/penalties imposed and their rights of appeal. The decision/penalty imposed by the school could be in the form of:

- A reprimand to the student or;
- If there is sufficient time before the due dates designated by the school or VCAA, the student could be asked to resubmit the work or;
- Refuse to accept the part of the work which infringes the rules;
- Refuse to accept any part of the work and a 0% will be awarded for the task.



## INVESTIGATION OF *Breaches*

As specified by the VCAA, the subject teacher will be responsible, in the first instance, to collect any evidence of the breach (plagiarism, circulating or publishing written work that is not the work of the student, including the use of AI, and authentication of work) during an investigation. If the teacher cannot declare the work was produced solely by the student, then the investigation will be forwarded to the School Leader or VCE Coordinator for investigation. In the event they agree the work submitted was not solely produced by the student, they will meet with the student to discuss their findings.

Appeals: Students have a right of appeal against the decision of the college if a penalty has been imposed because of a breach of the VCAA rules set out above.

Students may appeal on one or both of two grounds:

1. That a breach had not occurred.
2. That the penalty was too severe.

All investigations are completed in strict confidence with only the identified roles having access to the process.



**VET**

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VOCATIONAL EDUCATION AND TRAINING (VET)

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# VOCATION EDUCATION AND TRAINING

# > VET

## What is a VET?

Vocation Education and Training (VET) subjects are nationally recognised courses in the Australian Qualifications Framework (AQF) and provide students with the opportunity to undertake industry or skills training. VET courses involve competency-based learning.

VCE VET programs offer students the opportunity to gain both the Victorian Certificate of Education (VCE) and a nationally recognised VET certificate. VCE VET programs are fully recognised within the Units 1-4 structure of the VCE and contribute towards satisfactory completion of the VCE. VCE VET units can have the same status as other VCE units, and contribute to the satisfactory completion of the VCE VM.

## What is a VET subject?

VET subjects can be studied in either a VCE or VCE VM course. Students can obtain an AQF Certificate Level II or III qualification in addition to the VCE or VCE VM. VET subjects may contribute to the ATAR in one of two ways. Some VET subjects offer scored assessment. These include Hospitality (Kitchen Operations), Business, Community Services, Engineering, and Sport and Recreation. VET programs that do not offer scored assessment, may provide an ATAR increment. The increment is 10% of the fourth study score in the primary four scaled studies.

## Why choose a VET subject in your VCE or VCE VM course?

### As preparation for employment:

- Students have experience of a specific occupation and therefore know it is the right career choice for them
- Students develop work-ready skills and are introduced to potential employers or referees
- Students complete an industry specific certificate and fast track their pathway to the occupation

### As preparation for further TAFE study:

- Students have the opportunity to demonstrate interest in a particular industry which will assist them to gain a place in a TAFE course
- Students who complete AQF Certificate Level II courses gain time exemption from AQF Certificate Level III courses undertaken at TAFE after school

## How does VET contribute to the VCE?

VET may contribute to the VCE at Units 1 and 2 level, or Units 3 and 4 level.

## How is VET undertaken as a part of the VCE?

There are three ways to undertake VET:

1. Enrolment and participation in a VCE VET program.
2. By obtaining a School Based Apprenticeship.
3. Block Credit Recognition.

