



# Student Handbook 2023

## Introduction

Welcome to Hester Hornbrook Academy. We are pleased you have chosen to be a student with us.

At Hester Hornbrook Academy, education is designed to be:

- Flexible
- Integrated
- Supportive
- Based around your interests

We aim to teach you in ways that you will enjoy and that are relevant to your life. We want to make sure that you have input into what you learn and how you learn it. We also have educators and youth workers working together to create a space that supports student's education and wellbeing equally.

In addition, we want to make sure that you leave us with a fantastic education and the confidence to go onto your chosen pathway, whether it be into further education or employment.

As a student at HHA you will be enrolled in two programs – VCE Vocational Major or the Victorian Pathways Certificate (or VCAL for those involved in the teach-out) and VETis. You will also have a timetable that includes other extracurricular activities to provide a holistic education experience.

## VISION

An inclusive and just community where all young people have equal access to education and the opportunity to create their own future.

## MISSION

Our mission is to provide an innovative, inclusive and engaging educational experience that will:

**ENGAGE** young people by welcoming them into a community where they are safe, valued, and heard.

**EQUIP** young people with the skills, knowledge, resilience, and values they need to build their vision of a positive future.

**EMPOWER** young people to lead a purposeful life and be a positive contributor to the community in which they belong.

**EXTEND** young people to reach further, broaden their educational opportunities and effectively use wellbeing strategies to achieve positive future pathways and transitions.

## Educational Philosophy

We believe that education is a critical tool for giving young people a passport out of disadvantage. Education should not just focus on an academic outcome but be holistic in meeting the wider needs of a young person. Therefore, measurement of success should be unique to the individual and not universal.

Hester Hornbrook Academy is **driven by 5 principles**, underpinned by our mission to transform the lives of young people facing disadvantage.

These principles are:

- **Access to education is a basic human right:** HHA will offer any young person the opportunity to engage in education and opportunity to succeed in life regardless of background, place or circumstances. Critical to any educational experience is the ability to address barriers that prevent access.
- **Every young person and their journey is unique:** HHA's curriculum will be flexible and centred around a young person's unique talents and passions. Progress and outcomes should recognise every young person's starting point. The focus of any learning plan will support the young person in fulfilling their unique potential.
- **Young people thrive in a community where they are safe, valued and heard:** HHA will offer young people the opportunity to participate and contribute fully to the life of their immediate and wider community.
- **Meeting a young person's wellbeing needs is fundamental to their success:** Education at HHA will be holistic in its delivery, ensuring there is appropriate support given to the physical, social and mental wellbeing of the young person.
- **Resilience and character development is fundamental to ensuring lifelong personal growth:** HHA will support young people in developing resilience and character in order to successfully navigate the challenges they may encounter through their life.

## Values

At Hester Hornbrook Academy all young people, staff and stakeholders are held accountable to behaviours that align with the values underpinned by the key words:

- **SAFE**
- **RESPECTFUL**
- **PRODUCTIVE**

# HESTER HORNBrook ACADEMY CURRICULUM OFFERINGS

## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

### VCE VOCATIONAL MAJOR (VCE VM)

**Victorian Certificate of Education (VCE)** – The VCE is a senior certificate of education recognized within the Australian Qualifications Framework (AQF).

**The Victorian Certificate of Education, Vocational Major (VCE VM)** is a new program within the VCE from 2023. VCE VM is a vocational and applied learning program designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths, their interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition.

At Hester Hornbrook Academy we deliver flexibility and cater for individual needs by offering:

- Delivering a single VCE VM unit across more than one semester
- Accepting termly entries to HHA and delivering units 1 and 2, or units 3 and 4, concurrently across two semesters.  
*(Permission required through Atypical VCE VM delivery program)*

### Eligibility for award of the VCE VM

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

## VCE VOCATIONAL MAJOR- Unit 1/2

At HHA, students who choose to and are appropriate to undertake VCE-VM Units 1/2 in 2023, will be studying an applied learning program which in a traditional school setting, this would be the equivalent to “Year 11”. At HHA, we recognise that our students need more flexible timeframes on their learning, so we refrain from using time limiting language such as year levels.

If you are a new enrolment to HHA, you will be likely to be enrolled into the VCE-VM Units 1/2, unless you can demonstrate prior learning. Alternatively, you may be suitable for the Victorian Pathways Certificate (VPC).

## VCE VOCATIONAL MAJOR- Unit 3/4

In 2023, students who would have been completing “Senior VCAL” or the traditional “Year 12”, will be enrolled into the VCE-VM to complete Units 3/4 to obtain their certificate. To obtain those sequences, students will utilise the current VCAL units to make up those sequences. Students’ eligibility for this class will be determined by their previous VCAL/VCE results obtained at HHA or previous schools.

### VCE VM Satisfactory completion requirements

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tasks related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

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

- Produced work that demonstrates achievement of the outcomes
- Submitted work that is clearly their own.

Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.

At the beginning of the academic year, schools must provide students with clear written details of both the VCAA’s rules and the school’s rules and procedures. For all VCE units, schools must specify the work that a student must complete to achieve an S for a unit and the conditions under which the work is to be done.

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

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

Students can meet Units 3-4 sequence requirements when studying Units 3 and 4 of VCE VM studies concurrently over two semesters, or over multiple years, providing they complete the requisite number of units and sequences. For example, if a student completes Unit 3 PDS across Semester 1 and 2 (a full year) and then completes Unit 4 PDS over two semesters in the following academic year, this would be considered a Unit 3-4 sequence.

## VCE VM Assessment

VCE VM assessments are school-based and assessed through a range of learning activities and tasks. There are no external assessments of VCE VM Units 3-4 sequences and students enrolled in VCE VM studies do not receive a study score. VCE VM studies do not contribute to the ATAR

## Examination

There is one examination period in each academic year. **The General Achievement Test (GAT)** is conducted at the same time for both academic years. **Students at Hester Hornbrook Academy can choose to sit or not sit the GAT.**

### General Achievement Test (GAT)

The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies. Students at Hester Hornbrook Academy can choose to sit or not sit the GAT.

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. GAT results are also used in the calculation of the Derived Examination Score (DES).

No special study is needed. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning.

### GAT structure

The GAT is structured into Section A and Section B, with a range of question difficulties. Marks are not deducted for incorrect answers. Time allocations are provided for each component to make sure students attempt all sections of the GAT. Even if one section is not completed within the suggested time allocation, students should move on to attempt the next section. Students can return to any incomplete questions at the end of the test.

Section A is comprised of:

- a two-part writing task – 30 minutes
- 50 numeracy multiple-choice questions – 45 minutes
- 50 reading multiple-choice questions – 45 minutes

Section B is comprised of:

- an extended writing task – 30 minutes
- 25 mathematics, science and technology multiple-choice questions – 45 minutes
- 25 arts and humanities multiple-choice questions – 45 minutes

Who sits the GAT

Both Sections A and B

- Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, including students not planning to undertake scored assessment even if they have met the standards in a previous year.

### Section A only

- Students enrolled in one or more VCE Vocational Major Unit 3–4 sequence or Senior VCAL studies but who are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences

### Exemption from the GAT

It is important for students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence to sit Sections A and B of the GAT, and for students enrolled in one or more VCE VM Unit 3–4 sequence or Senior VCAL studies to sit Section A.

### Eligibility for exemption from the GAT

A student may be deemed eligible for an exemption from the GAT if they meet one or more of the following criteria:

- they have a condition, circumstance or impairment for which arrangements cannot reasonably be made. Special Examination Arrangements (SEAs) for the GAT can be provided for students with a vision impairment or students who are deaf or hard of hearing
- they are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event
- they are employed and cannot be absent from work (evidence from their employer is required).

