



**Whittlesea**  
SECONDARY COLLEGE

# Year 10 Handbook 2018

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*a school with a country feel and city opportunities*

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# College Organisation

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## Administration

The administration at Whittlesea Secondary College consists of a Principal and two Assistant Principals who, with the College Council, ensure that College policy reflects the shared expectations of the whole school community. These are to develop a positive school culture that is safe, supportive and promotes respectful relationships that foster strong student learning.

<b>Principal</b>	Terry Twomey
<b>Assistant Principals</b>	Adam Bell
	Tania Pearson

## The School Managers

The College is divided into three sub-schools, Junior, Middle and Senior. The School Managers oversee the enrolments, curriculum, transitions and student well-being in the sub-schools.

<b>Junior School Manager</b>	Kristen Jean
<b>Middle School Manager</b>	Glenn Esnouf
<b>Senior School Manager</b>	Belinda Necovski
<b>Student Pathways Manager</b>	Faye Moriarty
<b>Student Wellbeing Manager</b>	Sue Muir
<b>Positive Behaviour and Engagement Manager</b>	Kathy Mourkakas

## The Student Managers

Student Managers oversee the welfare and discipline of students in their designated year level by fostering and maintaining the College's Student Engagement, Inclusion and Wellbeing Policy.

## The Curriculum Managers

Curriculum Managers oversee the curriculum, assessment and learning in their respective learning areas.

<b>The Arts</b>	Cynthia Drossinis
<b>English</b>	Sheena Cuthbert
<b>Health &amp; Physical Education</b>	Leigh Bumpstead
<b>Humanities</b>	Helen Tsolakidis
<b>Mathematics</b>	Leanne Batty
<b>Science</b>	Annette Rodaughan
<b>Design Technology – Wood/Systems</b>	Ian Hocking
<b>Design Technology – Food/Textiles</b>	Steve Lascelles
<b>Digital Technology</b>	Gavin Povolo
<b>Performing Arts / Music</b>	Ashlee Kavanagh
<b>VET / VCAL</b>	Janet Elovaris
<b>Library</b>	Linda Kolevas
<b>LEAP</b>	Emily Hastie

## **Student Engagement and Wellbeing**

The College is structured in a way that enables students to have ready access to support and enables the school to effectively follow up matters of welfare and discipline. All members of the College community have the right to work in a safe and respectful learning environment free from intimidation, bullying and harassment where positive relationships are fostered and encouraged. When behaviours that do not support our positive school culture occur, the College works towards restoring relationships, and appropriate consequences are negotiated using the Principles of Restorative Practice.

The Student Wellbeing Manager is available to all students, parents and teachers for support and advice in behavioural, social and learning problems. This person liaises with staff from all areas of the College, Counsellors and Youth Workers and outside agencies where necessary to assist student wellbeing.

The College Chaplain works within our school community on a part time basis, assisting with educational, social, psychological and spiritual matters. The Chaplain offers pastoral support to our College community, counsels, and works with individuals and small groups, assists young people and their families in crisis, provides support for staff and extra-curricular activities.

The College's Health Educator Nurse assists with individual health counselling, health promotion and health education classes.

Doctors in Schools Program operates each Tuesday in the Wellbeing Centre within the College grounds, from 9am until 4pm and confidential appointments can be made directly via the Centre. All appointments are confidential and are free (Bulk Billed). Students and parents/guardians can make appointments by calling the school and requesting an appointment, parents are welcome to attend appointments with their children.

## **Bullying and Harassment**

Whittlesea Secondary College is committed to providing a safe and caring environment that promotes learning, personal growth and positive self-esteem where individual differences are respected. The students are encouraged to support and look out for each other. Harassment is unwelcome and offensive and hurts people whether or not the instigator intends or understands it to be hurtful. If the student feels he/she is being harassed or suffering discrimination in any of its forms, the student is encouraged to let a member of staff know. All reports will be taken seriously.

The College uses "Shared Responsibility", a proven positive approach, to beat bullying. It enables students to feel safe and to change behaviour of those who bully.

Mediation is used as an effective means of resolving student conflict. With the help of a facilitator, students involved share their feelings and concerns with each other and work together to find ways to resolve the issues.

## **Student Pathways and Career Guidance**

The Student Pathways office is located in the library. The Student Pathways Manager is available to provide support, guidance and advice to students, staff and the general community on any issue relating to course selection, career guidance, employment and further education. The office is fully resourced with relevant information related to course selection, employment opportunities, external agencies and liaison with Technical and Further Education (TAFE) institutions, Universities and private institutes. Feel free to make an appointment during recess or lunchtimes. Parents are welcome to ring for an appointment to discuss career and pathways options.

## **Career Development**

### **School Based Apprenticeships & Traineeships**

School Based Apprenticeships and Traineeships particularly suit students in Years 10 & 11, and can be easily incorporated into their VCE VET program. They enable students to commence a nationally accredited apprenticeship or traineeship at the same time as their VCE VET studies. Students work in a paid environment and time may be taken off a full-time apprenticeship or traineeship gained after completing VCE, VCAL or their VCE VET Certificate. Students must be over the age of 16 years old to enrol. If you are interested in a School Based Apprenticeship, Traineeship or would like more information, please book an appointment with the Student Pathways Manager.

### **Work Placement Program**

The Work Placement Program can increase vocational opportunities for students while enrolled in VET or VCAL programs.

### **Year 10 Work Experience Program**

Year 10 students are required to complete a minimum of one week of Work Experience in the last week of Term 2. The purpose of work experience is to give the students a taste of what employment is like in the outside world and provides them with an opportunity to explore possible career options. It also enhances students' opportunities for part-time or casual employment. Students must satisfactorily complete two online Safe at Work modules prior to commencing their placement. For assistance with selecting a placement, students can see the Student Pathways Manager or VET/VCAL Coordinator.

## **Curriculum Support and Extension**

In addition to the formal curriculum, the College offers an extensive range of programs that enrich student learning and allow students to participate in activities outside the classroom.

## **Maths, English and Art Homework Clubs**

Students from Years 7-12 can attend these sessions if they require assistance with homework, assignments or literacy/numeracy support.

**Maths** – Wednesday afternoons from 3:25pm – 4:30pm (subject to change)

**English** – Thursday afternoons from 3:25pm – 4:30pm

**The Arts** – Thursday afternoons from 3:25pm – 4:30pm

## **Performing Arts**

There are many opportunities for students interested in the Performing Arts, including learning an instrument or vocal training, being a member of the Concert, Jazz and/or Rock bands, performing in the school Musical, Drama electives and the Year 9 Music program.

