



Department of Education and
Early Childhood Development

Welcome to Secondary School

A Parent's Guide to Victorian
Government Secondary Schools



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Would you be interested in receiving information about Victorian government primary schools or early childhood services?

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The size of this guide is right for this sort of information (please circle): **Strongly agree Agree Neutral Disagree Strongly disagree**

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Parent Update

The Victorian Department of Education and Early Childhood Development produces a free email newsletter *Parent Update* to keep you in touch with the latest news, events, initiatives and changes to education and early childhood development in Victoria.

Subscribe to *Parent Update* online now by visiting www.education.vic.gov.au/parentupdate/



tear along here

School term dates

2011

Term 1:

4 February to 8 April

Term 2:

27 April to 1 July

Term 3:

18 July to 23 September

Term 4:

10 October to 22 December

2012

Term 1

6 February to 30 March

Term 2

16 April to 29 June

Term 3

16 July to 21 September

Term 4

8 October to 21 December

2013

Term 1

1 February to 28 March

Term 2

15 April to 28 June

Term 3

15 July to 20 September

Term 4

7 October to 20 December

No stamp required
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Message from the Minister

Secondary school marks the next important step in your child's education. In Victoria, we have a world-class education system with a strong and vibrant government school system at its core.

This guide provides you with information about enrolling your child in a Victorian government secondary school.

The Victorian Government is committed to building excellence in education, and providing outstanding learning opportunities for every child, in every school across Victoria.

There are more than 250 government secondary schools, 65 combined primary and secondary schools and 77 special schools across the state, each with individualised education programs to suit your child's needs and interests.

Victorian government secondary schools provide young people with the opportunities, choices, life skills and high-quality resources and programs they need to equip them for 21st-century careers.

Every government school is supported by a comprehensive reporting and testing system, so you can be confident that our high statewide standards in education are delivered to your child.

At the same time, each school has the flexibility to tailor its programs to meet the individual needs of students.

As a result, Victoria is among Australia's highest performing states and territories in literacy and numeracy, according to National Assessment Program testing (NAPLAN).

Welcome to Secondary School is designed to make your child's transition to secondary school easy and enjoyable.

It will also help you to understand the range of opportunities and options available at Victorian government secondary schools.

More information on Victorian government schools can be found at www.education.vic.gov.au or you can call the Information and Referral Service on **1800 809 834** to obtain further advice and assistance.

I wish you and your child a rewarding journey through the secondary school years as our schools work with you to ensure your child has every opportunity to thrive, learn and grow.



A handwritten signature in black ink that reads "Bronwyn Pike". The signature is written in a cursive, flowing style.

Hon Bronwyn Pike MP
Minister for Education

Preparing for secondary school

Choosing a secondary school

Early in Grade 6, you will be asked to nominate the secondary school you would like your child to attend in Year 7. For many students this will be the closest secondary school to their home. Most government secondary schools have an enrolment area and, if you live within that area, your child is eligible to enrol. Eligibility is based on your permanent address, not on the primary school your child has attended.

Find a School website

The Department's *Find a School* website helps you find schools close to where you live, searchable by postcode or suburb. The advanced search function allows you to compare schools according to the average class size, languages and special programs they offer.

For more information, visit

www.education.vic.gov.au/findaservice



Victorian Government School Performance Summary

The Victorian Government School Performance Summary is published annually as part of each school's annual report. It provides:

- student outcome results for the latest school year, as well as the last four years (where available) and a detailed breakdown of the result areas measured
- school comparison data, that identifies whether a school, taking into account its students, is performing higher than, or broadly similar to other schools.

Accompanying each school performance summary is a 'What Our School Is Doing' statement that provides context for the data in each school's performance summary and outlines the school's achievements and plans for the future.

For more information, visit

www.education.vic.gov.au/aboutschool/schoolreports

My School website

The *My School* website provides detailed information on almost 10,000 schools in Australia. It enables schools' results on national tests to be understood in a fair and meaningful way. For more information, visit www.myschool.edu.au

School statistics

You can also visit the Victorian Curriculum and Assessment Authority (VCAA) for an alphabetical list of schools showing completion rates, unit enrolments and study scores.

For more information, visit www.vcaa.vic.edu.au/vce/statistics/schoolstats/index.html

The schools and study search on the VCAA website lets you search for subjects by school. In addition, each Victorian government school is required to publish an annual report. You can obtain a copy either from the school itself, from their website, or from the VRQA, visit www.vrqa.vic.gov.au

Enrolling in secondary school

Early in Grade 6 your primary school will ask you to complete secondary school application forms for your child. This enables secondary schools to plan for the following year. The Grade 6 coordinator can help you with this.

International students

There are over 114 specially accredited Victorian government schools able to accept international students. In general, a student is considered to be an international student if they are not citizens or permanent residents of Australia, or citizens of New Zealand.

When choosing a secondary school:

- make an appointment to visit and tour schools in your area
- attend parent information sessions and open days
- consider how your child will travel to and from school
- find out what facilities and resources the school offers
- find out what the subject choices are
- check if there are extension programs to meet your child's needs, interests or talents
- read the school's annual report
- find out what additional support is available at the school – for example for students with a disability
- find out if the school has links with the Koorie community
- look at the school's policies
- identify opportunities for parents to become involved.

For more information about specific Victorian government schools, visit the *Find a School* website at www.education.vic.gov.au/findaservice

If your child is an international student and wants to attend a Victorian government secondary school, you will need to lodge an application form. Applications can be made through an education agent or directly to the International Education Division at the Department.

For more information about international study programs, applications and fees, visit www.study.vic.gov.au

Victorian Student Number

The Victorian Student Number (VSN) is a student identification number that is assigned by the Department to all students in government and non-government schools, and will be assigned to students in Vocational Education and Training Institutions. The number, which is unique to each student, is used as a key identifier on a student's school records, and will remain with the student throughout his or her education, until reaching the age of 25. Students transferring to a Victorian secondary school from a Victorian primary school or other Victorian secondary school may be asked to provide their VSN as part of the enrolment process. Students transferring to a Victorian school from interstate or overseas will be assigned a VSN as part of their enrolment.

Easing the transition

While the transition from primary to secondary school can be an exciting time for young people and their parents, it can also be a bit daunting for some children.

The better informed and involved you are in your child's preparation, the more likely the experience will be positive for you and your child.

From day one, your child will experience many changes – each of which brings questions. Some examples of these changes may include:

- more subjects
- an increase in homework
- an increase in the difficulty of the school work
- being responsible for getting to classes in different rooms on time

- having to manage themselves, their learning and their equipment
- using lockers and carrying their books between classes
- adapting to a range of teaching styles
- having no single classroom to call 'home' although many schools have a home base for Year 7 students.