A personal trauma may include, but is not limited to, the death or serious illness of, or an accident involving, a family member.

A serious intervening event may include:

- an accident before or on the day of the GAT
- attendance at a funeral of a family member or other person of close relationship
- required attendance at a legal proceeding.

Applications submitted on the basis of illness, injury, personal trauma or a serious intervening event require independent evidence from an appropriate professional.

An application for an exemption from the GAT cannot be submitted solely on the basis of:

- a student requiring Special Examination Arrangements
- a student not completing any graded assessment
- interrupted studies status or compassionate late withdrawal
- a student being interstate or overseas at the time of the GAT.

### **Intermediate VCAL and the GAT**

Students who are enrolled in an Intermediate VCAL program in 2023 that includes any VCE or scored VCE VET Unit 3–4 sequences are expected to sit both sections of the GAT.

If a student is enrolled in an Intermediate VCAL program in 2023 but is not enrolled in any VCE or scored VCE VET Unit 3–4 sequences, they are not expected to sit the GAT.

### **GAT Statement of Results**

A GAT Statement of Results is mailed to each student.

Student literacy and numeracy skills are assessed against new standards in reading, writing and numeracy introduced into Part A of the GAT. The GAT Statement of Results indicates if the student has met the standard, not met the standard, or met the standard and demonstrated a level of excellence.

In addition, where a student has completed both Sections A and B their results will include a score for each GAT component. The components are:

- Writing (Section A) and written communication (Section B)
- Numeracy (Section A) and mathematics, science and technology (Section B)
- Reading (Section A) and humanities, the arts and social sciences (Section B).

The VCE or VCAL Statement of Results indicates if a student obtained results in the GAT or had an authorised or unauthorised absence from one or both sections.

### **Reporting GAT results**

Students who obtained GAT results are issued with a statement that indicates their performance against the standards for writing, reading and numeracy. For students who completed both Sections A and B of the GAT, the scores achieved for each component and a descriptive statement of these results, along with a standardised score for each component, is also reported.

### **External assessment**

VCE external assessments are any centrally set tasks assessed by the VCAA, including written, oral, electronic/digital, aural and performance tasks conducted according to the requirements of accredited study designs and VCE VET

programs.

Throughout this section the terms 'VCE examination' and 'VCE external assessments' refer to any VCE examination, the General Achievement Test (GAT) and the Extended Investigation Critical Thinking Test. At Hester Hornbrook Academy students choose to sit or not to sit the GAT only.

The home school is the school responsible for the administration of all student data and course enrolments on VASS and for making sure all their students have been allocated to an examination centre or room. A student can have only one home school at any given time.

### **VCE examinations**

VCE examinations are set by VCAA-appointed panels. VCE examination specifications and sample material (by study), as well as an archive of past examinations and examination reports, are available on the VCAA website. Only relevant for HHA students studying scored VCE through other providers.

### **Reporting VCE - VCE certificate**

The VCE certificate contains the student's full name but does not list their individual studies or results. The certificate is issued in the academic year in which the student first satisfies the requirements of the VCE. Students who have previously satisfied the requirements of the VCE certificate, but choose to do additional studies in subsequent years, do not have their certificate reissued. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

## **VICTORIAN PATHWAYS CERTIFICATE (VPC)**

**Victorian Pathways Certificate (VPC)** provides an enriched curriculum and excellent support for students to develop the skills, capabilities, and qualities for success in personal and professional life. Undertaking this Certificate will support a pathway to employment or entry level TAFE qualifications. The Victorian Pathways Certificate (VPC) is an accredited foundation secondary qualification under the Education and Training Reform Act 2006 (Vic) and aligned to Level 1 in the Australian Qualifications Framework (AQF). The VPC is a non-AQF qualification.

**While the VPC is not a senior secondary qualification**, it can be a pathway to the VCE. Students at HHA will have the opportunity to be flexible with their enrolment in VPC and can access a pathway to the VCE VM if deemed suitable. The VPC is designed to be flexible in duration depending on a student's individual learning plan. The VPC may be completed in a minimum of 12 months. For many students at HHA, it may take longer with the units completed in any order, in a flexible manner.

### **The purpose of the VPC is to:**

- Equip students with the skills, knowledge, values, and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- Empower students to make informed decisions about the next stages of their lives through authentic workplace experiences, providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

### **VPC units**

Under the AQF, the VPC is not a senior secondary qualification. The VPC is an accredited foundation secondary qualification under the *Education and Training Reform Act 2006* (Vic) and aligned to Level 1 in the AQF.

A VPC learning program may include:

- VPC units
- VCE and VCE Vocational Major units at Units 1, 2, 3 or 4 level, including structured workplace learning (SWL) recognition
- VET units of competency.

All VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

There are no prerequisites for entry into any of the units.

The VPC has four studies. These are:

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills.

Each VPC study has two or four units.

### **Eligibility for award of the VPC**

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- At least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)

- At least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- At least two VPC Personal Development Skills units
- At least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition. Many students will undertake more than 12 units over the VPC. The VPC is designed to be delivered in a duration which is flexible depending on a student's individual learning plan and the delivery setting. The VPC may be completed in a minimum of 12 months. All VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

VPC units have been designed to align to the VCE VM units to enable providers to deliver the VCE VM and VPC within the same classroom where required.

## **Nominal duration**

Each VPC unit requires 100 nominal hours, of which at least 50 hours are scheduled classroom instruction. The VPC is designed to be delivered flexibly to suit the needs and circumstances of individual students. This can include face-to-face learning and activities such as work experience, volunteering, community involvement and sports leadership.

There is no maximum time limit for completion of units. Students can enter the VPC at a time of year that best suits their learning needs, abilities and interests.

Eligibility for the award of the VPC

A student is awarded the VPC when they have satisfactorily completed a combination of units that meets the VPC minimum requirement.

A VPC unit is satisfactorily completed once all the modules within that unit have been completed. Completion of a module is based on the teacher's decision that the student has achieved the learning goal(s) of that module.

Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory completion.

Schools report a student's result for each module to the VCAA as S (satisfactory) or N (not yet complete).

Students can include other curriculum in their VPC learning program, such as VCE units, VCE Vocational Major units and units of competency from nationally recognised VET, to meet the VPC minimum requirement.

## **Certification**

Upon successful completion of the VPC, the student receives their certificate and a Statement of Results. Official VET statements of attainment or certificates are provided by the registered training organisation (RTO) for successful completion of VET units of competency.

Students who enrol in the VPC and do not complete the full certificate receive a Statement of Results that lists their completed units and recognises their partial completion of the certificate.

## **Award of certificate**

Each student's Victorian Pathways Certificate is sent to their home school on the scheduled date at the end of the academic year.

Each certificate contains the student's full name but does not list individual studies or results. A certificate is issued in the academic year in which the student first satisfies all requirements of the VPC.

Students who have previously satisfied the requirements of the VPC and who have chosen to do additional studies with the same certificate enrolment are not issued the certificate again.

## **VPC Pathways**

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. On completion of the VPC students will be able to make informed choices about future employment or education pathways. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VPC learning programs to work and industry experiences and active participation in the community. Including VET in VPC learning programs helps connect students with broader options for work, further education and active community participation.

Possible future pathways for VPC students include:

- Completion of VCE or VCE Vocational Major
- Apprenticeships and traineeships
- VET courses
- Employment.

## Victorian Certificate of Applied Learning (VCAL)

Hester Hornbrook Academy will deliver the Victorian Certificate of Applied Learning (VCAL) Intermediate level as part of the teach-out in 2023.

The VCAL is a senior secondary program that has been designed to prepare students more specifically for the workplace and TAFE sectors by using an applied/hands on learning approach. HHA embraces a flexible learning model whereby the Classroom Team (your Teacher and your Youth Worker) and students work on a collaborative curriculum to use the student's existing knowledge and interests to create exciting applied and integrated projects.