## **Sport**

The Intra-School Sports program includes the annual Athletics Carnival and a variety of sports conducted at lunchtimes.

The Interschool Sports program is organised through affiliation with School Sport Victoria (SSV). Competition is available in athletics, swimming, cross-country, cricket, volleyball, tennis, netball, AFL football, basketball and badminton and provides the opportunity for students to progress to Region and State levels.

## **Camps**

In 2018 we will be operating a whole year level camp for students to attend. It's an expectation that all students in the year level would attend. This camp aims to build on independence, team building and resilience.

Students in Year 10 have the opportunity to attend the Bogong Ski camp (Falls Creek) each year, or an interstate camp to Central Australia in 2018. There is also an International Tour which will operate in 2019.

## **Special Programs**

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### **Learning Enhancement and Acceleration Program (LEAP)**

The Learning Enhancement and Acceleration Program (LEAP) is designed to provide a challenging curriculum for students who have demonstrated aptitude and achievement in the subjects of Mathematics, English and Science. See the English, Mathematics and Science core subject descriptions for further details. Students are invited into the program by written invitation. Student selection is based upon academic progress in class, exam results, test results and teacher recommendation.

# General Information for Middle School

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## School Day

Session 1	9:00 to 10:00am
Session 2	10:00 to 11:00am
Recess	11:00 to 11:30am
Session 3	11:30 to 12:30pm
Session 4	12:30 to 1:30pm
Lunch	1:30 to 2:15pm
Session 5	2:15 to 3:15pm
Buses leave from 3:25pm	

## General Office

The General Office is open on Monday to Friday from 8.15am to 4.30pm. After hours the College's answering machine is available for messages to be left.

## Compass School Manager

The College uses this online management system to streamline many school operations, from attendance, communication, event management and reporting.

## Buses

The College has an extensive bus service. Free and fee-for-service bus allocation, routes and schedules are given upon enrolment by request.

## Attendance

Attendance at all classes is compulsory. Regular punctual attendance is essential if students are to maximise their learning. Rolls are electronically marked for all classes – poor attendance will be referred to a Student Manager for possible consequences. Parents are encouraged to contact the College over matters of concern including notification of student absence and any required appointments with staff. If a student is to be absent for an extended period due to illness or family reasons, the College would appreciate a phone call to inform us of the situation. The Year 10 Student Manager can arrange for work to be sent home if necessary.

## Arriving late

Students who arrive after 9:00am must report to the Sub School Administration Manager (SAM) in the Middle School Office to be recorded on the students' Compass attendance record. Students who arrive late without notification from their parent/guardian will be referred to a Student Manager for consequences.

## Leaving early

If a parent wishes their child to leave school early, a note must be supplied and taken to the Middle School Manager for approval. This note should then be taken to the Sub School Administration Manager (SAM) just before the student leaves so that the school is aware of the situation and the rolls marked accordingly.

## Student Planner

The student planner provides information and assists students to organise their learning, record homework and develop good study habits. Parents are encouraged to regularly check their child's planner. School Planners are supplied to each student at the beginning of the school year.

## Homework

In general, Year 10 students should expect to spend 5-8 hours per week completing class work, set homework, study or reading.

## **Textbooks and Stationery**

Students in Year 10 are required to purchase textbooks for Core Subjects. Textbook/stationery lists and order forms may be placed through the school supplier, 'Atlas Educational'. ([www.atlaseducational.com.au/](http://www.atlaseducational.com.au/))

A second-hand book sale is held in December at the College.

## **Curriculum and Material Charges**

The College Council sets the Curriculum and Material Charges. Families who experience financial difficulty can discuss payment options with the College Business Manager.

Year 10 students are charged a global fee for all core and elective subjects. Students who wish to study Music are required to pay a Music Levy prior to the commencement of the course.

## **Reports**

An Interim Report is issued at the end of terms 1 and 3 and consists of a progress report on each student's application to their studies, behaviour and attitude. Additionally, Parent/Teacher/Student Conferences operate in Term 1 and 3.

A Semester report is issued at the end of terms 2 and 4 and consists of a detailed report on each subject indicating the student's standard of achievement in School Assessed Coursework tasks, commitment to learning and their level of personal and social behaviours.

Student reports can be accessed by parents via Compass at <http://whittleseasc.vic.jdlf.com.au>. Reports can be viewed, downloaded and printed/saved at home by parents.

## **Publications**

Vital forms of communication with parents is through Compass, the website and a Facebook page. These contain news of events, developments and achievements in the College. The College website is <http://www.whittleseasc.vic.edu.au>.

## **Canteen**

The College canteen is equipped to provide students with a balanced food intake important for general health. The canteen is open before school, recess and lunchtime. A list of the canteen items is in the information pack provided upon enrolment.

A breakfast Club operates 3 mornings each week, offering a free meal of toast and cereal for students.

## **Library**

The Library Resource Centre is located in the Administration building and is open from 8.30am to 4.30pm including recess and lunchtime for research, social and study purposes.

## **College Uniform Requirements for Year 10 - 2018**

Students attending Whittlesea Secondary College are expected to wear the required school uniform at all times, including travelling to and from school. Uniform can be purchased from *Academy Uniforms*, 238 Wolsley Place, Thomastown. Eligible families can apply for State Schools Relief funding through the Student Welfare Manager to support them with uniform costs. Students who consistently do not comply with the College uniform policy will receive consequences from their Student Manager.

If for some reason a student cannot wear the full school uniform, they must see the SAM before school with a note from home to obtain a uniform pass. Failure to do this may result in possible consequences such as a lunchtime detention. Uniform passes will not be issued for 'hoodies', track pants or leggings.

See following pages for an outline of College Approved Uniform Items. A detailed shoe policy is attached at the back of the handbook.

## List of Approved Uniform Items

These are the only items which may be worn whilst at school, or when travelling to and from the College.