With the help of family and school staff, students usually adapt quickly to their new environment.

Transition programs

Most secondary schools work with primary schools to help ease students through this transition. Some students visit their old primary school to tell students what it's like being at secondary school. Many secondary schools also organise visits by Grade 6 students during their final primary year.

Many schools have buddy systems in which older students are teamed with younger students.

Secondary teachers often visit primary schools to take small groups for lessons or to talk about secondary school. Ask your child's primary school what transition programs they have.

Orientation days

Victorian government secondary schools hold an orientation day in December to help Grade 6 students going on to Year 7.

At the orientation day, your child can:

- tour the school
- meet the teachers and ask questions
- find out about the school dress code and any other requirements
- learn what they will be doing in their first year
- meet other students.



🔗 **Handy hint**

Some students fear they will lose many of their old friends when they start secondary school. Encourage your child to keep in touch with their primary school friends.

Life at secondary school

There are many ways you can encourage your child and offer support to ensure they enjoy their experiences at secondary school including:

- being interested and enthusiastic
- attending secondary school parent information sessions
- organising travel arrangements to and from school, including a back-up plan if they miss their transport
- organising your child's uniform well before the first day of school
- learning about school routines and timetables
- helping your child develop good study habits
- helping your child to develop organisational skills
- talking with your child about school
- discussing emergency and safety issues with your child
- putting your child's name on all personal items, such as clothes, calculators and books.

Key points of contact

In secondary school, students may have several teachers, and may be concerned their needs and interests could get lost in the crowd.

It is important to let your child know there are always people available to help and they should not hesitate to ask questions. You should also feel comfortable to ask any questions you may have.

Your child will have a Year 7 coordinator and a home-room teacher, who takes the roll (checks attendance) and distributes school notices and newsletters. They are often the key point of contact if you, or your child, has any concerns or issues.



Uniforms and dress codes

Most schools have a uniform. This usually consists of winter and summer uniforms, and a sports uniform.

You can request a copy of your school's student dress code, which may also contain rules on jewellery and hair styles.

Some schools have arrangements with uniform suppliers, or a uniform shop, where parents can buy new or second-hand uniforms.

Travelling to and from school

Students who live more than 4.8 kilometres from their nearest government school may also be eligible for help with transport costs, through the Victorian Government Conveyance Allowance.

Any student enrolled in a specialist or special developmental school may be eligible for transport assistance.

Contact your child's school for more information, or visit www.education.vic.gov.au/aboutschool/lifeatschool/traveltoschool.htm

... Handy hint

During the summer holidays encourage your child to have a practice run using public transport to get to and from school.

Public transport concessions

All students under 17 years can travel at a concession rate (including international students).

Students who are 17 years or older need a Victorian Public Transport Student Concession Card (international students are not eligible for concession cards). Concession cards and application forms are available from most staffed train stations, some bus depots and online. Most schools also have application forms at the front office.

When using public transport your child must remember:

- to carry their Student Concession Card at all times and to produce it when requested
- student identity cards cannot be used instead of concession cards
- the Victorian International Student Identity Card is not accepted for concession travel on V/Line services.

For more information about public transport concessions or the new myki ticketing system, call Metlink on **131 638** or visit www.metlinkmelbourne.com.au

Student engagement

Attendance

In Victoria, education is compulsory for children aged between six and 17 years. It is expected that they will attend school every day of each term.

If your child is absent because they are sick or have an appointment, the school needs to know when they will be away and why they will be absent. Your child can deliver a note to let the school office, year-level coordinator or home-room teacher know in advance or, where appropriate, upon return to school.

If your child is going to be away for several or more days, you should discuss the possibility of getting some class work from your child's teachers.

Contact the school if you have concerns about your child's attendance. Ask the school how it informs parents if their child is absent. Many schools now telephone parents or send them a mobile text message.

Disciplinary procedures

Principals are responsible for applying fair and consistent discipline and attendance policies that are collectively agreed upon and fairly enforced. It is important that students who are experiencing behaviour related issues are supported and encouraged to talk to their teacher or school welfare staff. Where a student's behaviour does not comply with the rules, measures may involve:

- withdrawal of privileges
- withdrawal from class
- detention
- discipline meetings
- student support group meetings
- suspension
- voluntary transfer to another school
- expulsion.

For more information about disciplinary procedures, request a copy of your school's Student Engagement Policy.



Timetables

Your child's timetable will list specific classroom numbers. It helps if they have attended the school orientation day and already have some understanding of the layout of their new school before they start.

You could also ask at the front office for a school map.

It is a good idea to make a few copies of your child's timetable to keep on the fridge, in their student diary and in books for each subject.

✦ Handy hint

Get your child to colour-code the subjects on their timetable, and cover the books in a matching colour, to avoid confusion.

Electronic items

While mobile phones and MP3 players are a part of life, each school will have a policy on their use at school. You should avoid calling your child's mobile or sending them text messages during school hours – call the school instead.

IN FOCUS: SCHOOL DESIGN

The 21st-century classroom

To help ensure all teaching and learning meets the needs of the 21st-century, every Victorian government school is being rebuilt, extended or renovated – the largest school building program in Victoria's history.

Driven by new practices in teaching and learning that build on the powerful impact that school design has on how well students do at school, we are creating flexible learning spaces designed to suit the individual needs of every student.

As part of this change, Mordialloc College has created a dynamic eLearning Centre as the home base for all Year 7 students and to build a community of learners. The centre has flexible learning and teaching spaces for groups of various sizes and includes a resource area, wet area, individual pods (classrooms) as well as presentation space and an outdoor learning area.

'We've learnt that children don't learn by sitting still. In our learning space children can move around to access the various resources they need,' said Lorraine Harris, principal, Mordialloc College.

The adaptable design of the school reflects the way teachers work to cater for the changing needs and interests of each student. This recognises that students learn and work at different rates and need a broad range of learning opportunities. This includes tutorials offered by individual teachers, workshops for larger groups or time to do independent study.

'They've always got an opportunity to express their opinions and because we're always monitoring them no one's ever left behind,' said Felicity Stewart, teacher, Mordialloc College.

Learning at secondary school

Victorian Essential Learning Standards

In 2011, the Years 7–10 curriculum is based on the Victorian Essential Learning Standards (VELS). While each school may approach the curriculum differently, the VELS contain specific standards that students must meet.

The VELS describe what students from Prep to Year 10 should know and be able to do at different stages of learning and also provide a clear basis for reporting on your child's progress.

The standards identify the following three core and interrelated strands for the curriculum.

1. Physical, personal and social learning

Physical, personal and social learning ensures that students develop as people who take increasing responsibility for their own physical wellbeing, personal learning and the development of interpersonal skills. This strand also explores the notion of citizenship within the local, national and global community.