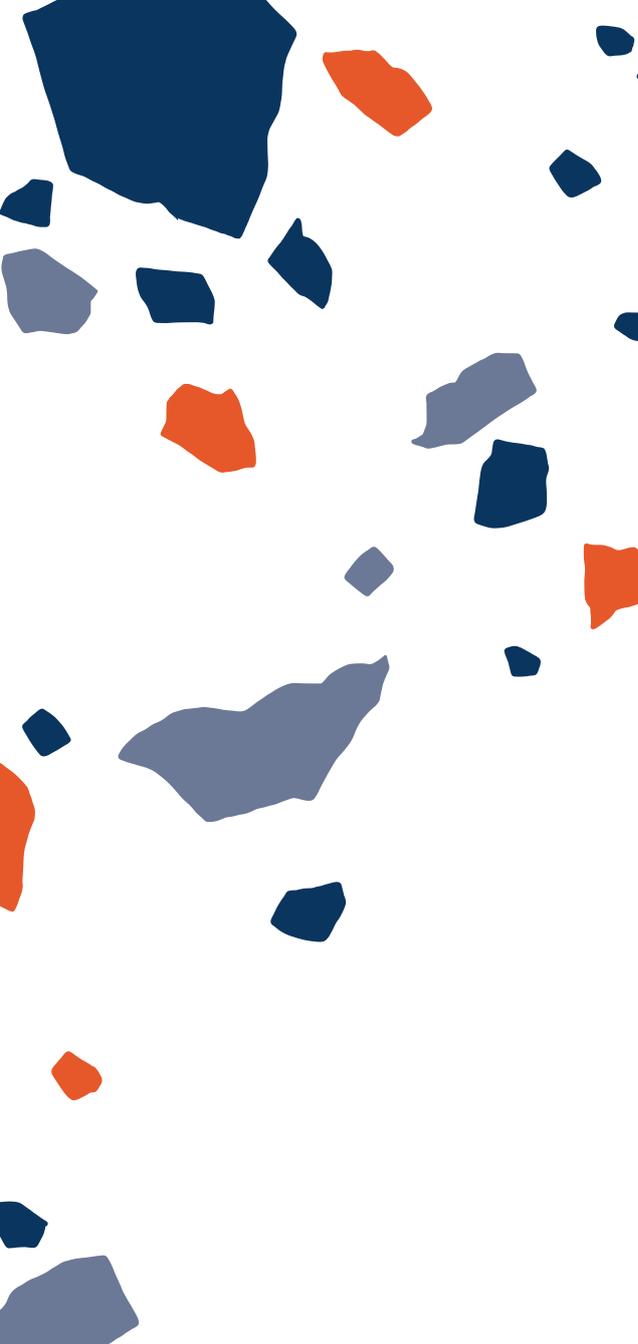
Block Credit: Students who undertake VET or Further Education (FE) qualifications that are not included in the suite of VCAA-approved VCE VET programs and SBATs, may be eligible for credit towards their VCE through Block Credit Recognition..

## What are the requirements for structured workplace learning?

VET subjects also require or recommend structured workplace learning to complement and extend learning. Industry and employability skills are assessed in the workplace and contribute to the assessment of a VET subject.

### As preparation for University study:

- Students have the opportunity to demonstrate an interest in a particular industry which will assist them to gain a place in a university course
- Some VET subjects count in the students ATAR. Some universities will offer direct entry for a satisfactory completion in an AQF Certificate Level III above the ATAR
- Students will develop essential work skills which, in turn, will help them obtain part time work
- Students will develop an appreciation of being an employe



# VOCATION EDUCATION AND TRAINING (VET) PROGRAMS **OFFERED** **AT GOTAFE**

St Anne's College offers students the opportunity to apply to participate in a range of VET programs through GOTAFE as the Registered Training Organisation (RTO). These courses provide significant vocational opportunities and provide a wide-range of interests and potential career paths. Classes are held subject to sufficient numbers.

When a student is approved to participate in a VET program, they are required to:

- be responsible for catching up on any school work missed
- be focused and organised
- attend their VET program for a minimum of 85% or risk not satisfactory result for their program

## **GOTAFE INFORMATION**

### ATTENDANCE/DURATION

GOTAFE deliver their practical classes on Wednesdays from 9:00am - 3:15pm.

Most programs are delivered over two years and structured work placement is highly recommended.

In some VET programs, structured workplace learning placements are mandatory with a minimum of 80 hours.

### ASSESSMENT

A student is generally assessed on the demonstration of practical skills and theory knowledge of their program. Assessment can also include written and verbal assignments, classroom participation and project or online assessments. The assessment outcome is either competent or not competent.