In 2023, there will be a final year of Intermediate VCAL being offered as a "Teach Out". This will support students who are wishing to complete a VCAL certificate before transitioning into employment, further study, apprenticeships & traineeships.

Intermediate VCAL will be available to:

- Students enrolled in Foundation VCAL in 2022 who will complete Intermediate VCAL in 2023 **as their final year.**
- Students enrolled in Intermediate VCAL in 2022 who will complete Intermediate VCAL in 2023 **as their final year.**

This certificate does not lead to a VCE-VM completion. The student must be prepared to complete the full requirements of the Intermediate Certificate by the end of 2023 as there will be no further offering beyond 2023.

### **Satisfactory completion of the VCAL**

The Victorian Certificate of Applied Learning (VCAL) is a "hands-on" option for senior students. This Certificate is governed by the VCAA and is developed for those who aspire toward TAFE, apprenticeships and training or employment.

To complete the requirement of the award of VCAL, students at HHA undertake the following subjects (strands):

- Literacy
- Numeracy
- PDS – Personal Development Skills
- WRS – Work Related Skills

Each VCAL unit is 100 nominal hours in length, and each unit that is successfully completed contributes one credit towards the VCAL. The nominal hours include both scheduled and unscheduled time. To develop successful pathways and transitions to employment or further study, students (when they are ready and able) participate in Structured Workplace Learning (SWL). This allows students to develop work ready skills and the confidence to gain employment. Students are monitored for successful completion of VCAL Learning Outcomes using our Student Summary document and our Snapshot document. These are shared with students on a regular basis and with the parent/caregiver at our progress meetings.

The goal set for all our students is successful completion of VCAL (whether Intermediate or Senior) and a related VET program. Completion and graduation from our programs can occur at the end of each semester. Students who successfully complete VCAL are transitioned to TAFE and further employment and receive access to ongoing support through our Alumni program. This ensures that graduates' wellbeing needs are catered for on completion of the secondary school certificate.

## **Eligibility for award of the VCAL**

Students will be eligible for the award of VCAL through a variety of opportunities to meet learning outcomes. Compulsory VCAL units at HHA include:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- Vocational Education and Training

Students are encouraged to complete SWL -Structured Workplace Learning as part of their VCAL program.

To be awarded a VCAL qualification at Intermediate level, students must successfully complete a learning program that contains a minimum of 10 credits. A credit is gained for successful completion of a unit of study. A unit of study can be

One VCAL unit

One VCE Unit

90 hours of completed VET modules or units of competence, in combination with or replaced by FE modules,

The 10 credits must include:

- A minimum of one credit in: PDS, WRS and the industry specific skills strand
- A minimum of two credits in the Literacy skills strand, which includes one for Literacy and one for Numeracy skills.

## **VCAL certificate**

In 2023 the VCAA will only issue VCAL certificates for students in Year 12 who are completing Intermediate VCAL following an earlier enrolment in either Foundation or Intermediate VCAL.

Each student's VCAL certificate is sent to their home school on the scheduled date at the end of the academic year.

Students who are eligible for a VCAL certificate by the first results submission date may receive their certificate in the middle of the academic year if their school elects to participate in the VCAL midyear reporting process.

Each certificate contains the student's full name but does not list individual studies or results. A certificate is issued in the academic year in which the student first satisfies all requirements.

Students who have previously satisfied the requirements for the VCAL certificate, but who have chosen to do additional studies with the same certificate enrolment, are not issued the certificate again.

## **VCAL Statement of Results**

In 2023 the VCAL Statement of Results will only be issued to students enrolled in the Intermediate VCAL as their primary program and students completing some VCE studies as part of their VCAL. It contains:

- A cumulative record of achievement for all VCAL, VCE and VCE VET units undertaken, and the academic year in which the result was obtained. VCAL units awarded an N result and VCE units awarded a J result are not printed
- Graded assessment and study scores for each sequence of VCE and VCE VET Unit 3 and 4 studies undertaken either in the current year or earlier; if both Units 3 and 4 are awarded a J result, the entire record for the sequence is not printed
- Credit obtained for study undertaken overseas, interstate, as part of the IB or for a vocational certificate
- University studies successfully completed
- A statement indicating if the student sat the GAT

- A declaration stating whether the student has or has not been awarded the VCAL
- The number of credits and a list of strands the student has satisfied towards the VCAL.

### **VCAL completion of units**

There are two symbols for reporting completion of units on a VCAL Statement of Results:

- S (satisfied), which means satisfactory completion of the curriculum components in accordance with assessment guidelines for accredited curriculum.
- N (not yet complete), which is used only for VCE units reported on the VCAL Statement of Results and means that not all outcomes have been achieved or there was a significant breach of attendance rules. VCAL units with an N result are not reported on a Statement of Results.

### **Satisfactory completion of VPC/VCAL units**

A student will receive an S (satisfactory) for VPC/VCAL units when they have demonstrated achievement in all learning outcomes for the unit.

All VPC/VCAL assessment activities should be reviewed by the teacher to verify their successful completion. The elements in the curriculum documents further describe the learning outcomes and are intended as a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed. To be credited with a satisfactory unit result, a student must demonstrate achievement in all learning outcomes in that unit.

The curriculum components in a learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units. The VPC/VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. Students will receive an S or N (not yet completed) result for each unit.

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning outcomes without disadvantage.

Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Students should be observed on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair, and equitable.

For VCE units included in the VPC/VCAL learning program, assessment must be in accordance with the VCE study designs.

### **Recording VPC/VCAL learning outcomes**

VPC/VCAL providers who record an N for a VPC/VCAL unit can record an S for individual unit learning outcomes that have been achieved. This is considered existing credit. Access the entry screen for the recording of individual learning outcomes via the VPC/VASS menu and select Results Admin. From there select Results Admin > VPC/VCAL Results Entry > Unit.

Providers can produce other relevant reports by selecting Results Admin, following:

- Results Admin > Unit results > by class
- Results Admin > Unit results > by student.

VPC/VCAL students with existing credit will be required to complete only the outstanding VPC/VCAL unit learning outcomes that were not achieved, to record an S for the unit. There is a two-year period for recognition of individual VPC/VCAL learning outcomes. This will assist VPC/VCAL students who have interruptions to their studies, including students who:

- Experience a significant illness
- Experience significant personal hardship
- Are returning to VPC/VCAL after changes to their career pathway (for example, a student has left VPC/VCAL to take up employment but then lost their job)
- Experience other interruptions to their study (for example, a student has become disengaged and left school)
- Have taken a long time to achieve their VPC/VCAL.

Recognition of existing credit is not intended for students who have participated in activities of personal interest that led to their exit from the original educational program.

## CURRICULUM SPECIFICS

This information is provided to all secondary students at HHA and is based on the Australian Curriculum, Victorian Curriculum and Victoria Curriculum and Assessment Authority (VCAA) requirements. The VCAA VCE & VCAL Handbook is available to download from

<https://www.vcaa.vic.edu.au/administration/vce-vcac-handbook/Pages/index.aspx>

All Hester Hornbrook Academy students are enrolled in a combination of VCE VM, VPC or VCAL and/or VET programs. The VET program and the qualifications are delivered and assessed in partnership with a Registered Training Organisation (RTO).

At Hester Hornbrook Academy we encourage the student/parent/caregiver to:

- Contact the educator and/or the Head of Campus in the first instance if there are concerns about performance, wellbeing or other issues of concern
- Contact the Head of Campus and/or the Principal/Assistant Principal if there are any general academic, social or emotional problems that could affect assessment or achievement
- Inform the Head of Campus and/or the Principal/Assistant Principal of any disability, learning difficulty, injury or other issue that may affect their student/young person's learning and/or assessment performance
- Provide evidence for absence when their child is absent from school to the Classroom Team – educator and youth worker.

