



PRAHRAN
HIGH
SCHOOL

CREATIVITY . CURIOSITY . CHALLENGE . CHARACTER
MAKE AN IMPACT

WELCOME TO
SENIOR SCHOOL
HANDBOOK 2024





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WELCOME TO THE SENIOR SCHOOL

We are delighted to welcome you to the Senior School at Prahran High School.

The Senior School is a motivating and exciting time for students. These next three years are a chance to pursue passions and dreams, to be challenged deeply in learning and to begin to connect the demands of school with the myriad possibilities of the world beyond.

For many of our students, their pathway will lead them to higher education at university, for others the pathway will be scaffolded into an apprenticeship. For some students, life at school will lead directly into employment, while for others a gap-year follows, filled with further thinking and planning. For all students, they will leave Prahran High School on a personal, unique path, celebrated and affirmed as right for them.

This introductory handbook is designed to support students and families by providing a clear sense of learning, wellbeing and opportunity in our Senior School. This handbook also serves to introduce, define and explain the language, structures, processes, policies and expectations that we need all stakeholders to understand.

The Senior School contains much that is new, and we hope this handbook is helpful and reassuring.

Most importantly this is the beginning of further information regarding Year 10, VCE, VM and VET subjects, including how to design an optimal learning program, from Years 10 through to Year 12.

This pathway planning begins here with this handbook and will be supported by information sessions and significant 1:1 counselling for students as we progress.

It should be noted that the VCAA is responsible for the development, maintenance and implementation of the VCE. The information in this booklet is based on the VCE Administration Handbook, an official publication of VCAA.

We will review and update our handbook on an annual basis to ensure it remains clear and relevant. Your feedback will be most welcome. We will provide this as an annual resource to support and guide our community.

We have high expectations of our students and our staff. We will push students to be the very best version of themselves and we will support them every step of the way.

The Senior School is a time of change in young peoples' lives; it is a challenging time and it is also a beautiful time of personal growth and achievement.

Welcome to the Senior School at Prahran High School.



A handwritten signature in black ink, appearing to read 'Nathan Chisholm', written in a cursive style over a white background.

Nathan Chisholm
Foundation Principal



Make an Impact

The purpose of Senior School at PHS goes well beyond an ATAR score. It is a time that encompasses powerful relationships, learning opportunities, experiences and challenges. Students will draw on our core values of Curiosity, Challenge, Creativity and Character to achieve success, in education and beyond.

When designing a learning program, together we will set meaningful goals and encourage students to commit their best effort in pursuit of these goals. It will help to keep the following points in mind about the purpose of senior secondary schooling at Prahran High School:

- Senior School is about more than the ATAR.
- Learning is vital; learning is beautiful; learning happens at school, at home and in the community, and continues beyond the Senior School and throughout life.
- The Senior School years are a bridge to adulthood, to independence, interdependence, and lifelong learning skills.
- In Senior School we go deeper into areas of learning, content and human endeavour that students are passionate about.
- Together we will build proficiency, skills and knowledge in both a breadth and depth of subject disciplines.
- In the Senior School, students discover greater purpose in their lives, connecting learning even more genuinely to passions and pathways.
- In the Senior School students embrace significant, authentic and consequential leadership opportunities to make an impact in their school, their community and their world.



“The purpose of Prahran High School is for all students to learn and to develop the intellectual rigour and character required to make a positive impact in their world”

CURIOSITY | CHALLENGE

Student Learning in the Senior School

The Prahran High School Model of Learning is our common language of learning, collaboratively developed by the PHS community.

Everything we do when planning teaching and learning is influenced by our values - Challenge, Creativity, Curiosity, Character, and the desire for students to Make an Impact with their learning. Teachers are expected to refer to these values when planning units and learning sessions, and to think about the ways we can explicitly teach students to live and embody these values.

Learning in the Senior School is also shaped by our signature pedagogies - approaches to teaching and learning that are evidence based and that support high level learning to occur. Our use of metacognitive strategies helps students to form deep and powerful understandings of curriculum material, while our commitment to differentiated learning programs means that all students can be challenged in their learning.

Further, we believe in developing Senior School students as independent learners - teaching, modelling and supporting them to develop effective learning habits, build agency in their studies, and to adopt a growth mindset that encourages them to be effective learners both in school and beyond.