### MATERIALS FEES

Students may be required to pay additional fees for workbooks, personal protective equipment/uniform which will be subject to each specific VET program.

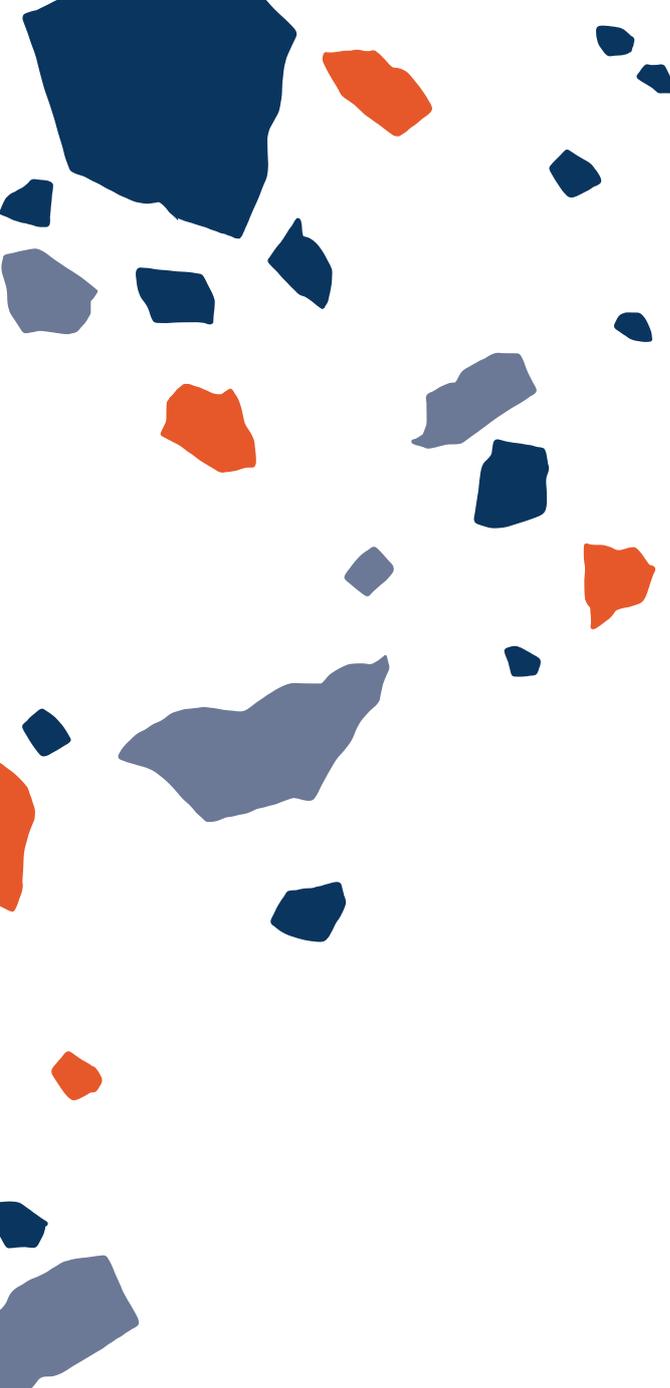
### FURTHER INFORMATION

For further detailed information on VET courses, including program booklets, please refer to the VCAA website:

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

### VETDSS offered by GOTAFE: in 2026

- Animal Care (Online) - (application required)
- Agriculture
- Automotive (Pre - entry test)
- Building & Construction (Pre-entry test)
- Business (Online)
- Cookery
- Community Services (Application Required)
- Design Fundamentals
- Early Childhood Education (Application Required)
- Electrotechnology (Pre - entry test)
- Engineering - Trades
- Equine (Online) - (application required)
- Hairdressing
- Health services (application required)
- Hospitality
- Information technology
- Make-up
- Plumbing (Pre-entry test)



# VOCATION EDUCATION AND TRAINING (VET) PROGRAMS OFFERED AT ST ANNE'S COLLEGE

St Anne's College offers students the opportunity to apply to participate in VET programs through the college as the Registered Training Organisation (RTO). Classes are held subject to sufficient numbers.