2. Discipline-based learning

This strand identifies the arts, humanities, English and languages other than English, mathematics and science as the disciplines for the curriculum from Prep to Year 10.

3. Interdisciplinary learning

Interdisciplinary learning focuses on ways of thinking, communicating, conceiving and realising ideas, and information that crosses disciplinary boundaries. It helps students develop the ability to design, create and evaluate processes as a way of developing creativity and innovation.

For more information about the curriculum and VELS, contact the VCAA on **(03) 9651 4544** or **1800 134 197**, or visit **www.vcaa.vic.edu.au**

Australian curriculum

Work is also taking place Australia-wide on the development of a national curriculum. In 2008, all federal, state and territory governments committed to the development of a kindergarten to Year 12 national curriculum, initially in the areas of English, mathematics, science and history. The final curriculum in these areas for Prep to Year 10 will be available from 2011 and will be introduced into Victorian schools in 2012.

Draft curricula for further learning areas (geography, arts, languages and more) will follow national consultation in 2011.

For more details, visit the Australian Curriculum, Assessment and Reporting Authority at **www.australiancurriculum.edu.au/Home**

Select Entry Accelerated Learning program

Some secondary schools offer a Select Entry Accelerated Learning (SEAL) program to high-performing students.

Work in core subjects is accelerated for SEAL students, allowing them to complete Years 7–10 in three years and to do more Victorian Certificate of Education (VCE) subjects in Years 11 and 12, or even a university subject.

For more details, visit **www.education.vic.gov.au/studentlearning/programs/gifted/seal**

Selective entry government secondary schools

Selective entry secondary schools provide an enriched environment for high-achieving, academically advanced students in Years 9–12. Entry is by one competitive exam covering all selective entry schools, held in June of the previous year.



In 2011, there will be four selective entry high schools in Victoria: The Mac.Roberston Girls' High School (girls only) in Albert Park, Melbourne High School (boys only) in South Yarra, Nossal High School (co-educational) in Berwick and Suzanne Cory High School (co-educational) in Werribee.

For further details about selective entry schools, visit www.education.vic.gov.au/seleentry

Specialised secondary schools

John Monash Science School

John Monash is Victoria's first government specialist secondary school focusing on science, mathematics and associated technologies. For further information, visit www.jmss.vic.edu.au

Victorian College of the Arts Secondary School

The Victorian College of the Arts provides a high-quality education in the performing arts, dance and music. For further information, visit www.vcass.vic.edu.au/

Maribyrnong Secondary College

Maribyrnong Secondary College is Victoria's first government sports school. For further information, visit www.maribsc.vic.edu.au/

Information and communications technology

Through the Victorian Government's VicSmart initiative, government schools are connected to high speed broadband. This means that your child will have quick access to the best online learning materials.

Schools across Victoria are already integrating information and communications technology into their curriculum in ways that enable them to increase computer literacy, share knowledge and information creatively and overcome barriers caused by isolation or disability.



IN FOCUS: TECHNOLOGY AND EDUCATION

Ultranet: Connecting the school community online

At the click of a mouse the Ultranet will allow parents to view information about their child's learning and progress.

The Ultranet, a new online learning environment, will give parents a vital window into their child's school. At any time they will be able to access their child's homework, attendance record, assessment results and curriculum.

The aim of the Ultranet is to enable parents to become full partners in their child's education. It will provide them with a new way to participate in the school community and their child's education.

To learn more about the Ultranet go to www.education.vic.gov.au/ultranet

Making learning fun and easy for teachers

FUSE is a new internet portal that enables teachers to find new learning materials and resources to make classes more informative and fun for students.

FUSE stands for find, use and share. It gives teachers access to quality education resources and allows them to locate online resources, which have been developed by organisations such as the State Library, Museum Victoria and Scienceworks.

'I love FUSE because I can turn a good lesson into an engaging one by using an image, video, learning object or other resource from FUSE to grab students' attention and challenge their thinking. Using these types of material also helps students develop the digital, visual and information literacy skills they need to thrive in the 21st-century.

'It's a win-win because I know I will be able to access quality resources quickly and have my students accessing, learning

and creating their own resources to evaluate and explain their new knowledge and understandings', said Clare Rafferty, eLearning Leader, Ringwood Secondary College.

Harnessing technology to help students' learn

Teachers and principals in government schools across Victoria are making major changes to the ways students are taught.

They're working with the latest technology – new computers, the Ultranet, digital cameras, interactive whiteboards and dozens of software programs and online resources for individual subjects – to support their students' learning.

It's not simply about technology – it's about what technology can do for students and teachers to make learning deeper, more immediate and more powerful.

Based on the best ideas from international and Australian experts, our teachers are making technology do more to help students learn individually and in groups, to help them know and understand their chosen subjects and interests.

That makes it a very exciting time to be learning in a Victorian government school. When asked about what technology meant to him, Rohan, a Year 9 student said, 'Many forms of technologies are being used to assist students such as myself to bring learning into the 21st-century. An example of this is the use of blogs, wikis and the use of web apps such as Google Docs. These tools allow students to work together in an online environment and comment on each other's work.

No longer is learning strictly focused on rote-learning material from a textbook, instead, learning is dynamic and a fun process.'



Languages

Victorian government schools provide access to a range of languages. This includes Languages other than English and English as a Second Language (ESL).

Languages other than English

One-in-four students in Victoria were born outside Australia. Knowing another language is valuable for communicating and maintaining your culture. It's also a brilliant way to open up career opportunities in our region and elsewhere.

The most commonly taught languages in Victorian secondary schools are Indonesian, French, Japanese, Italian, German and Chinese (Mandarin). Other languages include Arabic, Auslan (language for the hearing impaired), Greek, Indigenous languages, Khmer, Korean, Latin, Macedonian, Samoan, Spanish, Turkish and Vietnamese.

For more information, visit www.education.vic.gov.au/studentlearning/teachingresources/lote/default.htm

If your school does not offer a particular language (for example, the language spoken in your home), your child can attend classes after school hours through the Victorian School of Languages, a government-funded school.

For more information about the Victorian School of Languages, visit www.vsl.vic.edu.au

English as a Second Language programs

Newly arrived students requiring ESL support are entitled to intensive English language classes and can enrol in English language schools, centres, campuses and outposts in their first 12 months in Australia. Refugee and humanitarian entrants are entitled to a longer period of intensive English language support, if required.

Secondary schools with significant numbers of ESL students receive funding to provide ESL programs for students who have been attending an Australian school for less than five years and who are not fee-paying international students. If your child requires ESL support, ask what help is available when choosing a school.