As we move into the Senior School, we expect that students will demonstrate increased independence in their learning. This includes independent completion of coursework, preparation and revision for formal assessment tasks and examinations, and in pursuing their passions and interests in the learning process.

Learning Supports in the Senior School

Students are supported to achieve learning success in the Senior School in a variety of ways, including:

- Head of Senior School and Year Level Coordinators with close connection to every student, every day.
- Close, on-going relationship with a Mentor Teacher, who is involved in the subject selection and pathways process, and who has a strong understanding of the learning needs of students.
- Mentor group and year level programs focusing on learning behaviours and study skills, operating across the Senior School.
- A range of tutoring, small group supports and other intervention programs to support students with additional learning requirements.
- A high-level Learning Support team who work closely with students and families, to support the learning of students with more complex learning, social and emotional needs.



Student Wellbeing and Connection in the Senior School

Senior School is a time to lean deeply into several aspects of our underpinning wellbeing principles, especially Positive Psychology. With greater independence, and increased agency, students are encouraged to experience higher levels of flow as they immerse themselves in their learning.

Flow is achieved when we pursue an activity that is so gratifying that time stops, self-awareness disappears and concentration is fully absorbed in that moment (Positive Psychology Centre, 2020). It often coincides with the application of our unique skills and strengths.

By designing a learning program that is centred around one's interests and passions, the pursuit of flow becomes an intrinsic component of the Senior School experience at Prahran High School.

A sense of achievement and accomplishment is also at the cornerstone of the Senior School experience. Students will set goals around what they would like to achieve at the end of Year 12, and it is critical to wellbeing to monitor ongoing progress, experience mastery and learn the power of perseverance.

The Senior School experience also emphasises the development of a strong sense of personal meaning amongst our students. Students are guided to determine what avenues in their future will truly give them meaning and purpose.

In ensuring that students have access to a wide variety of curriculum options, the Senior School is a well-rounded program which provides for diverse passions and interests, rather than a simple focus on achieving an ATAR score.

Wellbeing support at PHS

PHS has embedded a range of strategies to support the wellbeing of Senior School students, including:

- Head of Senior School and Year Level Coordinators with close connection to every student, every day.
- Close, on-going connection with a designated Mentor Teacher and structured Mentor Group time.
- Wellbeing, connection and mindfulness focused camp in Year 11.
- On-going education embedded within the curriculum, in relation to positive behaviours, relationships, and strategies for promoting health and wellbeing.
- Individual, small group and whole year level programs aimed at responding to the needs of students, including programs relating to relationships, stress management, and mental health.
- On-site wellbeing support services, including Head of Wellbeing, Mental Health Practitioner, Learning Support team and referral paths to external and community services.

Collaborative Learning Opportunities





SENIOR SCHOOL CURRICULUM

Year 10 Subjects, the VCE, VM and VET

Victorian Curriculum F-10

The Victorian Curriculum F-10 sets out the expected achievement levels for all students by the time they conclude their Year 10 course of schooling.

It incorporates the Australian Curriculum and reflects Victorian priorities and standards

At Prahran High School, Senior School students will complete their learning within the Victorian Curriculum F-10 pathways by undertaking subjects offered at Victorian Curriculum 10.0 level.

These standards reflect a high standard of achievement and a solid foundation for further studies and pathways.

VCE

The Victorian Certificate of Education (VCE) is the certificate that most students in Victoria receive on satisfactory completion of their secondary education.

The VCE provides diverse pathways to further study or training at university or TAFE and to employment. The VCAA is responsible for the development, maintenance and implementation of the VCE.

VCE subjects are split into units: in most subjects, there are four units 1-4. These can be taken as a sequence, but students are also able to select individual units or commence studies with units 2 or 3 in many learning areas.

Students at Prahran High School who are interested in a vocational pathway will be able to undertake the VCE Vocational Major (VM), a two-year applied learning program that incorporates a range of workplace programs into the VCE.

For further information regarding the VCE, please visit the [VCAA website](#) or contact the Head of Senior School.