**Note:** VCAA/VRQA attendance requirements require schools to be made aware at all times when a student is absent from school.

## VOCATIONAL EDUCATION AND TRAINING (VET)

Students who complete all or part of a nationally recognized VET qualification drawn from a training package, or an accredited course receive credit towards satisfactory completion of the VCE and VCAL. Students typically undertake training at Certificated II or III levels.

**VET Certificate Qualifications** are required to comply with RTO requirements for that individual qualification. Students will be informed of the specific requirements and these RTO requirements take the place of the school-based requirements. Selections may be made from a wide range of options. All programs are developed on an individual basis, taking into consideration student educational and wellbeing needs. All programs are also based around vocational and educational pathways. Students with special needs will be provided with opportunities to access all courses on offer at HHA.

### Assessment of VET

To be awarded a VET Certificate a student must achieve competency in a set of compulsory and optional modules as outlined by the RTO. These include both practical and theoretical tasks (hard copy and online). A Statement of Attainment will be issued at the end of each unit of study. Certificates are issued by the Registered Training Authority (RTO) upon completion of programs.

### **Satisfactory completion of VET units**

Students will receive an S for a unit of competency (UoC) if they have been assessed as competent in the unit. The final assessment decision is made by their registered training organisation (RTO).

Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete UoCs. Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence. The exceptions are some smaller Certificate II qualifications where the credit is only at Units 1 and 2 levels and some larger Certificate III qualifications that may provide two Unit 3–4 sequences.

### **Not yet competent VET result**

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

### **All day VET classes**

At HHA, VET courses are run on a Tuesday. Other VET providers may conduct VET on other days. Given the nature of our Individual Education Plans students may be able to access these days and a modified timetable would be developed to cater for this.

### **Attendance in VET classes**

To be awarded successful completion of a VET program regular attendance is required. If a student is going to be absent from a VET class their parent/caregiver must ensure that the classroom team is notified. All attendance records for VET class will be maintained by the VET trainer. It is the VET trainer's responsibility to maintain accurate records of student attendance and achievement/results using HHA method of gathering assessment data and a personal soft copy Secondary Planner (or the like).

### **Satisfactory completion of VET units**

Students will receive an S for a unit of competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Progress toward completing VET outcomes will be documented utilizing Hettie and information is accessible by classroom teams and will be this will be shared with students and parent/caregivers at Progress Meetings and as part of the HHA Assessment and Reporting process.

Additional recognition arrangements for VET within the VCE and VCE VM

### **Reporting VET results**

#### **VET satisfactory completion of units of competency**

Units of competency (UoCs) that have been satisfactorily completed are reported on the student's VET Statement of Results. UoCs not yet completed, although entered as N on VASS, will not appear on the student's VET Statement of Results.

VCE VET units are reported on both the VCE Statement of Results and VCAL Statement of Results. All certificates and statements of attainment are awarded by the student's registered training organisation (RTO).

## **VET statements of results**

VET statements of results are issued to students who satisfactorily complete UoCs in a VCE VET program, a School-based Apprenticeship or Traineeship, or a VET certificate.

Each statement of results contains a cumulative record of achievement for all UoCs undertaken towards a certificate with a current enrolment. If students are undertaking more than one VCE VET program but are yet to complete all UoCs, results for all programs may appear on one Statement of Results.

## **Additional recognition arrangements for VET within the VCE and VCE VM**

From 2023 there will be additional recognition arrangements for VET undertaken by VCE students.

- Students may accrue two units of credit following the completion of UoCs to the total of 180 nominal hours drawn from multiple VET qualifications.
- Students wishing to achieve a Unit 3–4 sequence from VCE VET programs other than the identified scored sequence will be required to complete 360 nominal hours of training if they either:
  - Complete 180 nominal hours of training from a single or from multiple qualifications and then change to another single qualification (from the same industry as any completed training) and complete a further 180 nominal hours of training, as long as that qualification contains a Unit 3–4 sequence
  - Complete 180 nominal hours of training from a single or from multiple qualifications and complete a further 180 nominal hours of training from an SBAT in a single qualification containing a Unit 3–4 sequence.

## **Contribution of VET to VCAL**

As only Intermediate VCAL will be available for continuing students in 2023, the following section applies to only students wishing to complete Intermediate VCAL in 2023.

### **VCAL strands**

Nationally recognised VET will contribute to two of the four VCAL strands: Work Related Skills and Industry Specific Skills. Accredited UoCs with a literacy or numeracy focus may contribute to the VCAL Literacy and Numeracy Skills strand.

Components of nationally recognised VET to the value of at least one credit must be included in the Industry Specific Skills strand.

### **Credit towards VCAL**

For all certificate types (VE1, VE2, VE3), a credit towards VCAL is awarded on successful completion of 90 nominal hours of nationally recognised training. The credit accruing towards the VCAL will be capped at four credits from any qualification at Certificate IV or Diploma level.

## **Delivery of results**

Students who have undertaken a VCE Unit 3 and 4 study in any year, or who have pre-VCE results, will have their results package mailed directly to their address as recorded on VASS, on the scheduled date at the end of the academic year. Depending on the student's enrolment, the package may include a statement of results for VCE, VCAL, GAT and VET.

Certificates are forwarded to the student's home school on the scheduled date.

## **CURRICULUM LINKS TO CAREER PLANNING**

### **SWL - Structured Workplace Learning**

Structured workplace learning (SWL) provides students with the opportunity to integrate on-the-job experience with secondary study. It is delivered as part of the VCE, VCE VM or VPC.

Students who undertake structured workplace learning (SWL) or an SBAT and complete the requirements for SWL recognition may achieve credit towards the VCE or VCAL.

The requirements for SWL recognition are:

- The completion of a minimum of 80 hours of SWL in the same industry as the VCE VET program or apprenticeship or traineeship that the student is enrolled in
- An enrolment in at least 180 hours of VET in a VCE VET program or an SBAT
- The successful completion of the workplace learning record (WLR)
- An enrolment and entry of results in the VE1 SWL Certificate on VASS.

From 2023 students who undertake SWL in an industry not aligned to a VET certificate they are studying or when they are not undertaking VET will be able to access a single unit of credit for SWL recognition (General). These students will need to complete the same number of days of SWL and will be required to complete a WLR (General).

Students are eligible for up to four units of credit for SWL recognition at the VCE Units 1 or 2 levels, including one general unit and as a general credit towards all levels of VCAL. A maximum of one unit per year per VCE VET program is available for SWL and up to two units per year for an SBAT.

Resource material to support the implementation of SWL recognition is available on the VCAA website.

### **SBAT - School Based Apprenticeship or Traineeship**

School-Based Apprenticeships and Traineeships (SBATS) occur where a student undertakes a vocational training program within a part-time employment arrangement. Each student is required to enter into a formal training contract.

School

An SBAT comprises:

- Enrolment in the VCE or VCAL
- Enrolment with an RTO in a structured vocational training program that leads to a vocational qualification
- Part-time, paid work under an industrial agreement that recognises SBATs
- At least one timetabled day spent on-the-job or in training during the normal school week
- At least seven hours of employment and six hours of training per week.

A student can undertake an SBAT only if the:

- Training scheme is approved by the VRQA for delivery as an SBAT
- Student is 15 years of age or over
- Student is an Australian citizen or a permanent resident
- Student is in relevant employment
- Principal or principal's delegate has signed the training plan which confirms the student is enrolled in a nationally recognised qualification that can be undertaken as an SBAT.