Girls	Boys
<p><b>Jumper</b></p> <ul style="list-style-type: none"> <li>Years 7-12 Whittlesea Secondary College jumper in either wool or cotton</li> <li>VCE – Whittlesea Secondary College Year 12 top (optional). As approved by School Council.</li> </ul> <p><b>Shirt</b></p> <ul style="list-style-type: none"> <li>Years 7-12 Whittlesea Secondary College gold polo shirt</li> <li>Years 11 and 12 Whittlesea Secondary College white polo shirt or white business shirt with long or short sleeves (tucked in at all times) and <u>must</u> be worn with the College tie.</li> </ul> <p><b>Socks/ Tights</b></p> <ul style="list-style-type: none"> <li>Plain white, grey or black socks (clearly above the ankle) are to be worn with the Whittlesea Secondary College summer dress OR</li> <li>Navy tights can be worn with the Whittlesea Secondary College pleated winter skirt</li> </ul> <p><b>Shoes</b></p> <ul style="list-style-type: none"> <li>Black leather, low heeled school shoes or</li> <li>Black boots</li> </ul> <p><b>Jacket</b></p> <ul style="list-style-type: none"> <li>Whittlesea Secondary College Blazer or</li> <li>Whittlesea Secondary College Spray Jacket</li> </ul> <p><b>Trousers/Shorts</b></p> <ul style="list-style-type: none"> <li>Tailored dress trousers (colour – College grey) or</li> <li>Tailored dress shorts (colour - College grey)</li> </ul> <p><b>Skirt</b></p> <ul style="list-style-type: none"> <li>Whittlesea Secondary College pleated skirt (cold weather)</li> <li>Whittlesea Secondary College dress (hot weather)</li> </ul>	<p><b>Jumper</b></p> <ul style="list-style-type: none"> <li>Years 7-12 Whittlesea Secondary College jumper in either wool or cotton</li> <li>VCE – Whittlesea Secondary College Year 12 top (optional). As approved by School Council.</li> </ul> <p><b>Shirt</b></p> <ul style="list-style-type: none"> <li>Years 7-12 Whittlesea Secondary College gold polo shirt</li> <li>Years 11 and 12 Whittlesea Secondary College white polo shirt or white business shirt with long or short sleeves (tucked in at all times) and <u>must</u> be worn with the College tie.</li> </ul> <p><b>Socks</b></p> <ul style="list-style-type: none"> <li>Plain white, grey or black socks (clearly above the ankle)</li> </ul> <p><b>Shoes</b></p> <ul style="list-style-type: none"> <li>Black leather lace up, low heeled school shoes or</li> <li>Black boots</li> </ul> <p><b>Jacket</b></p> <ul style="list-style-type: none"> <li>Whittlesea Secondary College Blazer or</li> <li>Whittlesea Secondary College Spray Jacket</li> </ul> <p><b>Trousers/Shorts</b></p> <ul style="list-style-type: none"> <li>Tailored dress trousers (colour – College grey) or</li> <li>Tailored dress shorts (colour - College grey)</li> </ul>

### Extract from the Guidelines & Expectations in this Policy document:

**Piercings:** The only visible body piercings acceptable are small, flat stud or an eyebrow bolt with ball ends. All other facial piercings are unacceptable due to Occupational Health and Safety considerations as well as ensuring we have a safe environment for students to learn.

**Hair colour:** Students may use hair colourings provided the colourings are the colour of natural hair.

**Tattoos:** It is expected that if a student has a tattoo, it will not be visible while he or she is wearing any variation of the College uniform including the PE uniform.

PE Uniform	
Girls	Boys
<b>Upper garment</b> <ul style="list-style-type: none"> <li>Whittlesea Secondary College PE polo top <i>(The Whittlesea Secondary College tracksuit top or spray jacket may be worn over the polo top)</i></li> </ul>	<b>Upper garment</b> <ul style="list-style-type: none"> <li>Whittlesea Secondary College PE polo top</li> <li><i>(The Whittlesea Secondary College tracksuit top or spray jacket may be worn over the polo top)</i></li> </ul>
<b>Lower garment</b> <ul style="list-style-type: none"> <li>Navy blue basketball shorts; or Navy blue netball skirt or Whittlesea Secondary College tracksuit bottom</li> </ul>	<b>Lower garment</b> <ul style="list-style-type: none"> <li>Navy blue basketball shorts; or Whittlesea Secondary College tracksuit bottom</li> </ul>
<b>Sports uniform when representing the College</b>	
<b>Upper garment</b> <ul style="list-style-type: none"> <li>Students will wear the specified top appropriate to the sport being played.</li> <li>Students will also wear either the College jacket or the College tracksuit top. No other coat or outer garment is permitted</li> </ul>	
<b>Lower garment</b> <ul style="list-style-type: none"> <li>Students will wear either the Whittlesea Secondary College tracksuit pants, the PE shorts or in the case of girls, the netball skirt</li> </ul>	

Other items which may be worn as part of the Whittlesea Secondary College Uniform	
Girls	Boys
<b>Years 7-10</b> <ul style="list-style-type: none"> <li>Navy blue scarf</li> <li>Plain navy blue hat approved Sunsmart (summer) or plain navy beanie (winter)</li> <li>Navy t-shirt or navy skivvy worn under gold polo shirt</li> <li>Navy blue or gold hair accessories</li> </ul> <b>Years 11-12</b> <ul style="list-style-type: none"> <li>Navy blue or white hair accessories</li> <li>Navy blue or plain white scarf</li> <li>White t-shirt or white skivvy worn under white business shirt or white polo shirt</li> <li>Plain navy blue hat approved Sunsmart (summer) or plain navy beanie (winter)</li> </ul>	<b>Years 7-10</b> <ul style="list-style-type: none"> <li>Navy blue scarf</li> <li>Plain navy blue hat approved Sunsmart (summer) or plain navy beanie (winter)</li> <li>Navy t-shirt or navy skivvy worn under gold polo shirt</li> </ul> <b>Years 11-12</b> <ul style="list-style-type: none"> <li>Navy blue or plain white scarf</li> <li>White t-shirt or white skivvy worn under white business shirt or white polo shirt</li> <li>Plain navy blue hat approved Sunsmart (summer) or plain navy beanie (winter)</li> </ul>

Technology / VETiS Programs Uniform Requirements		
Automotive	Building and Construction	Engineering
<ul style="list-style-type: none"> <li>Long sleeve overalls</li> <li>Leather upper boots</li> </ul>	<ul style="list-style-type: none"> <li>Safety glasses and ear muffs</li> <li>Long sleeve overalls or work pants (no denim, no singlets)</li> <li>Leather upper boots</li> </ul>	<ul style="list-style-type: none"> <li>Safety glasses</li> <li>Leather upper boots</li> <li>Long sleeve overalls or work pants (no denim, no singlets)</li> <li>Long sleeve shirt</li> </ul>

## Year 10 Program at Whittlesea Secondary College

Year 10 is an important transition period for students as they take more responsibility for their own learning. Students have their first opportunity to select subjects they believe will assist them in deciding their future career pathways. Year 10 students have even greater flexibility to choose a program that suits them, as well as the opportunity to 'sample' a Victorian Certificate of Education (VCE) subject or commence a VCE/Vocational Education and Training (VET) course. The College will assist each student to realise their full potential while encouraging independent thinking and learning.