Vocational Education and Training (VET)

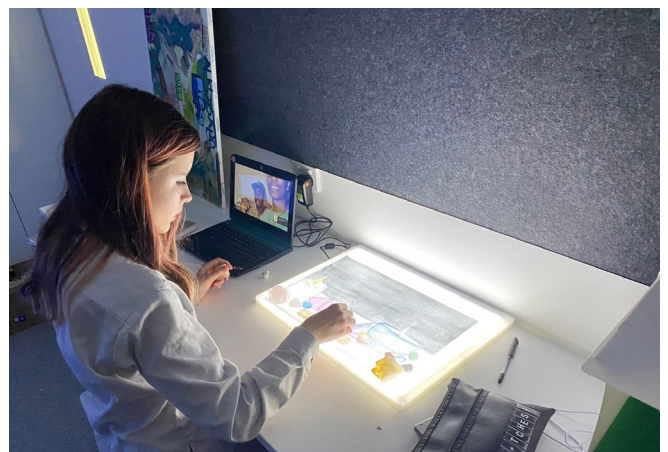
VET aims to enhance Senior School studies by enabling a secondary student to combine their Year 10 or VCE studies with vocational training.

Key Features of VET:

- It is an accredited program (usually over two years).
- It enables students to complete a nationally recognised vocational qualification (e.g. Certificate II in Hospitality).
- It allows students to go directly into employment or receive credit towards further studies.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

VET units can contribute to the completion of the VCE. Some VET programs have a VCAA recognised Unit 1-4 structure, including Year 12 exams.

VET fees depend on the program and the materials students are required to use. All fees must be paid prior to the commencement of the elective.



YOUR UNIQUE SENIOR SCHOOL LEARNING PATHWAY

Flexible Three-Year Pathways across the Senior School

'The VCE Begins in Year 10'

We encourage students to genuinely plan a three-year program of study that challenges them and provides opportunities to pursue learning that will connect with their future aspirations and goals, as well as areas of general interest. Students will be mentored and supported to develop a unique and individual pathway that reflects their passions, interests and strengths.

At Prahran High School, students can extend and challenge themselves by accessing VCE units in Year 10 in most areas of the curriculum. We believe that students are best served by having access to the rigour, interest and opportunity of VCE subjects, at the beginning of their Senior School journey.

We expect that most students will undertake one VCE subject as they begin Year 10. The benefits are many and varied, including:

- Providing students with a greater level of challenge in their areas of passion and strength.
- Allowing students to spread their workload more evenly across the 3 years in Senior School.
- Encouraging students to undertake a broader range of subjects at VCE level.
- Providing flexibility, therefore increasing the range of subjects and opportunities.
- Providing more students with the opportunity to undertake 6 (or 7+) subjects at VCE 3-4 level, enabling students to have a wider range of subjects from which their ATAR will be derived.
- Provide students with the opportunity and flexibility to repeat units (there is no penalty in VCE for repeating studies).
- Supporting and encouraging students who may wish to access tertiary studies as part of their learning program (for example through CHES).

There are no definite pre-requisites for entry to VCE studies at Prahran High School, but students are advised to consider what is right for them in their learning, be brave and be honest. As a guideline, we will expect students to undertake a VCE unit of study in Year 10 when:

- They have achieved 'Extension Standard' in the most relevant pathway of study in Year 9, and consequently been assessed as being at Victorian Curriculum level 10.0 in that learning area.
- They have achieved 'Essential Standard' in a related Year 9 Specialisation or a 10.0 Level subject.
- They are interested and passionate in the area of study and wish to extend their learning.
- They have demonstrated a high level of learning behaviours and independence.

Students will be guided by the PHS Pathways team, subject and mentor teachers, and their families as they make decisions about the program of study that suits them best.

In some circumstances, students may also be able to access 10.0 units in Year 11 or 12 if they wish to do so – this could allow them to add breadth or to balance a heavy Year 12 workload with a new course of study in an area of interest.



The VCE: Vocational Major (VM) - Vocational Studies as Part of the VCE

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. The VM does not include exams and students do not study towards an ATAR, but instead focus on building workplace skills and capabilities.

The Vocational Major prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

Students who undertake the Vocational Major complete core studies in English, Maths, Work-Related Skills and Personal Development skills. All students undertake a VET study via an external provider, and students who wish to do so can choose to participate in a Structured Work Placement as part of their program.

Students completing the traditional VCE program can choose VM subjects as part of their learning program (including while in Year 10), but should be aware that these subjects do not provide credit towards the ATAR.

VET Subjects

VET subjects are offered to all Senior School students and will be undertaken in partnership with external providers.

A cost will apply for most VET studies. More information on the subjects and programs offered will be provided to students prior to subject selection.

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is a new inclusive and flexible certificate that replaces Foundation VCAL. It offers an engaging curriculum and additional support for students to develop the work-related skills and capabilities they need to succeed.