## AUTHENTICATION

Principals are responsible for the administration of the VCAA's rules and instructions in their school. One of these rules is that students must make sure that all work submitted for assessment is genuinely their own.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, the submission of their work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

### Rules for authentication of school-based assessment

Students must observe and apply the VCAA authentication rules for school-based assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules for school-based assessment state that a student must:

- Make sure that all work submitted for assessment is their own
- Not plagiarise the work of someone else
- Not cheat
- Acknowledge all resources used, including:
  - Texts, websites and other source material
  - The name and status of any person who provided assistance and the type of assistance provided
- Not receive undue assistance from another person, including their teacher, in the preparation and submission of work.

Acceptable levels of assistance include:

- Incorporating ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
- Prompting and general advice from another person or source, which leads to refinements or self-correction or both

Unacceptable forms of assistance include:

- Use of or copying another person's work, including their teacher's work, or other resources without acknowledgement
- Use of or copying sample answers provided by their teacher or another person
- Corrections or improvements made or dictated by another person, including their teacher
- Not submit the same piece of work for assessment in more than one study, or more than once within a study
- Not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- Not knowingly assist another student in a breach of rules.

In considering if a student's work is their own, teachers should consider if the work:

- Is typical of other work produced by the student
- Is inconsistent with the teacher's knowledge of the student's ability
- Contains unacknowledged material

- Has not been sighted and monitored by the teacher during its development.

### **School-based assessment: Breaches of rules and investigations**

Schools are responsible for making sure students comply with VCAA rules for school-based assessment. Hester Hornbrook Academy will rely on its policies and procedures if a breach of rules exists, and an investigation is required.

## **HHA obligations to students**

- Advise students in writing of the VCAA's rules, the school's rules and the school's responsibilities
- Make sure that teachers use the accredited VCAA curriculum and assessment documents as the source of content for the teaching and learning programs
- Provide a process for students to check their personal details stored on the VCAA database on an annual basis
- Keep students' personal details secure from unauthorised access
- Make sure that there are established procedures for VCE school-based assessments and that these procedures are applied consistently
- Allow for student appeal on adverse school decisions
- Make sure that students understand and have access to special provision for VCE or VCAL studies
- Run VCE and VCAL student eligibility reports on a regular basis to make sure that students will meet the satisfactory rules of completion of the nominated senior secondary certificate.

### **Maintenance of school records**

Schools must establish procedures to keep records and documentation of decisions relating to:

- Unit completion and graded assessments (including VCE school-based assessments)
- Student appeals and resulting decisions
- Student absences, and whether these have been approved

### **Withdrawal from study**

Students may choose to withdraw from their studies at any time; however, the records of their enrolment can be withdrawn from a unit only if the enrolment date for that unit has not passed. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment.

## STUDENT ENROLMENT EXPECTATIONS

1. **Attendance and Engagement:** Attending the Academy each day and engaging in your learning is key to any student's learning as well as giving opportunities for working effectively and cooperatively in a group. Class discussions and activities help students to build and develop knowledge and understanding. Students are strongly encouraged to attend each day to maximise their learning. HHA has processes to encourage students to engage and will follow up with parent/carers regarding student non-attendance.

**In instance where students cease engaging with Hester Hornbrook and attempted communication with students and/or parent/guardians/caregivers is unsuccessful, staff will undertake "assertive outreach" which may include unannounced attendance at the residential address of students, both to support re engagement and ensure the safety and wellbeing of our students.**

2. **Absences:** Essential learning takes place in the classroom so absence from school can seriously affect student performance and outcome completion. Students, parents/carers need to notify their Classroom Team in advance of any circumstances that may impact on their attendance. If you can't turn up on a given day or to a set class time, please call and let us know.
3. **Student Behaviour:** To ensure the safety, success and continuity of courses at HHA it is important that students follow the instructions of staff as well as specific rules for the particular campus that they attend. These include Occupational Health and Safety requirements, the HHA Student Code of Conduct and HHA's policies and procedures – these can all be accessed via the Hester Hornbrook Academy website.
4. **Work Placement :** Structured Workplace Learning (SWL) is important for all students undertaking VET,VCE VM,VPCorVCAL. All our students are encouraged to complete SWL or work experience where possible. Assistance will be offered to all students to take up relevant opportunities.
5. **Reports:** Students will receive progress reports at the end of each semester. These will include information about student learning, engagement, attendance, and attitude to our learning community. Completed VCE VM, VPC, VCAL and VET Certificates will be awarded at a Graduation Ceremony or be sent to the student along with their end of year Report.
6. **Student observance of assessment and attendance rules:** At the beginning of each academic year, students agree in a signed declaration to abide by the rules and instructions relating to the conduct of the VCE assessment program. This includes school rules related to their assessment; both school-based assessments and VCE external assessments. Students must also sign a declaration that they will abide by their school's policies and rules relating to the appropriate use of technology, including the internet.
7. **VCE Attendance:** All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to demonstrate sufficient class attendance to fulfil the time and work requirements of the unit. The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of the school's attendance policy, the school may be unable to authenticate the student's work completed across the outcome. Where the school chooses to assign an N result for the unit, because the work cannot be authenticated, the school must assign an N for the

outcome or outcomes that cannot be authenticated. A school policy and set of procedures to cover absence from school-based assessment tasks should be published and made available to staff, students and their parent(s) or guardian(s). When a student is absent from school for prolonged periods or has been unable to complete all school-based assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant special provision for classroom learning and school-based assessments. In this case, the student should not be penalised for lack of attendance. Special provision may allow a student to work from home for a period of time. Schools should retain documentation about any decisions relating to granting provisions for school-based assessment, including supporting evidence.

8. **VCE VM programs:** often include learning outside the school, including VET classes and structured workplace learning. Expectations related to these settings are set by the RTO or workplace. A school policy and set of procedures related to VCE VM attendance should be published and made available to staff, students and their parent(s) or guardian(s).
9. **VCAL attendance:** Within a school setting, a VCAL learning program would normally be based on a full-time load of scheduled and unscheduled learning (1000 hours). Attendance in a school setting is determined by school regulations. In other educational settings the nominal hours may vary, taking into consideration the specific needs of the student. VCAL programs often include learning outside the school, including VET classes and structured workplace learning. Expectations related to these settings are set by the RTO or workplace. A school policy and set of procedures related to VCAL attendance should be published and made available to staff, students and their parent(s) or guardian(s).
10. **Care in the use of technology:** A student who uses technology to produce work for assessment is responsible for making sure:
  - There is an alternative system available for producing assessable work in case of malfunction or unavailability
  - Hard copies of the work in progress and backup versions are produced regularly.

**HHA Student Timetable**

	Session 1 (10am-11am)	Session 2 (11am-12pm)	Break (12pm-12:30pm)	Session 3 (12:30pm-1:30pm)	Break (1:30pm – 2pm)	Session 4 (2pm-3pm)
Monday	PDS	Literacy		BKSB Skill Building		WRS
Tuesday	VET	VET		VET		VET
Wednesday	WRS	Literacy		Health & Wellbeing		Numeracy
Thursday	Literacy	Numeracy		PDS		PDS
Friday	Numeracy	WRS		Clubs		Clubs

## Hester Hornbrook Student Code of Conduct

At Hester Hornbrook we are committed to providing excellent education and wellbeing support that gives all students the best chance of attaining their educational and pathway goals.

**We aim to provide all students with an environment that is:**

**SAFE**

**RESPECTFUL**

**PRODUCTIVE**

**We can achieve this by:**

- Promoting respect for self and others
- Taking care of own and others for property and our learning environment
- Developing considerate and co-operative ways of behaving to ensure education success for all
- Taking responsibility for personal actions
- Participating in class activities to aid learning.