### **OUR VISION**

Whittlesea Secondary College aims to equip students for an ever-changing world. Together we will challenge students to gain personal, social and academic skills that will inspire them to be successful members of our global community.

### **OUR MISSION**

Whittlesea Secondary College aims to provide many and varied opportunities for students to:

- develop active and self-motivated learning skills to inspire lifelong learning
- develop strong personal and team building skills
- develop their individual talents and abilities to achieve their full potential
- become valued and responsible global citizens
- develop and encourage a curious and creative mind
- learn through an innovative and flexible curriculum program
- experience and learn in a natural, safe and caring environment.

### **OUR SCHOOL WIDE PEDAGOGY**

Powerful learning occurs in an environment offering support, challenge and the development of self-esteem. We provide students with the necessary skills for autonomous and reflective learning.

### **OUR COLLEGE VALUES**

*TEAMWORK RESPECT EXCELLENCE INTEGRITY COMMITMENT KNOWLEDGE*

The values of Whittlesea Secondary College underpin its cultural and moral framework enabling it to set clear and resolute behavioural codes. These codes, once adhered to, enable the members of the school college community to function in a safe, mutually respectful and highly energised learning community.

# Year 10 Program Organisation - 2018

## The Victorian Curriculum

The Victorian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Victorian community. It makes clear what all young Victorians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Victorian students.

Students in Year 10 will be allocated **six subjects per semester**, made up of five core subjects and two elective subjects each semester.

Core Subjects are English (or LEAP English), Mathematics (or LEAP Mathematics), Science (or Get the Edge), 20<sup>th</sup> Century History and Health & Physical Education. Students study the core subjects over both semesters.

Elective Subjects are The Arts or Technology and students select one subject from each of these categories, for each semester. The table below gives an overview elective choices

The table on pages 14-15 show the variety of subject choices in all Learning Areas.

<b><u>YEAR LENGTH CORE SUBJECT</u></b> (Students must study)	<b><u>SEMESTER LENGTH CORE SUBJECT</u></b> (Students must study)	<b><u>SEMESTER LENGTH ELECTIVE SUBJECT</u></b>
<b>Science – Get the Edge</b>	<b>OR</b>	Remaining elective choices can come from the following.  NB – Students must select at least one elective from each of the Arts and Technology Learning Areas:  <b>English</b>  <b>The Arts</b>  <b>Technology</b>  <b>Humanities</b>
<b>English</b> or <b>Leap English</b>	<b>Science</b>  <b>20<sup>th</sup> Century History</b>	
<b>Mathematics</b> or <b>Leap Mathematics</b>	<b>Health &amp; Physical Education</b> or <b>Advanced Health &amp; Physical Education</b> or <b>Outdoor Education</b>	
	<b>The Arts</b>	
	<b>Technology</b>	

## Student Pathways – Year 7 to Year 12

	YEAR 7	YEAR 8	YEAR 9		YEAR 10		VCE (Victorian Certificate of Education)	VET	VCAL (Victorian Certificate of Applied Learning)	
			CORE	ELECTIVES	CORE	ELECTIVES				
<b>ENGLISH</b>	English or LEAP English	English or LEAP English	English or LEAP English		English or LEAP English	Literature	English English Language Literature LEAP English		Literacy	Foundation Intermediate Senior
<b>MATHS</b>	Maths or LEAP Maths	Maths or LEAP Maths	Maths or LEAP Maths		Foundation Maths or Maths or LEAP Maths		Foundation Maths (11)  General Maths (11) Further Maths (12) Maths Methods (11/12)  Specialist Maths (Distance Ed -11/12)		Numeracy	Foundation Intermediate Senior
<b>SCIENCE</b>	Science or LEAP Science	Science or LEAP Science	Science or LEAP Science		Science or Get the Edge		Biology  Psychology  Chemistry  Physics			
<b>HUMANITIES</b>	Humanities or LEAP Humanities	Humanities or LEAP Humanities	Humanities		20 <sup>th</sup> Century History	Business Mgmt. Geography Legal Studies	20 <sup>th</sup> Century History (11) History Revolutions (12) Business Management Legal Studies		Personal Develop.	Foundation Intermediate Senior
<b>HEALTH &amp; PE</b>	Health & PE	Health & PE	Health & PE		Health & PE  Advanced Health & PE	Outdoor Education	Health & Human Development Physical Education	Sport & Rec		

<b>THE ARTS</b>	Art/Visual Com & Design	Art/Visual Com & Design		Art Drawing & Print Making Visual Com & Design Computer Graphics Drama Song Writing & Composition Music Performance Tech Production & Digital Recording Musical Theatre		Art Visual Com & Design Drama Song Writing & Composition Music Performance Tech Production & Digital Recording Musical Theatre Media Photography	Art Visual Com & Design Drama Music Performance Media Studio Art: Photography			
	<b>TECHNOLOGY</b>	Technology  Digital Technology	Technology  Food Technology		Product Design Tech -Wood Electro-mechanical tech Engineering & Welding Digital Tech Cooking for life Design Tech - Textiles/Jewellery Auto Practices		Product Design Tech - Wood Product Design Tech - Metal Engineering Digital Tech Food Studies Café Culture Design Tech – Textiles/Jewellery	Product Design Technology - Wood Systems Engineering Food Studies Design Technology - Textiles	Building & Construction Engineering Information, Digital Media & Technology Hospitality Automotive	Work Related Skills Foundation Intermediate Senior
<b>LOTE</b>	Indonesian	Indonesian								

# Subject Selection Advice

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In the Year 10 program students continue to have the flexibility to explore a wide range of subjects as they did in Year 9 and study a variety of sequential subjects in greater depth in preparation for their senior years of schooling. There is a greater focus on the development of their individual career pathways as they emerge as young adults.