For further details about ESL support, visit

www.education.vic.gov.au/studentlearning/programs/esl/

Drug and sexuality education

Drugs and sexuality figure prominently in many parents' concerns about their child's journey through adolescence.

Parents have a critical role to play in building the resilience of their children and helping them to become healthy and active members of the community. Drug and sexuality education can help to increase positive parent-child communication.

Schools are required to provide a minimum of ten hours per year, per year level, of drug-specific education classroom programs and activities.

In Victoria, it is compulsory for government schools to provide age-appropriate sexuality education at all levels, as a part of health and physical education. All schools are supported through information, resources, programs and departmental staff.

There are designated school staff for those students who may wish to discuss health and wellbeing matters, for example, school nurses and student welfare coordinators.

For more information, visit

www.education.vic.gov.au/drugeducation or
www.education.vic.gov.au/studentlearning/teachingresources/health/sexuality/about.htm

Homework

Homework is a vital part of developing your child's capacity to learn independently and manage their time – skills they will need throughout their lives, at work and in further education.

Homework reinforces material learned in class, and allows your child to explore an area in depth; for example, by creating an artwork, or researching a topic for a future class.

Homework helps students establish good study habits and self-discipline.

Schools usually advise parents of homework expectations at the beginning of the year and provide a copy of the school's homework policy.

At secondary school your child will generally have homework each day. The number of hours per day will increase as they move into senior years.



Homework guidelines

The Department, with the assistance of parents, teachers and students, has issued the following homework guidelines.

Years 5–9 homework:

- should include daily independent reading
- will range from 30–45 minutes a day at Year 5 to 45–90 minutes a day in Year 9.

Years 10–12 homework:

- from one to three hours per week night, with up to six hours on weekends during peak study periods.

Research shows that students perform better at school when their parents or guardians take an active interest in their work.

Even if you can't remember some of the things you learned at school, you can help your child by asking questions, helping them focus and encouraging them to persist with difficult material. But don't do your child's homework for them. Homework is not just about getting better marks – it's about cultivating self-discipline and learning how to be an independent learner.

It is important to maintain a balance between study and recreational activities to avoid placing too much pressure on your child.

If you have any questions or concerns, talk to your child's home-room teacher or year-level coordinator.

Time management tips

- use a school diary
- create a 'to do' list
- draw up a simple home timetable using a calendar to plan activities, study requirements, deadlines for assignments, etc.
- list exam dates and other commitments
- list due dates for essays and work backwards to set mini-deadlines for each stage
- set an order of priority against each task to help achieve goals, to avoid being overwhelmed by what has to be done and then rushing at the end.

Handy hint

Help your child create a quiet and comfortable place in your home for regular homework and study, away from TV noise and other distractions.



Moving through secondary school

Making choices – Year 10

Year 10 is an important year, as students have to choose what they want to study in their final years of school.

Students now have many choices in these two final years. It is vital they talk to their school's careers practitioner and make good use of the many information resources available to help them make their choices. Your child's school will undertake a career action planning process in Year 10 or earlier through the Managed Individual Pathways Program, but discussion with family is vital for young people looking at their future options.

You can play an important role in helping your child make their decision. For more information on careers, refer to page 37.

Information for parents on helping you discuss future career options with your child is available at www.education.vic.gov.au/aboutschool/careers/default.htm

Students should consider subjects that:

- interest them
- they are good at
- lead to a job they find appealing
- prepare them for further training or tertiary courses.

You can also search which schools offer particular subjects using the Schools and Studies Search at www.vcaa.vic.edu.au

Work experience

Students aged 14 and over may complete one or two weeks of work experience per year. This is normally offered in Years 9 and 10, but is not restricted to these years. They gain valuable first-hand knowledge of work that interests them, and improve their communication, employability and organisational skills.



Employers benefit through building closer relationships with schools and the community.

For more information, visit www.education.vic.gov.au/sensecyouth/careertrans/worklearn/workexperience.htm

Balancing school with part-time work

Your child may want to take on a part-time job in the later years of secondary school. They need to understand what will be required of them both at work and at school. You and your child should both carefully consider how many hours your child could work.

You can help your child balance work, school and family time by:

- talking about time management and self-management
- having some ground rules about getting to work on time and keeping up with school work
- keeping an eye out for signs of stress, such as anxiety, sleeping problems, irritability or moodiness
- ensuring that your child has 'down time' and quality time with family and friends
- checking that they are being treated well and paid fairly, and that they work in a safe environment
- encouraging saving and being 'money smart'.



A greater choice – Years 11 and 12

Victorian government secondary schools offer a variety of curriculum options for Years 11 and 12 students to pursue interests, qualifications and their future beyond school. Students can choose to follow two different pathways – Victorian Certificate of Applied Learning (VCAL) or Victorian Certificate of Education (VCE).

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a two-year course of study usually undertaken over Years 11 and 12. It prepares students for university, technical and further education (TAFE) institutes and employment, and is an internationally recognised qualification.

There are more than 90 studies (subjects) in the VCE.

Students can start their VCE as early as Year 10 – about half of Year 10 students undertake one or more VCE units. It is also possible to undertake a school-based apprenticeship or traineeship within the VCE.

VCE studies or subjects

A ‘study’ is broken up into four units over two years. Each unit is half a year or one term in length and is numbered 1, 2, 3 or 4. Units 1 and 2 can be taken as single units in Year 11, but Units 3 and 4 must be taken as a sequence of two units in Year 12.

VCE assessment and results

Students graduate by satisfactorily completing a minimum of 16 units. The school’s VCE coordinator will ensure your child is undertaking the right number of units and the right combination of units to graduate.

Compulsory VCE units

Students must satisfactorily complete at least three units from the English group. They will also need three sequences of Units 3 and 4 studies in addition to the English requirement. These sequences can be from VCE studies, Vocational Education and Training in Schools (VETiS) program or VCAL programs (see below for further information).

What is the Australian Tertiary Admission Rank?

The Australian Tertiary Admission Rank (ATAR) is an overall measure of how well a student has performed in the VCE. It is calculated by the Victorian Tertiary Admissions Centre and used to select students for about half of the university courses available and some TAFE courses. It may also be used as one of a number of ranking criteria, or just to indicate whether students are eligible for selection. For more information, speak to your child’s VCE coordinator or visit the VCAA website at www.vcaa.vic.edu.au/vce/index.html

Victorian Certificate of Applied Learning

The Victorian Certificate of Applied Learning (VCAL) is an accredited hands-on option for Years 11 and 12 students, offering practical work-related experience and learning. Like the VCE, the VCAL is an accredited secondary certificate.