**As a student of Hester Hornbrook, you have the right to:**

- Be treated fairly and with respect, no matter who you are or where you come from.
- Be provided with an excellent standard and quality of education.
- Be provided with wellbeing support to help you achieve your educational and wellbeing goals.
- Be involved in decisions Hester Hornbrook makes to support you.
- Be told, understand and agree to Hester Hornbrook sharing your personal information with others who may provide you a service.
- Services provided by experienced and qualified staff.
- Services that are safe and do no harm.
- Information about the service you receive.
- Your personal information being kept private.
- Provide feedback, complain and be heard on any issue, at any time.
- An advocate of your choice.

**As a student of Hester Hornbrook, you have the responsibility to behave appropriately.**

**Examples of inappropriate behaviour include (but are not limited to):**

- Using language to purposely offend.
- Damaging property - either personal or belonging to Hester Hornbrook.
- Intimidation, bullying or threatening others, including cyberbullying.
- Harassment, including sexual harassment.
- Use of drugs and/or alcohol at Hester Hornbrook.
- Any inappropriate use of technology.
- Theft, carrying or use of weapons or any type of criminal activity.
- Violence of any kind.



# WE ARE A RESTORATIVE SCHOOL

## *Values/Principles of a Restorative School*

<b>RESPECT</b>	Everyone is treated as being of the same importance
<b>EMPATHY</b>	We develop an awareness of our words & actions on others
<b>HONESTY</b>	We speak and reflect honestly
<b>RESPONSIBILITY</b>	We are always responsible for our actions
<b>OPEN-MINDEDNESS</b>	We give all involved a chance to speak and be listened to
<b>COLLABORATION</b>	We work together
<b>LEARNING</b>	We view conflict as an opportunity to learn
<b>INCLUSIVENESS</b>	We involve students in decisions about their own lives
<b>FAIRNESS</b>	We separate the action from the person
<b>SAFETY</b>	We work together to build a community of care

### ***What does this mean?***

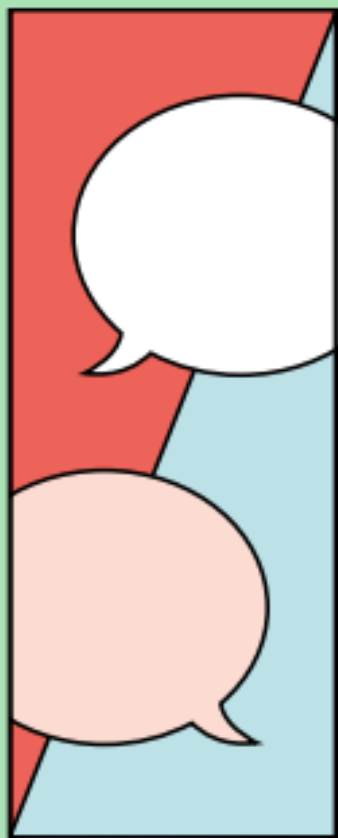
- ✓ Positive relationships are key to creating a positive learning environment.
- ✓ We believe that not adhering to the student code of conduct is a violation of classroom relationships.
- ✓ Relationships are damaged as a result of wrongdoing and conflict.
- ✓ Those affected are the most appropriate to deal with the conflict or wrongdoing.
- ✓ The restorative process aims to repair damaged classroom/campus relationships.
- ✓ This process gives you a voice – and the responsibility to listen to the impact of your behaviour.

### ***What happens if my behaviour has a negative impact on the classroom?***

If your behaviour has a negative impact on the learning environment for either staff or students, you will be referred to the staff member facilitating at the time of the incident. If unresolved, the step in, step out and step down Hester Hornbrook Restorative procedure will occur. You may also be referred to the Head of Campus and/or the Principal Class of Hester Hornbrook and any criminal activity may be referred to the Police. You may be asked to take some time out of class to reflect on your actions and may attend a community conference meeting to repair the harm.

# WHAT IS RESTORATIVE PRACTICE?

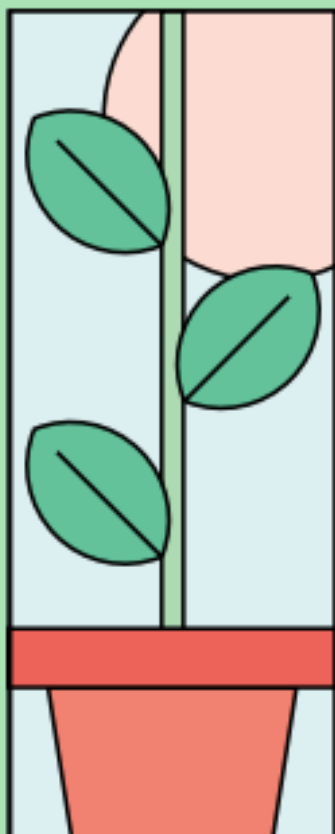
And how is it embedded  
in our daily work?



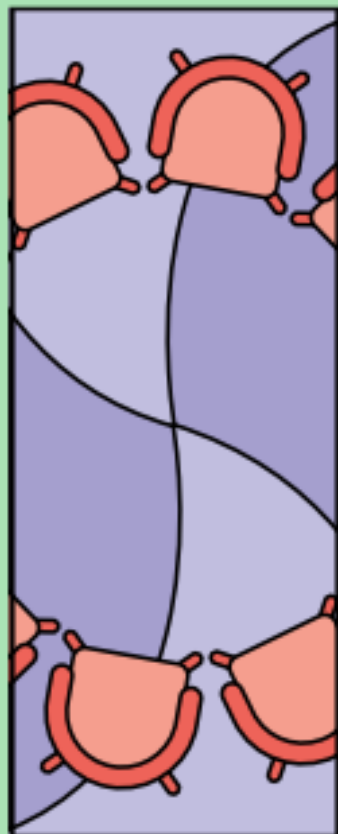
DEVELOP TRUSTING  
RELATIONSHIPS



SOCIAL AND EMOTIONAL  
HEALTH IS CENTRAL TO  
STUDENT LEARNING



REPAIRING HARM AND  
RESTORING RUPTURED  
RELATIONSHIPS IS KEY  
TO PERSONAL GROWTH



CREATE SPACE FOR  
BALANCED JUSTICE  
AND FAIRNESS  
THROUGH COMMUNITY  
CONFERENCING



CREATING SOCIAL  
CAPITAL AND A  
THRIVING LEARNING  
COMMUNITY

# HHA RESTORATIVE STUDENT MATRIX

Examples of behaviours on campus

THE TABLE BELOW OUTLINES HHA'S RESTORATIVE APPROACH TO EXAMPLES OF INCIDENTS THAT MAY OCCUR ON CAMPUS. THIS TABLE IS AN EXAMPLE ONLY AND RESPONSES MAY CHANGE AT THE DISCRETION OF LEADERSHIP.

## STEP IN

A CONVERSATION IN THE CLASSROOM WITH MY CLASSROOM TEAM TO CHECK IN ON MY WELLBEING AND NEEDS.

Mobile phone use during class time

Not doing any school work during class time

Not following instructions from staff

Wandering around campus

Needing support to focus or support for wellbeing needs



## STEP OUT

MY BEHAVIOUR IS DISRUPTIVE, A RESTORATIVE CONVERSATION OUTSIDE THE CLASSROOM WITH MY YOUTH WORKER.

Swearing and / or talking rudely towards others

\*Yelling or talking over people in class

Not returning or returning late from break time



## STEP DOWN

MY BEHAVIOUR AT SCHOOL IS OF CONCERN AND I WILL NEED TO ATTEND A COMMUNITY CONFERENCE TO REPAIR THE HARM.