When a student is approved to participate in a VET program, they are required to:

- be responsible for catching up on any school work missed
- be focused and organised
- attend their VET program for a minimum of 85% or risk not satisfactory result for their program

*VET course on offer at St Anne's College in 2026:*

## **Certificate III Sport Aquatics and Recreation (SIS30122)**

Through the new Certificate III in Sport, Aquatics and Recreation, students thoroughly develop the skills and knowledge to deliver sport and recreation services. Students who complete this program develop the ability to work independently in the industry, using their judgement to effectively complete work activities. Selected units in IVET's Certificate III program cover various key areas within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. The skills and knowledge developed by completing these units provide students with a strong foundation for whichever direction they take in the industry.

Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

### **Learning Areas**

- Delivery of recreation sessions
- Workplace health and safety
- Conditioning for sport
- Officiating
- Technology in the sport, fitness and recreation industry
- Client service and working with diverse people
- First aid and responding to emergencies

### **Job Opportunities**

- Recreation officer
- Activity operation officer
- Sport and recreation attendant
- Community activities officer
- Leisure services officer

# Choose your career

\*Awaiting updated version from VETDSS provider

Choose a career path	VETDSS Course
<b>Animals</b>	Certificate II in Animal Care ACM20121
<b>Equine</b>	Certificate III in Equine Studies (VCE VET) 22513VIC
<b>Agriculture</b>	Certificate II in Agriculture (VCE VET) AHC20116
<b>Beauty</b>	Certificate III in Make-Up (VCE VET) SHB30221
<b>Hair</b>	Certificate II in Salon Assistant (VCE VET) SHB20216
<b>Art &amp; Design</b>	Certificate III in Design Fundamentals CUA30720
<b>Business</b>	Certificate III in Business BSB30120
<b>IT</b>	Certificate III in Information Technology (VCE VET) ICT30120
<b>Automotive</b>	Certificate II in Automotive Vocational Preparation (VCE VET) AUR20720
<b>Engineering</b>	Certificate II in Engineering Studies 22470VIC
<b>Building</b>	Certificate II in Building and Construction Pre-Apprenticeship (VCE VET) 22338VIC
<b>Plumbing</b>	Certificate II in Plumbing (Pre-Apprenticeship) 22569VIC
<b>Electrical</b>	Certificate II in Electrotechnology (Career Start) UEE22020
<b>Early Childhood</b>	Certificate III in Early Childhood Education and care (Partial Completion) CHC30121
<b>Education</b>	Certificate III in Education Support CHC30221
<b>Health</b>	Certificate III in Allied Health Assistance (Incorporates HLT33115) (VCE VET) HLT33015
<b>Community Service</b>	Certificate III in Community Services (Incorporates CHC22015) (VCE VET) CHC32015
<b>Cookery</b>	Certificate II in Cookery(VCE VET) SIT20421