It is highly recommended that parents and students set aside time to thoroughly review this handbook prior to completing the subject preference form. Students are advised to carefully consider their strengths and talents so they can choose wisely to plan a pathway through their senior years at the College. It is important to consider the following when making your choices:

- Your interests: What would you like to learn about?
- Your abilities: What are you good at? What do you enjoy doing? Think about your previous experiences, successes and difficulties with subjects already studied.
- Will these subjects help you to develop skills, knowledge and attitudes useful throughout your life, not just your career pathway? What are your goals?
- Don't be afraid to talk to your teachers and ask them questions. They know you and their subject areas very well and will give you helpful advice. You don't want to be stuck in a class that you don't like because you didn't ask what it was about beforehand.
- Don't choose subjects just because your friends picked them. Choosing subjects is about YOU. Students who choose classes because of their mates, generally don't like their subjects and therefore aren't motivated to do well.
- Talk to peers about subjects, but keep in mind that just because a subject was great or not great for them, it doesn't necessarily mean that it won't be the right fit for you.
- Keep up-to-date. Information on subjects required for a particular career may change, so you need to see the Student Pathways Manager to make sure that you're on the right track.
- Check Pathways. Is the subject essential or recommended to have successfully completed prior to undertaking a VCE and/or VCE VET subject?

The selection of elective subjects is completed online. The website to access Web Choices is <http://web.edval.com.au/> Students will be given their own unique code to log in. Students can also see the Middle School SAM for this code.

## Helpful Resources

- Whittlesea Secondary College Careers Website: <http://www.whittleseascareers.com/>
- MyFuture Website: <http://www.myfuture.edu.au>
- Attending Career Expos, Open Days at Universities, TAFE.
- Completing Work Experience (you must be over 15 years old to undergo work experience)

If you would like further information on Career Pathways advice, please contact the Careers Advisor to book an appointment on 9719 1200.

If you require assistance to complete your preference elective subjects online, please contact the Middle School Manager, Mr Glenn Esnouf on 9719 1200.

# Year 10 Core Units

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At Year 10 the core (compulsory) subjects will be:

- English - two semesters (all year)
- Mathematics - two semesters (all year)
- 20<sup>th</sup> Century History - (one semester only)
- Physical Education - (one semester only)
- Science - (one semester only) *or* Science – Get the Edge (two semesters – full year)

## English

Students develop the language skills essential for life and their future education. Emphasis is placed on styles of writing for different audiences and purposes; reading and analysing literature, class discussion and debating, analysing issues and argument and the use of language to influence, study involving a range of media and film, and the development of study techniques and research skills.

**Assessment:** Based on student participation in class activities, submission of all learning tasks, pre-requisites, SACs and exam to a satisfactory standard. All submissions must meet strict deadlines.

## LEAP English

*(Learning Enhancement and Acceleration Program)*

Operating on the principles of Curriculum enhancement and acceleration, entry into LEAP English is open to students seeking to challenge their potential. Students need to be self-directed and motivated to achieve excellence. Selection is based on student attitude, standardised testing, assessment tasks and teacher recommendation. Work of a high standard needs to be demonstrated for recommendation. Higher order thinking is emphasised with a view to developing the student's capacity to apply creative solutions to interpretation and evaluation of texts and issues in preparation for VCE. Development as effective independent thinkers is strongly encouraged.

**Assessment:** Based on high level student participation in class activities, submission of all learning tasks, pre-requisites, SACs and exam to a high standard. All submissions must meet strict deadlines.

## Mathematics

Students are given the opportunity to develop mathematical skills, concepts, application and processes that allow meaningful participation in society in day-to-day situations. The course will cover the Victorian Curriculum areas of Number and Algebra, Measurement and Geometry, as well as Statistics and Probability.

**Assessment:** A range of tasks will be used to assess a level of competence against the Victorian Curriculum dimensions for each unit. These include class activities, exercises, projects, problem solving, tests, exams and homework sheets.

**Pathway:** Year 11 General Mathematics, Year 11 Mathematical Methods, Year 11 Foundation Mathematics, VCAL Numeracy

*Please note: Students enrolled in core mathematics are expected to purchase a scientific calculator.*

## LEAP Mathematics

Students who have demonstrated an aptitude for Mathematics will be selected to join an advanced class. Although aspects of the core curriculum will be covered, students will be further encouraged to develop their potential for the higher levels of understanding necessary for more challenging VCE Mathematics subjects.

**Assessment:** A range of tasks will be used to assess a level of competence against the Victorian Curriculum dimensions for each unit. These include class activities, exercises, projects, problem solving, tests, exams and homework sheets.

**Pathway:** Year 11 Mathematical Methods, Year 11 General Mathematics, Year 11 Specialist Mathematics (Distance Education)

*Please note: Students enrolled in Year 10 LEAP Mathematics are expected to purchase a CAS calculator. Students will not be able to complete the course without this equipment. The calculator costs approximately \$210 (new) and can be purchased through the school at the end of 2017.*

## Science

This one-semester Science course aims to further develop each student's skills and understanding of Biology, Chemistry Earth and Space sciences, Physical sciences and science as an aspect of Human Endeavour. These areas are explored through a range of activities which include research, practical experimentation, teamwork, excursions, problem solving and communication. Topics covered in Year 10 include:

- Genetics
- Evolution
- Atomic structure and the periodic table
- Chemical reactions (II)
- Global systems
- The Universe
- Energy in the Earth's atmosphere
- The physics of motion

**Assessment:** Research assignments, practical reports, tests and an exam at the end of the semester. Students are expected to maintain an organised record of class work in the form of a workbook and an activity folio.

**Pathway:** Core Science provides a pathway to all VCE Sciences and VET Lab skills.

## Year 10 Science Elective

Year 10 students can complete the following full year subject, instead of core Science:

### Science - Get the Edge

This full year Science subject follows the Core course outlined above but students will be strongly encouraged to develop their potential for wider exploration and deeper understanding. Students are expected to take an active part in all class activities and to maintain an organised record of class work in the form of a workbook and an activity folio.

**Assessment:** Based on set tasks such as research assignments, practical reports, tests and an exam at the end of each semester.

**Pathway:** Get the Edge provides an excellent preparation for all VCE sciences and VET Lab skills.

## 20<sup>th</sup> Century History

After World War 1, the world was a different place. Events that followed continued to reshape humanity. The Great Depression, World War 2, the atomic bomb and the Cold War. Social changes were also taking place which impacted the daily life of the ordinary person. Changes in music reflected the mood and desires of people (the emergence of Rock 'n Roll), space travel, technologies, feminism and the environment.