A physical fight on campus or during break times

Having possession of drugs or alcohol at school

Using drugs or alcohol at school

Bringing a weapon on campus

Sexual or/and physical harassment and assault

Breaking HHA property or other persons belongings

Making threats to cause harm to another person or property



## Assessment

HHA aims to provide you with a fair, consistent, and reliable process when we undertake assessments of your learning. Our approach is to work with you in planning your course and ensuring there are no surprises in assessing whether you have met the requirements of each part of your course. If you feel you need some consideration with regard to the assessment process, just ask us.

## Important Health Information We Need to Know About You

We need to know if you have any particular medical or health needs, if you are on any medications, or if you have any injuries that will affect your ability to complete study with us. We collect this on our enrolment forms, but please don't hesitate to discuss this further with your Head of Campus and keep us updated with any changes that may occur.

## Emergency Procedures

Every Hester Hornbrook Academy Campus has a set of procedures to keep you safe in the event of a fire, threat, or medical emergency. You will find evacuation maps and procedures in each building – make sure you know what to do in an emergency situation and follow the directions of the 'wardens' who are listed on campus plans that are in prominent positions throughout all The Hester Hornbrook Academy campuses. Staff will also complete an orientation process and conduct practice evacuations and lock downs throughout the year.

## Rights and Responsibilities

### *How do rights and responsibilities work?*

Your enrolment in The Hester Hornbrook Academy is based upon the principles of democracy and equal opportunity. The Victorian Equal Opportunity Act 2010 makes it against the law to discriminate against people on the basis of a number of different personal characteristics, sets out the types or grounds of discrimination that are unlawful, and aims to promote community recognition and acceptance of equality.

### *Your Rights*

The Hester Hornbrook Academy is committed to the prevention of abuse and neglect and we ensure that your legal and human rights are upheld. All staff are responsible for ensuring that the relevant policies & procedures are implemented.

Each staff member plays a role and has significant responsibilities in protecting the safety and wellbeing of children and young people. Each staff member has a Duty of Care for each student enrolled with us. All staff are legally obligated to identify indicators that a young person has been, is being, or is at risk of being abused. They are also mandated to make a report about a young person who has been, is being, or is at risk of being abused. To understand this further please speak with your Head of Campus or your Classroom Team.

You have the right to:

- ✓ Respect for your human worth and dignity as an individual.
- ✓ Realise your individual capacity for physical, social, emotional, cultural, religious and intellectual development; and
- ✓ Live your life free from abuse, neglect or exploitation.

This means that in delivering services, we acknowledge that you have a right to:

- ✓ Respect your human dignity and freedom
- ✓ Equality before the law
- ✓ Privacy
- ✓ Protection from discrimination
- ✓ Equal employment opportunity.

### ***Your Responsibilities***

The Hester Hornbrook Academy recognises that with rights come responsibilities and the following list has been developed to inform you of our expectations as a participant in a The Hester Hornbrook Academy service. As a Hester Hornbrook Academy student, you should:

- ✓ Respect the rights of other students and service users
- ✓ Respect the rights of the community in general
- ✓ Respect the right of staff to work in a safe environment
- ✓ Be responsible for decisions that you make
- ✓ Provide information to help us work with you.

### **Bullying and Harassment**

While at The Hester Hornbrook Academy it is important that you feel you are in a safe and friendly environment and that we encourage care, courtesy and respect for others. Everyone has a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act. If you see another person being harassed or bullied, you should tell the person that you witnessed the incident and advise them to report it to your trainer/teacher/youth worker. If you see a friend harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for a bully. If you are being harassed or bullied, you should:

- ✓ Tell the person you don't like what they are doing, and you want them to stop.
- ✓ Discuss the matter with your Head of Campus/Wellbeing Team Leader or a member of your Classroom Team.

**Your concerns will be taken seriously. All complaints will be treated confidentially. Extreme forms of bullying or sexual harassment can lead to criminal prosecution.**

***Bullying*** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. Bullying can involve such things as:

- x Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
- x Publicly excluding a person from your group

- x Taking or breaking a person's property.

**Cyberbullying** is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings). Examples of cyberbullying behaviour are:

- x Teasing and being made fun of
- x Spreading of rumours online
- x Sending unwanted messages.

Cyberbullying can happen to anyone, and the bully can act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community. We are as concerned with cyberbullying that happens outside our programs as we are within our programs. Behaving safely online means:

- ✓ protecting your own privacy and personal information
- ✓ protecting the privacy of others (this can be sharing personal information or images)
- ✓ Being proactive in letting someone know if there is something is 'not quite right'
- ✓ Logging off when you are leaving the computer.

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment is usually directed at a person because of their gender, race, religion or abilities. It can be subtle or explicit.

**Subtle (the most common form of harassment) can include:**

- x Unwanted comments about physical appearance and sexual preference.
- x Racist or inappropriate comments or jokes.
- x Questions about another's sexual activity.
- x Persistent comments about a person's private life or family.
- x Physical contact e.g., purposely brushing up against another's body.

**Explicit can include:**

- x Unwelcome patting, touching, embracing.
- x Repeated requests for dates, especially after refusal.
- x Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- x Sexually and/or racially provocative remarks.
- x Displays of sexually graphic material– pornography.

***Note: Further information can be found in our Bullying and Harassment Policy on the HHA Website.***

## **Student Wellbeing & Support**

The Hester Hornbrook Academy delivers education differently than in other settings you may have experienced. We want to give you as much help and support as we can. We monitor all student welfare or wellbeing matters, and care of students is considered at all times. To do this we have a youth worker in each of our Classroom Teams. They can provide extra support for those who may have personal or other difficulties that have made it hard to succeed in the past.

We are committed to supporting people to gain a useful education that leads to being independent. As well as qualified teachers, we have skilled youth workers to support you with any personal problems such as:

- Housing issues
- Family problems
- Employment assistance
- Disability
- Relational issues
- Drug and alcohol addictions/problems
- Legal issues

## **Student Dress Code**

HHA provide all students the opportunity to wear the school's t-shirt and jumper. Although this is not a requirement, all students receive their HHA attire upon enrolment, or shortly after. Should students present to school and deemed wearing non-appropriate clothing, students will be asked to change, cover, or provided HHA attire clothing.

### ***Clothing***

Clothing that is revealing or offensive is not appropriate and should not be worn by students and will not be worn by staff. This includes

- clothing that displays inappropriate language, products or messages
- clothing that displays a bare midriff,
- less than mid-thigh short shorts, skirts or dresses,
- see-through clothing,
- clothing that reveals excessive cleavage

Leggings and tights should not be worn on their own as an outer garment. At minimum, a thigh length top is required to be worn over leggings or tights.

Students will be required to follow reasonable instruction from a member of the HHA Staff if their clothing is not deemed to meet these requirements. Reasonable instruction includes being asked to wear an item of clothing provided by the school or being asked to go home to change.

## **Footwear**

In accordance with OH&S policies and practice, footwear must be suitable for the public spaces in which the school is located. Thongs, flip-flops and slides with no secure backs should not be worn at any time. This may be followed up by wellbeing staff to ensure a student owns appropriate footwear.

The safety of students is of paramount consideration. Clothing or accessories that are considered to create a risk must not be worn. This requirement may differ in different class situations and will be at the discretion of school staff. For example, PE activities, woodwork and cooking may require particular items of clothing to be worn for OHS reasons.

Logos and designs are to reflect the school value of **respect**. Graphics that are offensive in language and/or design, promote illegal substances and practices or promote violence are not acceptable. Students will be provided HHA uniform clothing to change into or asked to cover the clothing item in question.

Families who are experiencing financial hardship may seek support from HHA wellbeing staff for the provision of clothing that is required for school purposes.

## **Exemptions**

The Student dress code will accommodate and respect clothing or other items with health, cultural, religious or other significance, where appropriate.