**D** Docker St, Wangaratta

**F** Fryers St, Shepparton

**O** Online with compulsory on campus workshops

**W** William Orr, Shepparton

**S** Seymour

**T** Tone Rd, Wangaratta

**H** High St, Wallan

**A** Archer St, Shepparton

# Choose your career

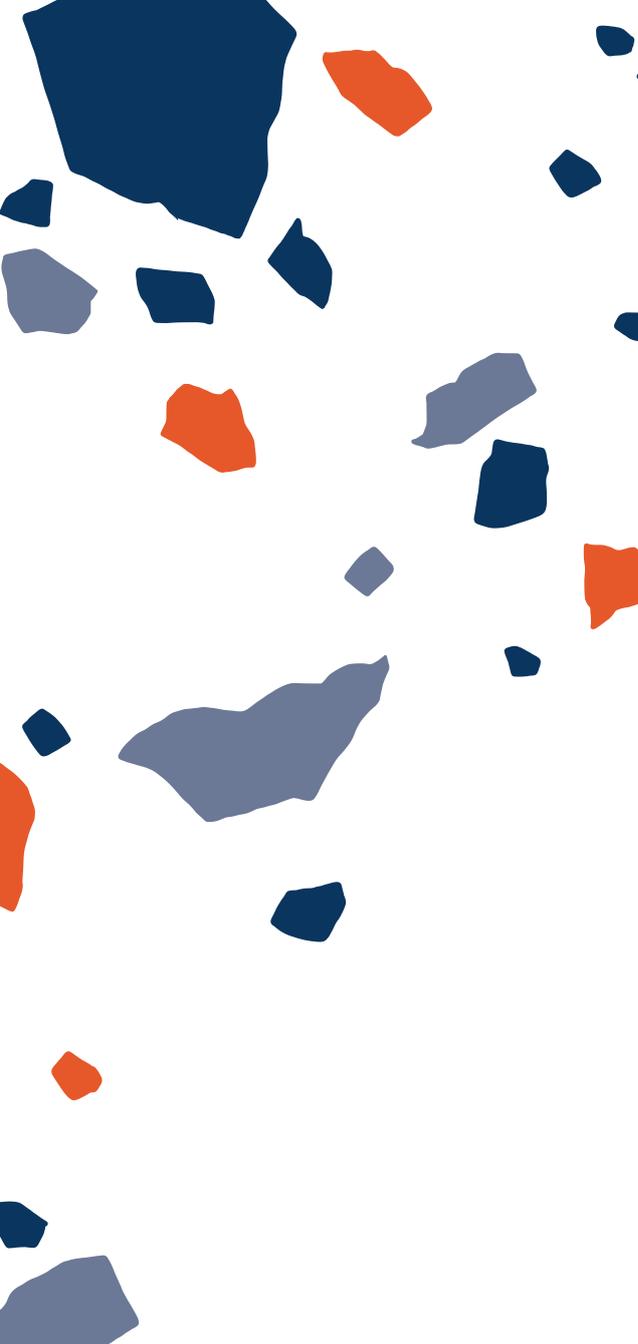
	Location	Qualification Obtained Over 2 Years	Structured Workplace Learning (SWL)**	Possible maximum VCE Credit
<b>Animals</b>	<b>O</b>	Yes	Mandatory 40 hrs p.a.	2 x Units 1 & 2, 1 x Units 3 & 4 (AI)
<b>Equine</b>	<b>O</b>	Yes	Strongly Recommended	4 x Units 1 & 2, Units 3 & 4 (ASA)
<b>Agriculture</b>	<b>W</b>	Yes	Strongly Recommended	Units 1-4 (BC)
<b>Beauty</b>	<b>FD</b>	Yes	Strongly Recommended	Units 1-4 (BC)
<b>Hair</b>	<b>F</b>	Yes	Mandatory 40 hrs	4 x Units 1 & 2
<b>Art &amp; Design</b>	<b>AD</b>	No ***	Strongly Recommended	Units 1-4 (BC)
<b>Business</b>	<b>O</b>			
<b>IT</b>	<b>FT</b>	No ***	Strongly Recommended	2 x Units 1 & 2, 2 x Units 3 & 4 (ASA)
<b>Automotive</b>	<b>DSA</b>	No ***	Strongly Recommended	2 x Units 1 & 2, 1 x Units 3 & 4 (AI)
<b>Engineering</b>	<b>FD</b>	Yes	Strongly Recommended	Units 1-4 (BC)
<b>Building</b>	<b>WD</b>	Yes	Strongly Recommended	2 x Units 1 & 2, 1 x Units 3 & 4 (AI)
<b>Plumbing</b>	<b>WD</b>	No ***	Strongly Recommended	3 x Units 1 & 2, Units 3 & 4 (AI)
<b>Electrical</b>	<b>FD</b>	Yes	Strongly Recommended	3 x Units 1 & 2, 1 x Units 3 & 4 (AI)
<b>Early Childhood</b>	<b>FDSWH</b>	No ***	Mandatory 120 hrs	Units 1 & 2, 2 x Units 3 & 4 (BC)
<b>Education</b>	<b>FDSWH</b>	No ***	Mandatory 50 hrs p.a.	Units 1-4 (BC)
<b>Health</b>	<b>FDS</b>	Yes	Strongly Recommended	3 x Units 1 & 2, 2 x Units 3 & 4 (ASA)
<b>Community Service</b>	<b>F</b>	Yes	Strongly Recommended	Units 1 & 2, 3 x Units 3 & 4 (ASA)
<b>Cookery</b>	<b>FDS</b>	Yes	Strongly Recommended	2 x Units 1 & 2, Units 3 & 4 (ASA)