Our world is continuously evolving and through our lessons of the past we can be guided into the future. History is a subject that allows us to critically evaluate and think about events of the past that have shaped our lives today. This subject will allow you to develop your thinking and analytical skills in order to be able to process information and form opinions in a changing world.

**Assessment:** Completion of class activities and coursework, Learning Tasks and an end of semester exam.

**Pathway:** VCE 20<sup>th</sup> Century History, VCE History Revolutions.

## Health and Physical Education

The aim of this course is to have students participate in practical activities to improve fitness and personal health. In weekly theory sessions, students will cover fitness components, classification of motor skills, health related benefits of exercise, training sessions, training principles and methods. Students will participate in sports and activities that promote lifelong physical activity.

**Assessment:** Participation in practical activities, creating and implementing a training session, games analysis, topic tests and an end of semester exam.

## Advanced Health and Physical Education

Students may take up the option to participate in an advanced Health and Physical Education class (as an alternative to core Health & Physical Education). This class will offer students a chance to improve their knowledge and understanding of high performance strategies in Physical Education. Topics will reflect the content covered in VCE Health & Human Development, VET Sport & Recreation, as well as Physical Education units 1 to 4.

\* Please note that it is not mandatory to take this class in order to do VCE Physical Education.

**Assessment:** Participation in class activities, sport science lab reports, nutritional analysis, peer teaching assignment and an end of semester exam.

**Pathway:** Recommended for students looking to get an accelerated pathway into VCE Health & Human Development, VCE Physical Education, VET Sport & Recreation.

## Outdoor Education

This elective gives students the opportunity to experience a wide range of outdoor environments and activities. These could include Bushwalking, Rock Climbing, Sailing, Kayaking, Bike Riding, Camp Cooking, Surfing, Orienteering, Swimming, Life Saving, Archery, Commando Course, High Ropes and an overnight camp. The students will develop skills in various outdoor activities as well developing skills in goal setting, communication, planning, team building, evaluation and safety.

**Assessment:** Participation in all class activities, whether on campus or excursion. Students will be expected to keep a log book of their experiences. They will be assessed on skill development, working individually and in teams, and an end of semester exam.

**Pathway:** VCE Outdoor Environmental Studies (2019 introduction), VET – Sport and Recreation. Careers - Park Ranger, Tour Guide, Surveyor, Marine Biologist.

**Cost:** \$300.00 (Approximate) applies to this elective to cover the costs of excursions.

# PREFERENCE ELECTIVE UNITS

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Students have the opportunity to complete their educational program by selecting a number of preference elective units:

- Five preference elective subjects at Year 10.
- **One VCE / VET subject may be taken in place of two elective units if there are sufficient places remaining after VCE students have been allocated to their subjects.**

To broaden their educational experience students are encouraged to sample subjects from across the full range of the curriculum. To achieve this aim, students must take at least one unit from each of the following curriculum areas:

- Discipline-based Learning      - The Arts
- Interdisciplinary Learning - Technology Studies

Year 10 students may include a yearlong science course (Science – Get the Edge) as two of their ‘free choice’ electives. It will replace the core Science (one semester) subject. This is highly recommended for students intending to study Biology, Chemistry or Physics in VCE.

## ART ELECTIVES

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Year 10 students must complete at least one unit from the following:

### Visual Communication Design

Visual Communication Design is a bridge between an idea and its intended audience. Students are given the opportunity to design visual solutions that are imaginative, informative and appealing for the visual environment. Students will develop skills using a variety of drawing methods, media and techniques to produce final presentations that have visual impact. ICT programs will be used to assist with the final artwork for some tasks. This subject is the extension of Visual Communication Design in Year 9.

**Assessment:** Based on effort and completion of the development of ideas within a folio, set work requirements and assignment work.

**Pathway:** VCE Visual Communication and Design, VET Interactive Digital Media and VCE ART. Recommended for students with an interest in visual design areas such as Graphic Design, Industrial Design, Multimedia, Interior Design and Publications.

### Art

Students will pursue themes in readiness for VCE Art. There is a strong emphasis on the development of ideas and trialling of techniques and processes prior to the completion of a finished artwork. All developmental work is to be collated in a visual diary (see booklist). Students can create 2D and/or 3D art using a wide range of media. A number of short written outcomes and one extended essay are designed to help students prepare for VCE Art.

**Assessment:** Based on effort and completion of the development of ideas within a folio, set work requirements and assignment work.

**Pathway:** VCE Art, VCE Studio Arts, VCE Visual Communication Design

## Drama

Year 10 Drama aims to further develop understanding of Drama techniques, theatrical styles, conventions and explorative strategies by allowing the students to research and present various forms of work. This may include improvisations, role-plays, characterisations, script writing, movement, group exploration and performance.

**Assessment:** Based on student participation, individual and group performances, performance analysis and a research task.

**Pathway:** VCE Drama. Recommended for students interested in a career in Performance Arts or for personal interest and development.

## Media

The goals of this course are to extend and enrich students' understanding of the media through practical experience with equipment, research and study of various media forms. The unit contains:

- **Genre study:** students investigate the codes and conventions of various genres in film, and explore the differences between feature films and short films.
- **Film analysis:** students explore the story and production elements that classic and contemporary film makers use to engage audiences.
- **Video Production:** students learn how to plan, write a script and storyboard a video production (3-5 minutes) and then to film and edit footage to produce a refined video product for a specific audience and purpose.

**Assessment:** Participation in and completion of class activities, written assignments, as well as print and video production.

**Pathway:** VCE Media Studies, also for students who have creative ideas, however are not necessarily interested in traditional Arts subjects. This subject also has strong links to English.

## Photography

Year 10 Photography aims to develop student's understanding of analogue and digital photography. Over the course of the subject, students will learn how to use manual camera functions, enhance images through Adobe Photoshop and a variety of film and darkroom techniques and processes. Students will develop, document and annotate all ideas, techniques and processes in a visual diary.

**Assessment:** Based on effort and completion of the development of ideas within a folio, set work requirements and assignment work.

**Pathway:** VCE Studio Arts (Photography), VCE Art, VCE Media, VCE Visual Communication Design.

# MUSIC ELECTIVES

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The following Music electives may be selected in Year 9 or Year 10. The classes will be made up of students from both year levels. Please note there is a Music Levy associated with these electives.

## Musical Theatre

This unit aims to develop students' skills in the various disciplines involved in music theatre performances. This will include skills in vocal, drama and dance performance, as well as off stage skills such as directing, choreographing, costume and lighting design. Students will look at the development of musical theatre over time.