Students who undertake the VCAL are likely to be interested in going on to training at vocational education and training providers, doing an apprenticeship or traineeship, or getting a job directly after finishing school.

VCAL is offered at three levels: Foundation, Intermediate or Senior. Students enrol in a VCAL learning program at the level that matches their skills and abilities. For example, a Year 11 student may study at either Foundation level or Intermediate level. Students can gain one or more VCAL qualifications at different certificate levels depending on their abilities and learning goals.

Students in Intermediate and Senior VCAL must undertake VET studies (see following section) as part of their qualification. If students start their VCAL and then decide they would like to complete their VCE, they can transfer between certificates. Students also have the option of undertaking both certificates at the same time, providing the opportunity to tailor their learning to suit the work they want to do after school.

VCAL studies

The VCAL has four curriculum areas, called strands. These strands are Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills. A student's VCAL learning program must include each strand.

A student is awarded a VCAL certificate when they successfully complete 10 units of study. A unit of study can be one VCAL unit, one VCE unit or approximately 100 hours of VET units of competence and/or Further Education modules.

The VCAL coordinator at your child's school is responsible for ensuring that VCAL students undertake the right number and combination of units to achieve their certificate.

For more information, speak to your child's VCAL coordinator or visit the VCAA website at www.vcaa.vic.edu.au/vcal/index.html

Vocational Education and Training in Schools

Students who are interested in undertaking a vocationally oriented study program in a specific industry have the option of choosing to complete a Vocational Education and Training in Schools (VETiS) program as part of their VCE or VCAL studies.

There are a number of VETiS programs that will give students a nationally recognised training qualification in conjunction with their VCE or VCAL.

VETiS programs are typically delivered through partnerships between schools, industry and training providers. They enable students to take part in structured workplace learning and gain practical skills in the industry in which they are interested. VETiS programs include School-based Apprenticeships and Traineeships.

Programs undertaken as part of the VCE or VCAL provide students with a pathway to university, TAFE, further training or employment.

The Victorian Tertiary Admissions Centre also places restrictions on certain combinations of VCE and VET studies. If your child intends applying for an ATAR at the end of VCE, they will need to be aware of these restrictions and talk to their VET coordinator.

For more information, talk to the VCE or VET coordinator at your school, or visit www.education.vic.gov.au/sensecyouth/qualsprograms/vet.htm

School-based Apprenticeships and Traineeships

In the past, many young people had to leave school to pursue an apprenticeship or traineeship. With the introduction of School-based Apprenticeships and Traineeships, students can have the best of both worlds. Students taking part in School-based Apprenticeships and Traineeships undertake part-time paid employment, and structured training, while completing their VCE or VCAL.

The student enters into a training contract with an employer, and has a training plan signed by the school that is formally registered with Skills Victoria. The School-based Apprenticeship and Traineeship becomes part of their study timetable, with the student spending some time during the normal school week in their employment and training.

For more information, talk to the VCE or VET coordinator at your school, or visit www.vcaa.vic.edu.au/vet/programs/newapprent.html or www.education.vic.gov.au/beyondschool/apprenticeandtrainee.htm

Structured workplace learning

As part of a nationally recognised vocational training program, secondary school students can undertake structured workplace learning to acquire skills and knowledge in an industry setting. In Victoria, structured workplace learning is an important part of VETiS programs undertaken by VCE and VCAL students.

IN FOCUS: STUDENT LEADERSHIP

Helping future leaders to shine

An ‘unforgettable, once in a lifetime experience’ is how students describe their time at the School for Student Leadership.

The school offers a unique residential learning experience for small teams of selected Year 9 students from government schools across Victoria.

For nine weeks students live onsite at one of three campuses and participate in a range of activities, which are designed to develop them as individuals and leaders, as well as being a lot of fun!

A typical day can include anything from cooking breakfast to doing cross-country skiing, CPR workshops, building rafts to attending lessons about Indigenous culture.

‘This has been one of the greatest experiences of my life, and I will never forget the amazing people I have met, things I have learnt and things I have taught,’ said Adrielle, a student at the Snowy River Campus.

The program takes place at three campuses situated in iconic locations across Victoria: the Alpine School Campus at Dinner Plain, Snowy River Campus at Marlo in East Gippsland and Gnurad-Gundidj Campus at Noorat in the south-west of the state.

‘I learnt things I never thought I could, and now all the skills and life lessons learnt are part of my life back home,’ said Emma, a student at the Gnurad-Gundidj campus.

For more information, visit www.alpineschool.vic.edu.au/



Health and wellbeing

The teenage years

The teenage years represent a transition from childhood to adulthood. With this comes many changes – changes to bodies, emotions, behaviours and attitudes.

Teachers and staff understand these changes and can provide information and support. Friendships developed during secondary school can provide peer support and help children develop social skills and self-esteem.

Making new friends and fitting in is especially important when children start secondary school. It is important to remember, however, that your child's friendships may change as they develop a sense of themselves and make sense of the world around them. A child's relationship with their parents and family may similarly change.

Students adapt to adolescent life in different ways. If you feel that your child is having difficulties, it is important to discuss your concerns and ask for help if needed.

As well as your child's teacher, principal or school welfare coordinators, you could also speak to your doctor, community health centre or local youth centre for help and advice.

Student support services

Student support services refer to the group of professionals who provide support to students:

- guidance officers/psychologists
- social workers
- visiting teachers (for visually, hearing and physically impaired students)
- speech pathologists
- other health professionals.



Supporting your child's welfare

Maintaining an open relationship with your child is important, so keep talking to them about what's happening at school. When talking with your child:

- try not to criticise or lecture
- sometimes your child will try to shock you – try not to overreact, but listen first and then share your ideas
- don't always assume that you know best – your child may have a valid point and something to teach you
- remember that talking face-to-face sometimes doesn't work during these years – so try to make the most of the time when side-by-side; for example, while in the car.

Student welfare coordinators

Secondary schools have student welfare coordinators who are responsible for helping students handle issues such as truancy, bullying, family conflict and depression. They work with other welfare professionals and agencies to address student needs.

If you are concerned your child may be having difficulties at school, or if you are worried about your child's behaviour, you should contact the school.

For more information, visit www.education.vic.gov.au/studentsupport/supportinschools

Secondary school nursing program

Some Victorian government secondary schools have a school nurse who works with the student welfare team, and organises health education activities. They also:

- support students to make informed decisions about their health and wellbeing
- develop greater connections for students at school, home and in the wider community
- work with school communities to address key adolescent health issues
- work with teachers to deliver health education sessions that may include topics such as sexual health, body image and socialising in a safe way
- support the transition for students from primary to secondary school and within secondary school year levels
- organise student wellbeing programs to improve student health, for example peer mediation.