**(AI) = ATAR Increment:** 10% of the fourth study score in the primary four scaled studies.

**(BC) = Block Credits:** Amount of credits is based on certificate level and completed UoC's. (Refer to VCAA TSC rules.)

**(ASA) = ATAR Scored Assessment:** The study score contributes to the ATAR, one of the best four studies or as a fifth or sixth study.

<b>D</b> Docker St, Wangaratta	<b>F</b> Fryers St, Shepparton	<b>O</b> Online with compulsory on campus workshops
<b>N</b> NCN Health, Cobram	<b>S</b> Seymour	<b>T</b> Tone Rd, Wangaratta
<b>W</b> William Orr, Shepparton	<b>B</b> Benalla	<b>A</b> Archer St, Shepparton



## UNIQUE STUDENT IDENTIFIER (USI)

If you are intending to enrol into a VET program, you will need to have USI number in order to receive your qualification or statement of attainment.

A USI - Unique Student Identifier is a reference number that creates an online record of your training and qualifications attained in Australia. Your USI number will be required prior to enrolling into your VET program.

The USI will give you access to an online record of your nationally recognised training in the form of a USI Transcript. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

A USI is for life! You only have to create it once. When you have obtained your USI, keep it safe and save it in a location where you can easily access it e.g. your mobile phone. Once you have obtained your USI, you will be asked to provide this number when you enrol in your VET program. When you go to obtain your USI, you will need to provide some form of identification.

One of the following are acceptable forms of ID:

- Australian Passport
- Non-Australian Passport (with Australian Visa)
- Australian Birth Certificate
- Australian Driver's Licence
- Medicare Card
- Certificate of Registration by Decent
- Centrelink Concession Card
- Citizenship Certificate
- ImmiCard

Watch the following clip:

<https://www.usi.gov.au/about-us/news/videos>

To obtain your USI, you need to go to the following website: <https://www.usi.gov.au/>

# School-based

## APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

**You can start an apprenticeship or traineeship while you are at school and receive credit towards your VCE or VCE VM.**

Apprenticeships and traineeships give you the opportunity to combine part-time employment with your VET qualification. Apprenticeships and traineeships combine practical hands-on experience in the workplace with training and assessment from a Registered Training Organisation (RTO).

An SBAT involves being released from school for a minimum of one day per week to undertake the apprenticeship or traineeship. You will need to complete six hours of training and seven hours of work per week.

All apprenticeships and traineeships can provide credit towards your VCE or VCE VM. For every 90 hours of training completed, you will receive one unit towards your VCE or VCE VM. VCE credit will be determined by the certificate. Most apprenticeships or traineeships in VCE VET program areas provide credit for VCE Units 1 to 4.

You will receive a certificate or statement of attainment from your RTO for the VET training you have completed as part of your apprenticeship or traineeship.

An SBAT provides the best of both worlds for students. You can participate in part-time paid employment while still completing your schooling.

SBATs support students' transition from school to further training and education or work. Pending your SBAT, it can also provide multiple pathways to employment, TAFE and University.

Industry can also benefit from SBATs because they can help fill skill shortage areas and reduce the amount of time a student spends away from the workplace.