**Assessment:** Students will complete a research assignment and the final assessment will involve students contributing to a performance at the end of Term 2.

**Pathway:** Further music subjects in middle school, VCE Music Performance.

## Technical Production and Digital Recording

In this unit students will learn the basics of sound engineering including the properties of sound and the use of multitrack mixing desks. They will use computers to create digital recordings and learn how to mix and master these recordings. (Please note students don't necessarily need to play instruments for their recordings but are encouraged to have an understanding of instruments).

**Assessment:** Students will be required to demonstrate their ability to use various pieces of equipment and will need to submit a fully mastered recording.

**Pathway:** Further music subjects in middle school, TAFE Music courses.

## Song Writing and Composition

In this unit students will learn about the elements of music and use these to create various musical compositions with or without lyrics. Students will use digital media to create scores for their compositions and develop aural and theory skills to aid them in producing more complex compositions.

**Assessment:** Various tests and submission of a folio of their compositions.

**Pathway:** Further music subjects in middle school, VCE Music Performance, TAFE and Tertiary Music Courses.

## Music Performance

In this unit students will develop their instrumental through solo and ensemble performances. Students will develop technical skills on their instrument through instrumental lessons as well as developing their musicianship and analytical skills through theory and analysis tasks. The main aim of this unit is to prepare students for VCE Music Performance, therefore it is recommended to be studied in Semester 2 of Year 10.

**Assessment:** Various tests and performances including an end of semester concert.

**Pathway:** VCE Music Performance, Tertiary Music Courses.

# TECHNOLOGY ELECTIVES

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Year 10 students must complete at least one unit from the following:

## Digital Technology

This subject will broaden the IT skills of students interested in learning about some of the more technical aspects of web page design, coding, animation, computer hardware, networking and security. Students will participate in a range of creative tasks designed to provide practical IT skills they can apply in different settings, or build upon in preparation for further VET or VCE studies.

**Assessment:** Based on satisfactory completion of assessment tasks and digital folio as well as participation in class activities.

**Pathway:** VCE Computing (Distance Education), VET Certificate III in Information Digital Media & Technology. Leads to a wide range of employment possibilities in the IT industry and further studies at University and TAFE.

## Food Studies

In this unit of work, students will consider food sources and their impact on our society. They will research native ingredients, food processing and topical issues such as food sustainability and ethical choices. A range of foods will be produced that highlight a particular focus on ingredients.

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements.

**Pathway:** VCE Food Technology, VET Hospitality (Kitchen Operations) and for personal interest and development.

## Cafe Culture

Cafe Culture in Melbourne has exploded in recent years to provide a haven for socialising or hiding away from the world. Cafe food is comforting and tasty, familiar and welcoming at any time of the day. Showcasing influences from Italy, France, Middle East and the Mediterranean, students are able to prepare a range of foods from Breakfast, Afternoon tea, and everything in between. During the Semester they will complete a Design brief and assignments on tea and coffee, including taste testing, and gain an insight into running a cafe.

**Assessment:** Student participation in practical and theory classes, completing a range of work requirements.

**Pathway:** VCE Food Technology, VET Hospitality (Kitchen Operations) and for personal interest and development.

## Product Design and Technology – Textiles/Jewellery

### Textiles (1 term)

Students will work through the Design Process of Investigation, Designing, Production and Evaluation. The use of different fibres and fabrics, embellishments, fabric dyeing and construction techniques will be explored to safely complete a variety of textile products, including garment construction. Students will study the environmental impact of design and the use of sustainable/recycled materials in producing a textile item.

**Assessment:** Design folio, research project and completed textile products.

**Pathway:** VCE Product Design & Technology – Textiles, VCE Art, textile design, fashion design, interior design, retail merchandising and garment construction.

## **Jewellery (1 term)**

Students enhance their thinking processes through developing their development of design briefs and translating these into handcrafted pieces. Learning silver smithing skills, students use a variety of metals and surface embellishment techniques to form their individual designs.

**Assessment:** Based on the quality of work produced, the completion of a range of work requirements and the application of safe work practices.

**Pathway:** A good subject for students with a keen interest in Design and Engineering. This subject is recommended as a special interest subject that will also broaden students' engineering skills.

## **Product Design & Technology – Metal Fabrication**

Equipment, safety, operation and practice will be the main themes of this subject, with a focus on electric welding systems. Students will use Arc, MIG, Oxy/Acetylene and Spot welding processes to develop a range of models. Students will research the welding industry to gain an understanding of available career paths.

**Assessment:** Based on the quality of work produced, the completion of a range of work requirements and the application of safe work practices.

**Pathway:** VCE/VET Certificate II Engineering, VCE Systems Engineering.

## **Product Design and Technology – Wood**

This unit is considered a precursor to VCE Design Technology-Wood. It focuses on the design, planning and construction of a furniture product based around a timber product.

**Assessment:** Based on student participation and completion of a range of work requirements including practical, research, evaluation tasks and safe working practices.

**Pathway:** VET Certificate II in Building and Construction, VCE Design & Technology- Wood.

## **Engineering**

Students' skills will be extended while dealing with a variety of materials found in the engineering field. Materials covered will include brass, aluminium, copper, steel, plastic and nylons. Processes covered will include turning, milling, cutting, drilling, sanding, buffing, bending and forming.

**Assessment:** Based on the quality of work produced, the completion of a range of work requirements and the application of safe work practices.

**Pathway:** VCE/VET Certificate II Engineering, VCE Systems Engineering.

# HUMANITIES ELECTIVES

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Year 10 students have the option of choosing one of the following Humanities subjects:

## Business Management

This subject aims to give students an understanding of economic concepts relevant to how a small business operates in Australia. Students use their enterprising and creative skills to develop a small business idea into a plan. They will learn about different types of business ownership, management skills and the day to day operations of a small business.

**Assessment:** Based on student participation, planning a business idea, completion of class exercises and excursions, topic tests and assignments.

**Pathway:** VCE Business Management

## Geography

Students will study the natural and human world, investigating why environmental change occurs and how it can be managed. The differences in wealth and health around the world will be examined and what can be done to assist those who are more disadvantaged than us. Skills will be developed in sketching, mapping and graphing.

**Assessment:** Based on class participation, group work, bookwork, research assignments and tests.

**Pathway:** VCE Geography, VCE Revolutions and VCE 20<sup>th</sup> Century History

## Legal Studies

This subject aims to give students an understanding of the Australian Legal System. Students are given an overview of the nature and function of laws in maintaining a harmonious society.