The school nurse can give students confidential information, guidance and support. They can help students find and get in touch with other health services.

For more information, visit www.education.vic.gov.au/healthwellbeing/health/schoolnursing/secschool/default.htm

Bullying

Victorian government secondary schools take bullying very seriously and have policies and guidelines for its prevention and management.

Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their

property, reputation or social acceptance. There is an imbalance of power in bullying incidents.

Bullying can take many forms:

- *direct physical bullying* involves behaviour such as hitting, tripping, pushing or damaging a person's property
- *direct verbal bullying* is behaviour such as name-calling, insults, homophobic or racist remarks
- *indirect bullying* is harder to recognise and often takes place 'behind someone's back'. This type of bullying is designed to damage a person's reputation or cause humiliation. It includes behaviour such as lying and spreading rumours, playing nasty jokes, mimicking and encouraging social exclusion.

Cyber-bullying is when technology, such as mobile phones or the internet, is used to create, display or send information or images which are used to harm or harass another person.

There are also many distressing behaviours that are not regarded as bullying even though they are unpleasant and often require teacher intervention and management. These can include mutual conflict (conflict where both parties are responsible), social rejection or dislike, single episodes of nastiness or meanness, or random acts of aggression and intimidation.

All schools are required to have a Student Engagement Policy that includes specific strategies to promote positive student behaviour, build a safe and inclusive environment, prevent bullying and antisocial behaviour, and encourage respect, compassion and cooperation.

Student safety and wellbeing is the responsibility of the whole school community. Teachers and staff have a

responsibility to ensure students are safe. All students – whether they are being bullied or targeted, a bystander, or are bullying or harassing others – are able to play a role in preventing or responding to the situation.

How do I know if my child is being bullied or bullying others, and what can I do?

Discovering your child is being bullied or that your child is bullying others is very stressful and upsetting. Most parents initially experience anger, confusion and guilt.

There can be many signs that could indicate your child is being bullied:

- wanting to stay home
- wanting to travel to school a different way to avoid bullies
- being very tense or unhappy after going to school and refusing to talk about it
- changed behaviour and a loss of confidence or self-esteem
- physical signs, such as bruises or scratches, weight gain or loss
- talking about hating school or not having any friends
- doing poorly in school work.

These signs may indicate a problem other than bullying, so it is important you discuss with your child what is bothering them.

If your child is being bullied or bullying others you should listen carefully to your child, show concern and offer your support. You can then work with your child's school to solve the problem by contacting the school and making an appointment to discuss the issue. Do not directly approach any other student or their family about your concerns about bullying. Schools take their responsibilities in relation to bullying behaviour very seriously and they have more success when parents work with the school to solve the problem.

For more information, visit www.education.vic.gov.au/healthwellbeing/safety/bullying/what.htm and www.bullyingnoway.com.au

Sexual harassment

Student safety is of the highest priority in Victorian government schools. All schools have guidelines for principals on what to do when a student tells a teacher or principal that they have been sexually assaulted or harassed.

Responding to Allegations of Student Sexual Assault is a guide which details the procedures for Victorian government schools and outlines the step-by-step process of how school staff must respond to an allegation or disclosure of student sexual assault.

Parents, students and school staff can be confident that if an allegation of sexual assault is reported in a school it will be dealt with in a timely and sensitive manner.

For more information visit www.education.vic.gov.au/aboutschool/childhealth/sexualassault.htm



MACLEOD COLLEGE

Allergies and medical conditions

Before your child starts secondary school, it is essential that you inform the school of any allergies or medical conditions. The best way to do this is to complete the information requested in the application-to-enrol form.

If you want to provide updates, such as a change to your child's care plan or medication, contact the school.

You may need to provide this information again when your child attends school excursions or camps.

Medical alert bracelets provide essential information in the time of emergency and come in a variety of styles.

Anaphylaxis

Anaphylaxis is a severe and sudden allergic reaction. The most common allergens in school-aged children are eggs, peanuts, tree nuts (for example, cashews), cow's milk, fish and shellfish, wheat, soy, certain insect stings and some medications.

The key to preventing anaphylaxis is avoiding any known triggers. It is important to make sure the school is aware of any foods or things which could affect your child. The school will then work with you and your child's doctor to develop prevention strategies and an Anaphylaxis Management Plan.

To assist in this process you should provide the school with a copy of your child's Australasian Society of Clinical Immunology and Allergy Action Plan along with an up-to-date photograph of your child. You must also supply your child's EpiPen®. Your child may also choose to wear a medical warning bracelet to indicate allergies.

The Department has developed *Anaphylaxis Guidelines for Victorian Government Schools* to assist schools in planning for and supporting students with anaphylaxis.

These guidelines are available at www.education.vic.gov.au/healthwellbeing/health/anaphylaxis.htm

Emergencies

Schools are well prepared to deal with emergencies, and place the highest priority on the health and wellbeing of students.

Every government school in Victoria is required to have an emergency management plan that outlines responsibilities, procedures and actions in the event of an emergency.

You should familiarise yourself with the details of the emergency management plan for your child's school and raise any queries or concerns with the principal, a teacher or school council representative.

You should also make sure the school has your current contact details, including mobile phone number.

You are also asked to notify the principal of any emergency situation involving your child.

Schools are required to report all emergency situations to the Department's Emergency and Security Management Unit.



Student support

Services for Koorie students

The Department is committed to delivering the best possible education to Victoria's Koorie students. Wannik, from the Gunai/Kurnai language, means 'Learning Together – Journey to Our Future' and is the Victorian Government's education strategy for Koorie students in Victoria.

Wannik represents a new era of collaboration, where the Department works in partnership with Koorie parents and the community to create an education system that respects, recognises and celebrates cultural identity.

Wannik has also repositioned and prioritised the education of Koorie students in all schools through strong leadership emphasising a culture of high expectations and through

individualised learning plans. Wannik provides a range of programs designed to increase and develop the learning opportunities and outcomes for Koorie students.

For more information, visit www.education.vic.gov.au/wannik

In December 2008, the Department launched *Dardee Borrai: The Victorian Charter of Safety and Wellbeing for Aboriginal Children and Young People*. The charter outlines Aboriginal children's rights, and the responsibility of government and the broader community to ensure that Aboriginal children enjoy the same rights as other Victorian children.

For more information, visit www.education.vic.gov.au/about/directions/aboriginalcharter/charter/default.htm



Refugee student support

There are a range of publications and support programs designed to assist people when they first arrive in Australia. The New Arrivals Program provides intensive ESL tuition. It is designed for newly arrived students from language backgrounds other than English. Those who meet the eligibility criteria are able to access ESL tuition for between six and 12 months.