VCAA states the following about SBATs:

A student may undertake a SBAT or traineeship only if the following conditions are met:

- The training scheme is approved by the Victorian Registration and Qualifications Authority (VRQA) for delivery of SBATs
- The student is 15 years of age or over
- The student is an Australian citizen or a permanent resident
- The student is in relevant employment the principal, or principal's delegate, has signed the training plan and the student is enrolled in a nationally recognised qualification that can be undertaken as an SBAT

Students who undertake an apprenticeship or traineeship that does not satisfy the school-based criteria will be undertaking a 'part-time apprenticeship or traineeship'. This type of arrangement will still provide credit for VCE or VCAL if it is recorded on VASS.

### **VCAA-approved SBATs**

SBATs typically offer credit at the Unit 1 to 4 level towards the VCE and all levels of VCE VM. Further credit is available in larger qualifications up to a maximum of six units. All nationally recognised qualifications with training schemes approved by the VRQA are also approved by the VCAA.

# STRUCTURED WORKPLACE LEARNING > SWL

## Structured Workplace Learning

The VCAA has determined that structured workplace learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to experience a designated set of skills and competencies related to VCE VET programs.

SWL experiences help students relate theory to a real world work environment while developing their skills.

SWL complements the training undertaken at the school and the Registered Training Organisation (RTO) and provides context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of units of competency/modules, as determined by the RTO
- Increased employment opportunities

VCE VET program publications contain information relating to the SWL requirements. In all cases, SWL is strongly recommended.

The VCAA mandates SWL under the following situations:

- Where a period of work placement is mandated for the award of the qualification; or
- Where the Assessment Conditions from a Unit of Competency contains a statement regarding the requirement to demonstrate skills in a workplace.

The SWL requirements are expressed in hours and weeks, and where possible should be spread across the duration of VCE VET programs. It should be noted that industrial agreements may stipulate the length of a working week in a particular industry and this may differ from the VCAA recommendation. The industry requirements are to be adhered to.

The VCAA strongly recommends students undertake a minimum of 80 hours SWL for VCE VET Programs. SWL should be spread across the duration of the training program.

At St Anne's College it is recommended students complete structured workplace learning on a Friday.

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# SWL WORK HEALTH AND SAFETY

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Schools/RTOs must ensure Work Health and Safety (WHS) is covered in the training program. The principal must be satisfied the student to be employed under an SWL arrangement is undertaking training in the appropriate WHS unit of competency before commencing SWL.

Students must be informed of work-related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing and equipment.

Schools must also be satisfied, through their review of the acknowledgement provided by employers on the SWL Arrangement form, that the workplace in question and the activities proposed will not expose a student to risk during their structured work placement.

Employers must view their duty of care towards students as no different to the duty of care owed to employees. They must understand that students cannot be expected to possess the judgment or maturity to undertake any task that presents potential risk. This means

no student may be exposed at any time to dangerous plant machinery, equipment, substances, work environments or work practices.

At the start of their placement, students should be introduced to their supervisor and provided with a formal induction into the workplace. This will include first aid, emergency and incident reporting arrangements. The student should undertake an orientation tour of the workplace and be notified of any excluded areas or activities. Students should be instructed to report anything they feel may be unsafe without delay. They should be encouraged to ask for help or further instruction if they are not sure of the correct way to carry out any task.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student's activities. Supervisors must understand that a student may not fully grasp information or instruction the first time they are told. They should encourage students to seek assistance to fully understand the requirements to perform their duties.

## VCAA Collection Notice for VCE and VCE VM Students

### Collection of Student Data

In order to perform its statutory functions, the VCAA collects student personal information and assessment information (together referred to as Student Data) relating to students enrolled in, or intending to enrol in, the VCE and VCAL assessment programs, the International Baccalaureate (IB) or the General Achievement Test (GAT).

Personal information is defined in section 3 of the Privacy and Data Protection Act 2014 (Vic)(PDP Act) and is collected and handled by the VCAA in accordance with that act.