Some of the topics that will be studied are: Systems of Government, Australian Democracy, Powers of Parliament, as well as, the powers of the ordinary Australian citizen in influencing law making in Australia.

Students will have the opportunity to investigate both areas of criminal and civil law, through various case studies and the impact they have made on individuals and society. Australia has been a forerunner in Human Rights, since the end of World War 2, and has contributed to Human Rights issues on a world scale, in order to make a difference in the lives of millions around the world. Students will be given the opportunity to explore charitable organisations in achieving their goals.

**Assessment:** Completion of class activities and coursework, Learning Tasks and an end of semester exam.

**Pathway:** VCE Legal Studies

# ENGLISH ELECTIVE

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Year 10 students have the option of completing this elective in addition to core English:

## Literature

In Literature you will read and analyse a wide range of texts both classical and modern, including novels, plays and poetry. This provides an opportunity to see the world through the author's eyes and understand the connection between the text, the context in which the text was produced and how your personal experiences relate to the text.

**Assessment:** Reflective journal, analytical essay and creative writing

**Pathway:** Highly recommended for students considering studying VCE Literature.

# Special Programs

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## Acceleration Studies

Year 10 students also have the opportunity to enrol in one VCE or VCE VET (Vocational Education & Training) unit in place of two preference elective units. Participation in these units will depend on availability, suitability and teacher recommendation. For further information on these subjects please refer to the Senior School Handbook or the website ([www.whittleseasc.vic.edu.au](http://www.whittleseasc.vic.edu.au)). Students must also consult the Middle School Manager and Student Pathways Manager over VCE or VET selections.

## Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) at Whittlesea Secondary College is normally taken over 2 or 3 years with most students completing 22 units.

Students are to select a program which includes:

- 12 VCE/VET Units (Six Unit 1 and 2 study sequences) at Years 10 / 11 and
- 10 VCE/VET Units (Five Unit 3 and 4 study sequences) at Year 11 / 12

Students select from a wide range of courses, based around vocational and tertiary educational pathways. A wide range of VCE Programs are offered at Whittlesea Secondary College but only those attracting a sufficient number of students will be able to go ahead.

There are no prerequisites for Units 1 or 2 in any VCE study, although your performance in related subjects in previous years would provide a guide as to which units could be coped with at this level.

The VCE does not require Unit 1 and 2 sequences to precede Units 3 and 4 sequences, but it is strongly advised that students do study Units 1 to 4 in order.

## Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied learning (VCAL) is a “hands-on” option for senior students who aspire toward TAFE, apprenticeships and training or employment.

VCAL is a recognised certificate and offered at three levels (Foundation, Intermediate and Senior) and on successful completion students receive a VCAL Certificate of the appropriate level and a statement of results.

The flexibility of the VCAL allows each program to be tailor-made for each student based on his/her individual interests and needs. Subjects studied are the core VCAL subjects of Literacy, Numeracy, Personal Development Skills and Work Related Skills and a combination of VET and VCE subjects to complete the requirement of the award of the certificate.

Students are required to complete their program with regular employment through the Structured Workplace Learning program.

Students will also be given the opportunity to gain other qualifications through the VCAL program.

**For further information please contact the VCAL Manager.**

## Vocational Education & Training (VET)

VCE Vocational Education and Training (VET) enables students to learn through practical experience from training institutions and actual workplaces and to gain a nationally recognised industry qualification. VET develops skills that will equip students for the workforce and further study. VET may contribute to the VCE at Unit 1/2 or Unit 3/4 level or to the VCAL with each 90-hour block equalling one VCAL unit. VET may be undertaken in three ways: VCE VET Programs, Apprenticeships & Traineeships, and Block Credit Recognition, as below.

### VCE VET Programs

Students may select from a number of VCE VET programs. All students in a VET program are expected to complete some Structured Workplace Learning activities. Structured workplace learning is on the job training during which a student is expected to master a set of skills or competencies, related to their VET or VCAL programs. The work placement can be one day per week, or a block release, depending on the program or individual circumstances of either the student or employer.

Please note:

- All courses are fully run at the College, but time may be spent at TAFE and/or the workplace.
- All VET courses are accredited through a Registered Training Authority.

### School Based Apprenticeships & Traineeships

The part-time Apprenticeship and Traineeship program lets you complete a nationally accredited apprenticeship or traineeship and your VCE/VCAL studies. You will work in paid employment, undertake training related to your work and study for your VCE/VCAL. Your Apprenticeship or Traineeship will count towards recognition of your VCE/VCAL.

#### Benefits:

- Completion or progress towards the completion of your VCE/VCAL
- Paid employment
- Training linked to your work and a head start in the job market
- Time taken off a full-time apprenticeship or traineeship gained after completing VCE
- The opportunity to learn in the workplace
- Credit for the program in your VCE/VCAL
- The opportunity to test a career

**For further information see the Student Pathways Manager (Ms. Faye Moriarty) or the VET Program Manager (Ms. Janet Elovaris).**

## **Block Credit Recognition**

Students who have completed, or are completing training in a nationally recognised VET qualification not included in the approved VCE/VET and School Based Apprenticeship and Traineeship programs, may be eligible for credit towards their VCE through Block Credit Recognition.

Credit will be available for full or partial completion of a nationally recognised qualification, according to strict guidelines. The training should take place on either Fridays or out of school hours. A wide range of programs are available but some examples include Hairdressing, Retail, Plumbing, Tourism and Events. Programs can be quite expensive and the cost is to be covered by the student (apart from a small government subsidy).

**Students who are interested in gaining these qualifications must discuss the arrangements with the Student Pathways Manager prior to making final arrangements.**



## SUITABLE FOOTWEAR

The shoes below are the **only** endorsed footwear at Whittlesea Secondary College according to our Student Uniform Policy and OH&S regulations.

The appropriate school shoes worn by students must be black leather with a low heel and **polishable**. These shoes are available from Sole Train Shoes in Whittlesea or at a Payless Shoes outlet.



## NON-SUITABLE FOOTWEAR

The shoes below are **not accepted** at Whittlesea Secondary College:  
Ballet-Style flats, Volleys, Skate shoes, Slip-in flats



**Whittlesea Secondary College**

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**Facsimile:** 9716 1102

**Email:** [whittlesea.sc@edumail.vic.gov.au](mailto:whittlesea.sc@edumail.vic.gov.au)

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