The New Arrivals Program is mainly delivered to students through English language schools and centres, as well as via regional programs currently operating in Geelong, Ballarat and Shepparton.

For more information, visit www.education.vic.gov.au/studentlearning/programs/esl/refugees/default.htm



Students with disabilities

Victorian government schools are committed to ensuring that all students have access to a quality education that meets their individual needs.

To improve educational outcomes for students with disabilities, Victorian government secondary schools:

- provide parents with a choice of learning environments to best develop their child's potential
- support students and their families in making the transition from school to higher education, training and employment
- involve students and parents in school program planning decisions
- support students to access programs that allow them to pursue achievable post-school pathways
- ensure that the expertise of professionals working in mainstream and specialist schools is maintained and developed.

Schools enrolling students with disabilities may also be eligible to receive additional resources from the Government to meet students' individual needs.

For more information, visit www.education.vic.gov.au/healthwellbeing/wellbeing/disability/default.htm

For all students, early careers and pathway planning is an important aspect of secondary school. For students with a disability there are some additional things to consider in this planning process. As a parent, there are some important things you can do to support your child as they undertake this planning process.

Information for parents about careers and pathways planning for a child with a disability is available at www.education.vic.gov.au/aboutschool/careers/disability.htm

IN FOCUS: TEACHER LEADERSHIP

Leading principal wins coveted award

Colin Simpson's innovative leadership at the Victorian College of the Arts Secondary School (VCASS) was recognised when he won the coveted Outstanding School Leadership Award at the 2009 Victorian Education Excellence Awards.

Mr Simpson is passionate about the importance of contemporary arts in Australian schools and is currently principal of VCASS, a select entry school for dancers and musicians.

In recent years, the school has gone from strength to strength and, according to a panel of judges from The Education Excellence Awards, the school has him to thank.

Mr Simpson was praised for his efforts in leading the school through a major building project, which won a Minister's Commendation at the 2009 School Design Awards. He also led a complete restructure of the school's financial and staffing relationship with the University of Melbourne. It's a transformation of which Mr Simpson is immensely proud.

'We were founded in 1978 and have gone from strength to strength. The school's new world-class facility in the heart of the arts precinct at Southbank is a beautiful building structurally and artistically and we hope will be internationally recognised.

'We have a very high expectation of commitment from our students, not only to their specialist area but also to their academic studies. Graduates from our school gain placements and perform at the highest levels in Australia and throughout the world,' said Mr Simpson.

VCASS caters for 200 select students in its dance and music program, as well as for students from the Australian Ballet School, Gymnastics Victoria, and Diving Victoria, in Years 7–12.

All students leaving VCASS receive full VCE or VET qualifications and the coveted VCASS Certificate of Dance or Music.

For more information, visit www.vcass.vic.edu.au/

Finances

Parent payments

In Victoria, government schools by law provide a free education to all students. This includes senior secondary certificates (VCE and VCAL), and VET subjects taken as a part of VCE or VCAL.

However, school councils can request payments from you. These payments fall into three categories:

1. *Essential* educational items that you are required to provide or pay the school to provide for your child, for example stationery, textbooks and school uniforms
2. *Optional* extras offered on a user-pays basis, which you may choose whether your child accesses or participates in, for example school magazines or extracurricular programs or activities
3. *Voluntary* financial contributions, for example landscaping of the school grounds or additional computers.

School councils are responsible for developing a school level policy for parent payments. This policy must comply with the Department's policy, meet the community's expectations and be provided to you.

The Department's policy outlines the parameters, terms and conditions within which requests for payment may be made.

For the Department's policy and more information, visit www.education.vic.gov.au/parentpayments

Financial assistance

The School Start Bonus helps every family of a child starting Prep or Year 7 at a government or a non-government school. Parents receive a one-off payment of \$300 to help meet the costs of purchasing school and sporting uniforms, school bags and related equipment.

Your school will issue you with a voucher that can be redeemed at an Australia Post outlet.



The Education Maintenance Allowance

The Education Maintenance Allowance (EMA) is provided to low-income families to help with education-related costs. If you have a child under 16, receive an eligible Centrelink benefit and hold a valid Health Care Card or Pension Card you may be eligible to receive the EMA.

The allowance is split evenly between the parent and the school, and is paid in two instalments in March and September.

The parent portion is often used for uniforms and excursions, while the school portion may be used for expenses such as textbooks, stationery and special programs.

Parents can elect to have the EMA paid into their bank account or receive a cheque in the mail.

For more information contact your child's school. Students 16 years and over may be eligible for financial assistance through the Centrelink Youth Allowance scheme.

For more information visit, www.education.vic.gov.au/aboutschool/lifeatschool/ema/default.htm

❖ Handy hint

Ask your child's school about extracurricular activities that may occur throughout the year so you can budget for them in advance.

Student scholarships

A range of scholarships are offered through bequests and donations to provide financial assistance to selected secondary students.

For more details, including closing dates and application forms, visit www.education.vic.gov.au/scholarships



Staying informed

Your child's progress

Research shows that involvement in schools by parents helps children achieve the best possible learning outcomes.

Once your child starts secondary school it is very easy to lose the close relationship you may have had with their primary school teachers. It is a good idea to attend parent-teacher evenings so you can meet your child's teachers.

You can participate in your child's secondary education through school councils, parent clubs, volunteering and staying up-to-date with what is happening by reading the school newsletter.

Secondary schools also have an open-door policy and encourage parents to contact them, so telephone or make an appointment to visit the school if you wish to discuss any concerns or ideas.

Student report cards

The student report card provides you with a clear picture of your child's progress. It is used in all Victorian government schools in Prep to Year 10.

You will receive a report card twice a year and an invitation to attend an interview to discuss your child's progress.

Each student report card uses A-E ratings which indicate how your child is performing against consistent statewide standards. It details what has been achieved, areas for



improvement and future learning, a future education plan and suggestions about how you can help.

No matter where your child attends school, they will be assessed against the same standard for their year level. This is particularly useful if your child moves to a new school.

For more information, speak to your school or visit www.education.vic.gov.au/aboutschool/studentreports

Raising a concern

If you wish to raise a concern or complaint, speak first with your child's year-level coordinator or home-room teacher. Phone them directly or organise a meeting through the school office. The school will take your concerns seriously and work with you to resolve any issues.

For more information visit www.education.vic.gov.au/about/contact/complaints.htm

Parent–teacher interviews

Parents normally have at least one formal interview with their child’s teachers each year. It is a good idea to prepare for the interview by making a list of questions or issues that you would like to discuss.

A parent–teacher interview enables you to:

- discuss how your child is progressing, both academically and socially
- see examples of work
- get to know your child’s teachers
- keep informed about plans for your child’s future learning
- negotiate an agreed method of communication, such as email, via phone or notes made in a student’s diary.