All concerns and requests from students, parents or carers for an exemption in relation to the Student Dress Code should be directed to the Principal in writing.

## **Feedback**

Hester Hornbrook welcomes feedback from the school community in relation to this Student Dress Code. If you have any feedback about the Student Dress Code, information about raising a concern or complaint is available in this Student Handbook

## **Information Privacy**

Your privacy is important to us, and we are committed to protecting your information, the way we use it and keeping it up to date.

### **Why do we need to collect information about you?**

The Hester Hornbrook Academy is committed to protecting the privacy of your personal information that we handle. As an education provider, we collect and handle a range of personal information for the purpose of planning, funding, monitoring and evaluation of our educational services.

We recognise that due to the nature and range of the services we provide, the information we handle can be sensitive. We recognise that it is a right of individuals to have their information handled in ways that they would reasonably expect – protected on one hand and made accessible to them on the other.

Other than for our processes, the only time we will use your information is when asked to by law. We may ask your permission to gather information from others to provide you a service.

**Who sees your information?**

Only those people authorised by us can see, access or copy your information. We will not use the information collected for purposes other than the reason we collected it, or a related secondary purpose. We may share your information with others, but only with your consent.

For most reporting purposes, your information is de-identified. However, where we are required to report to the Department of Education and Training (DET) we sometimes have to provide your details.

This information is used only to monitor existing services, plan future services and for statistical purposes. It will not be used to individually identify you.

**Can I access the information you collect about me and my student records?**

You can look at the personal details and academic records that we keep about you at any time. Talk to us to ask how to do this.

## **CCTV (Closed Circuit Television) at HHA**

CCTV operates on all HHA campuses in common areas only, not in classrooms or bathrooms. Cameras are in clear view and signs stating their operation are displayed on all campuses. Access to the CCTV is managed by the Head of Campus, Wellbeing Team leader and Principal. CCTV footage is stored for 4 weeks and can only be accessed by request of the Head of Campus. Footage will only be accessed if there is a belief an incident or theft has occurred that requires further investigation.

## **Complaints and Appeals**

You are the best person to know how the service you receive from us is working for you. We want you to have the chance to give us feedback and to have your say about what works and what could work better for you. If you can't do this, your parent/carers can do this on your behalf. Any feedback or complaint you make will not affect the service you receive in any way.

Remember complaints and appeals are different things! An appeal is specifically when you think we have made the wrong decision about something - anything. We don't promise to change our decision, but we do promise to reconsider it and give you a written explanation of why we did or did not change the decision.

HHA takes complaints and appeals seriously. You can view the HHA Complaints and Appeals Procedure and a Complaint Form on the HHA website.

Appeals, include (but are not limited to) assessment outcomes, course enrolment, records decisions, right to attend events and disciplinary decisions. Staff are to particularly support students through this process ensuring they respect student privacy.

## **Other Policies & Procedures (including Child Safety)**

We have a series of policies and procedures that reflect our legal requirements as an Independent School. These are reviewed regularly and are available on The Hester Hornbrook Academy website.

On the Hester Hornbrook Academy website landing page, there is a child safety tab called 'Safety of Young People'. Within this tab you will be able to locate the following:

- \*Our commitment to the safety of young people
- \*Child Safety Policy
- \*Child Safety Code of Conduct
- \*Child Safety Brochure – also attached within this handbook
- \*Commitment to Family Engagement
- \*Commitment to Establishing a Culturally Safe environment

## **Advocacy**

While you are part of HHA you have the right to seek advice, support and/or someone to speak on your behalf from outside our organisation. Please speak with your Head of Campus to find this help.

## **Interpreter Service**

If you need an interpreter or translator, your worker can arrange these services for you. If you see someone else who might need an interpreter try to help them find one

- they may not be able to read this statement

## HOW TO RAISE A CHILD SAFETY OR WELLBEING CONCERN

If a student or a member from our school community member wants to raise a child safety concern about themselves, a peer or other, they can talk to:

- Member of a classroom team (Teacher or Youth Worker)
- Wellbeing Team Leader
- Head of Campus
- Assistant Principal
- Principal
- Department of Families, Fairness and Housing
- Victoria Police

## STUDENT AND FAMILY PARTICIPATION

At HHA we want students and families to participate in our school, most particularly with regard Child Safety and Wellbeing.

HHA students are able to participate in Child Safety and Wellbeing through the Student Association and Leadership Program (SALP). If you are interested in learning more, please speak with your classroom team.

HHA are always looking for family members interested in working with our school leaders in the area of Child Safety and Wellbeing. We encourage interested family members to make contact with the school via phone or email.

## YOUR RIGHTS

HHA are committed to and support the rights of a child under the United Nations Convention of the Rights of the Child.

# HHA CHILD SAFE CODE OF CONDUCT

All staff, volunteers and contractors sign the HHA Child Safe Code of Conduct (available on school website) before working in our school. This code of conduct explains what acceptable and unacceptable behaviour is when working with children and young people.

If a staff member, volunteer or contractor breaches or is suspected to have breached this code of conduct, this must be reported to the principal (call 1800 517 218). If the breach or suspected breach relates to the principal, the HHA MCM Business Partner can be contacted (call 1800 517 218).



## SCHOOL GOVERNANCE

As an Independently registered Senior Secondary School, HHA Board provides the strategic guidance for the school and oversee and review HHA's leadership team. Information on the HHA Board members can be located on our website.

## WANT MORE INFO?

HEAD TO OUR WEBSITE  
[WWW.HHACADEMY.VIC.EDU.AU](http://WWW.HHACADEMY.VIC.EDU.AU)

THE  
HESTER HORN BROOK  
ACADEMY



# CHILD SAFETY

All schools need to meet Child Safety Standards to ensure we protect children and young people from abuse. HHA Child Safety Policy outlines how we meet the Child Safety Standards (available on school website). This brochure only gives some of the key information.

The HHA Board and Principal Class team oversee child safety for the school. At each campus the Head of Campus manage all child safety concerns, questions and leads the response to child safety incidents.

**There is zero tolerance for any form of child abuse or maltreatment within HHA.**

**Any suspected abuse or maltreatment is treated seriously and responded to promptly.**

# How to Make a Complaint/Appeal to HHA

## TIPS

Write notes about your complaint( eg. time, place, what happened, who's involved)

Skip Step 2 if there are reasons why it should not be taken directly to the person or you feel uncomfortable

Note: If the complaint relates to a child safety matter, including child abuse, the HHA staff member will promptly inform the Head of Campus or Principal Class team for immediate action

Remember a support person can help you (friend,parent/guardian/carer, youth worker, educator) at any time during this process

In Step 6, contact the Victorian Registration and Qualifications Authority (VRQA) by phone on +61 3 9637 2806 or email [vrqa@education.vic.gov.au](mailto:vrqa@education.vic.gov.au)  
Further information at <http://www.vrqa.vic.gov.au/complaints>

## STEPS

1.I have a Complaint/Appeal about the school/any person within the school.

2.Complaint/Appeal taken to the person Involved(eg.HHA staff member)

No Satisfactory Outcome

3.Complaint/Appeal taken to a HHA staff member you trust, to assist you to deal with it Informally.

No Satisfactory Outcome

4.Complete the HHA Complaint/Appeal Form (ask HHA staff/website)to commence formal review, which is full investigation & a decision by the HHA Principal.

No Satisfactory Outcome

5.Complaint/Appeal taken to the HHA Board, for further review & determine on the matter.

No Satisfactory Outcome

6.Complaint/Appeal taken to the VRQA for a full formal external review

Satisfactory Outcome

Satisfactory Outcome

Satisfactory Outcome

Satisfactory Outcome

Final Decision provided by VRQA