Student data is collected by the VCAA for the purposes of generating student final VCE, VCAL and GAT results (Student Results), assuring the quality and integrity of the VCE and VCAL assessment programs and for the research purposes related to the VCAA's statutory powers and functions.

Student data collected by the VCAA includes, but is not limited to the following:

- Name, date of birth and gender
- Country of origin
- Contact details
- Enrolment details
- Aboriginal or Torres Strait Islander (ATSI) status
- School graded assessment and results
- External assessments

In most instances, the VCAA collects Student Data directly from schools, however it is sometimes necessary to collect Student Data from individual students and/or third parties. When a third party provides an individual's personal information, the VCAA requests that the individual is made aware their personal and/or health information will be, or has been, provided to the VCAA; the purpose for which it will be or was provided; and to whom it will be or is likely to be disclosed.

Where the VCAA receives an application for Special Provision, personal and health information within the meaning of the Health Records Act 2001 (Vic) will also be collected for the purpose of assessing the student's eligibility to receive Special Provision. For such applications, the way in which the VCAA collects and handles the personal and/or health information will be identified at the point of collection.

### Use and disclosure of Student Data (and Student Results)

Student Data is disclosed to and used by authorised VCAA employees and/or contractors for the above mentioned purposes. Additionally, the VCAA discloses Student Data and/or Student Results for the purposes below. Student personal information collected will not otherwise be used or disclosed by the VCAA, except with the prior consent of the student (or student's parent/carer where applicable) and in accordance with the PDP Act, or if the VCAA is required or otherwise permitted by law to do so.

Government school student data is provided to the Department of Education and Training's Performance and Evaluation Division in order to comply with educational reporting requirements.

### Victorian Registration and Qualifications Authority (VRQA)

Student Data and Student Results may be provided to the VRQA in relation to the VRQA's statutory functions in relation to the accreditation, delivery and maintenance of the VCE and VCE VM, including the registration of schools and training organisations.

### Victorian Electoral Commission (VEC)

The VCAA must comply with notices from the Victorian Electoral Commission (VEC) under section 26(4) of the Electoral Act 2002 (Vic) requiring the VCAA to provide information so that the VCE can:

- write to students when they turn 17 years of age to invite them to provisionally enrol to vote;
- provide students with information on enrolling and voting; and
- write to students who are already 18 years of age to advise them to enrol and failure to do so may result in the VEC commencing enrolment activities in accordance with section 23A of the Electoral Act 2002 (Vic)

International Education Division (IED), Department of Education and Training

The IED has a legal obligation to monitor the progress of international students to ensure they are in a position to complete the course within the expected duration specified on the student's Confirmation of Enrolment (CoE). The VCAA provides IED with student unique identifying number, name, school, VCE program, and course credits granted.

### Season of Excellence (SoE)

The VCAA discloses Student Data of high-achieving VCE students who have been short-listed by VCAA employees for Top Class, Top Talks, Top Arts, Top Screen and Top Designs to SoE panel members for final selection. Panels comprise a Chief Assessor, Assessors and State Reviewers who are engaged by the VCAA, in addition to a National Gallery of Victoria representative (Top Arts only) and Victorian school teachers.

### De-identified information

The VCAA provides student personal information to Victorian and Australian Government agencies and statutory authorities to assist with forward planning related to education provision and reporting in a de-identified format. This may include information relating to students of Aboriginal and/or Torres Strait Islander origin. The VCAA may also provide de-identified data to external bodies who request data for research purposes.

### Consequences if information is not provided

If the personal information requested on the VCE and VCE VM Student Personal Details Form is not provided, and/or Section F of this form is not signed, the student may not be accepted for enrolment in the VCE or VCE VM.

### Access and correction

An individual may request access to personal information the VCAA holds about them and request its correction if inaccurate.

### Relevant Forms

[VCE Subject Change Form](#)

OAT Reschedule Form

Extension Application Form

### Further information

For further information please refer to the VCAA Privacy Policy

([www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx)) or contact the VCAA on 1800 134 197



**St Anne's College**

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