If you cannot make the formal interview, contact the school for an appointment with your child’s teachers or year-level coordinator.

Interpreting services are available for parents from non-English speaking backgrounds. For more information contact your child’s school.

School newsletters

Schools place important information in newsletters, so reading your child’s school newsletter is essential. In cases of shared custody, you may need to arrange for two copies to be provided.

Parent Update

The Department also produces *Parent Update*, a free email newsletter for parents of children aged from birth to 18 years. It features parenting tips and advice, expert opinion, parenting stories and the latest information on education in Victoria.

You can subscribe online at
www.education.vic.gov.au/parentupdate

Being involved

School councils

All government schools have a school council enabling parents to be involved in governing the school. Councils generally have between six and 15 members and include parents, the principal, staff and sometimes community members.

Elections are held early in the school year and must be completed by the end of March. All parents are eligible to vote.

For more information, visit www.education.vic.gov.au/aboutschool/participation

For advice on legislation and policy matters relating to school council governance and responsibilities, contact the Department's Community and Stakeholder Relations Branch via email at community.stakeholders@edumail.vic.gov.au, or call your regional office (see back cover).

Two independent school council organisations provide information and support for school councils:

- Association of School Councils in Victoria (visit www.asciv.org.au/ASCIV/Welcome.html or call **9808 2499**)
- Victorian Council of State School Organisations (visit www.viccso.org.au or call **9429 5900**).



Parents' clubs and associations

Many schools have a parent and citizens' association or parents' club, for parents seeking an active role in the school.

Parents' clubs allow you to participate and contribute to your school community and to stay connected with your child's education throughout secondary school.

Parents' clubs, in partnership with the school council, organise social, educational and fundraising activities.

For more details, contact your child's school.

Parents Victoria is a not-for-profit organisation offering advice, support and information for parents' clubs in government schools, as well as providing an advocacy service for individual parents.

For more information, contact Parents Victoria on **9380 2158** or **1800 032 023** (free call for country callers) or visit **www.parentsvictoria.asn.au**

In addition, there are several other associations throughout Victoria that represent the special interests of parents and children. These include:

- Stepfamilies Australia – **www.stepfamily.org.au**
- Centre for Excellence in Child and Family Welfare – **www.cwav.asn.au**
- Playground and Recreation Association of Victoria – **www.prav.asn.au**
- Association for Children with a Disability – **www.acd.org.au**
- Adoptive Families Association of Victoria – **home.vicnet.net.au/~afav**



Volunteering

There are many ways to become involved in your child's school, from helping out in the canteen, to excursions and events, providing assistance with reading and mathematics programs, environment committees and cultural groups.

✦ Handy hint

Becoming and staying involved with your child's school doesn't need to be time consuming.

Reading the school newsletter, talking with other parents and your child's teachers are all easy ways of staying in touch.

Careers and planning for the future

There are many education, training and career options available to young people in Victoria. This means that students have to make important and often difficult decisions about their future at various stages of their secondary education.

Victorian government secondary schools provide students with resources and guidance to support them in making an informed decision about the best path to take.

Career and course information for secondary school students is available from careers practitioners and year-level coordinators at each school. It is recommended that students and parents discuss their decisions together and involve their school's career practitioner and year-level coordinator. In addition, Koorie students may seek support from their Koorie Engagement Support Officer.

For more information visit www.education.vic.gov.au/aboutschool/careers/default.htm

Leaving school before the end of Year 12

By law, children under 17 years must participate in education, training or employment. A student can leave school before this age provided they have completed Year 10 and participate in full-time education (at least 25 hours per week), training or employment, or a combination of these activities until they reach 17 years of age.

Research shows that there are good reasons to stay at school. Education and training will increase your child's chances of being employed. Many students who leave school without finishing Year 12 or equivalent are more likely to experience unemployment.

Victorian government schools now provide a variety of curriculum options for Years 11 and 12 students, offering



hands-on learning activities and providing the opportunity to gain practical industry-related experience. More information can be found on page 20.

People your child can talk to about leaving school include:

- careers practitioner
- student wellbeing coordinator
- year-level coordinator
- Managed Individual Pathways coordinator
- assistant principal.

For more information, visit www.education.vic.gov.au/aboutschool/careers/leavingschool.htm

Support in schools

Careers practitioners support students by providing careers advice, and delivering career education programs in class. They help students learn about themselves – their interests, abilities and values – and the world of work, decision-making and the skills they need in seeking work, such as writing résumés, and interview and presentation skills. In addition, Koorie students may seek support from their Koorie Engagement Support Officer.

The Department has introduced a range of initiatives to improve outcomes for students making the transition from school to further education, training and employment, including:

- Individual Education Plans for Koorie students
- Managed Individual Pathways program
- Local Learning and Employment Networks
- On Track and On Track Connect.

For more information about these programs, visit www.education.vic.gov.au/aboutschool/careers/careerplanning.htm

In addition, the Australian Government has funded Youth Connections, a broad youth service which provides support to 13-to-19 year-olds at risk of disengaging or who have disengaged from education and training. Youth Connections delivery in Victoria was developed in close collaboration with the Victorian Government under the National Partnership on Youth Attainment and Transitions.

For more information about Youth Connections, visit www.deewr.gov.au/Youth/YouthAttainmentandTransitions/Pages/YouthConnections.aspx

How you can help

You have a key role to play in your child's career planning and can have a powerful impact on your child's career development.

To help provide the best possible support and guidance to your child, you need current information on the options and pathways that are available to young people.

For more information about helping your child with career planning, visit www.education.vic.gov.au/aboutschool/careers/default.htm
Myfuture – www.myfuture.edu.au
Youthcentral – www.youthcentral.vic.gov.au
Job Guide – www.jobguide.dest.gov.au

Handy hint

By encouraging your child to think about career options sooner rather than later, you will help give them more time to investigate alternatives. Encourage them to look at job advertisements to discover different career options.



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Further information

Department of Education and Early Childhood Development

Website: www.education.vic.gov.au

Department of Education and Early Childhood Development Information and Referral Service

Phone: 1800 809 834 (freecall)

Email: edline@edumail.vic.gov.au

Regional offices:

For more information about Victorian government schooling contact your regional office:

Barwon South Western Region	5225 1000	(Geelong)
Grampians Region	5337 8444	(Ballarat)
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In case of emergency

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Help lines

Parentline: Counselling, information and referral service for Victorian parents and carers with children from birth to 18 years, phone: 13 22 89

Lifeline: 24-hour counselling, phone: 13 11 14

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Kids Help Line: free and confidential telephone counselling for 5-to-25 year-olds, phone: 1800 55 1800



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