The VPC is a flexible program that can be started earlier or finished over a longer period than 2 years. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major. Students can study the VPC at their own pace and teachers will assess your progress through a range of classroom learning activities.

NB: At PHS, the Victorian Pathways Certificate will be integrated with VCE and VM subjects and only offered to students as part of an individual education plan.



Year 10 Pathways

In Year 10, students begin their pathway through the Senior School. We will work with students to help them select a personalised program that best suits their strengths, interests and passions, and that provides opportunities for VCE extension in all areas of the curriculum for students who wish to challenge and accelerate their learning.

A typical program of study for a student in Year 10 will include 12 Units, including:

- A full year subject pathway (2 units) in both English and Mathematics.
- At least one unit (10.0 or VCE) from the Sciences.
- At least one unit from the Humanities: Twentieth Century History: The Age of Extremes is required for all students.

Students will then typically choose 6 additional units in Year 10. These can be from within any learning area of their choice, and can include:

- Non-VCE units, typically offered as a semester long study.
- VCE and VM units, typically studied for a full year as a 1-2 or 3-4 'sequence'. In many learning areas students can choose to undertake a single unit of study and spread their learning across two years.

All Year 10 Students will also participate in the following programs:

- Fitness for Life: a practical course of high-level Physical Education. Students will have a choice of focus within this program.
- Pathways and Workplace Mentoring: a program that focuses on building study skills, as well as an understanding of careers and pathways opportunities, and involves all students undertaking a work placement.

A typical Year 10 learning program

Year 10	English	Maths	Block 3	Block 4	Block 5	Block 6	Additional
Time allocation per week:	3 x 75m	3 x 75m	3 x 75m	3 x 75m	3 x 75m	3 x 75m	1x100m each
Semester One	English (choice of two units)	Maths (choice of two units)	Science (at least one unit)	Choice of Unit (any area of study)	Choice of Unit (any area of study)	Choice of Unit (any area of study)	Fitness for Life Pathways and Workplace Mentoring
Semester Two			Twentieth Century History: The Age of Extremes 10.0 (required unit)	Choice of Unit (any area of study)	Choice of Unit (any area of study)	Choice of Unit (any area of study)	



Year 11 Pathways

In Year 11, students continue to work across a personalised learning plan, developed in consultation with the school pathways team, mentor teacher and family. Many students will undertake their first 'scored' VCE 3-4 sequence, and students will continue to build their skills and knowledge across other areas of study.

Students in Year 11 have access to both the traditional VCE and the VM pathway.

In Year 11, students at PHS are expected to undertake:

- At least one full year subject pathway (2 units) in the English program of their choice.
- At least one full year subject pathway (2 units) in the Mathematics program of their choice.
- 8-10x Units of study (VCE or Non-VCE) from across any other area of the Senior School.

Some students will continue one or more VCE programs that they started in Year 10 and complete a Unit 3-4 sequence. Students may choose to wait until Year 12 before beginning their 3-4 Sequence if they prefer. In addition, all students will participate in the Pathways and Mentoring program (continued from Year 10) and will have at least one independent study session.

A typical Year 11 learning program

Year 11	English	Maths	Block 3	Block 4	Block 5	Block 6	Additional
Time allocation	3 x 75 minutes/week						1x100 minutes/week
Semester One	English (choice of two units)	Maths (choice of two units)	VCE 3-4 Sequence	VCE 1-2, VET or 10.0 Unit	VCE 1-2, VET or 10.0 Unit	VCE 1-2, VET or 10.0 Unit	Pathways and Workplace Mentoring
Semester Two			OR VCE / VET units 1-2	VCE 1-2, VET or 10.0 Unit	VCE 1-2, VET or 10.0 Unit	VCE 1-2, VET or 10.0 Unit	Independent Study

A typical VCE Vocational Method (VM) learning program for Year 11

Year 11	English	Maths	Block 3	Block 4	Block 5	Block 6	Other
Time allocation	3 x 75 minutes/week						
Semester One	VCE English units 1-2	VCE General Maths units 1-2	VM Work Related Skills units 1-2	VM Personal Development Skills units 1-2	VET – choice of program	Work Placement OR Choice of VCE or 10.0 Unit	Pathways and Workplace Mentoring
Semester Two						Work Placement OR Choice of VCE or 10.0 Unit	

Year 12 Pathways

The following Year 12 learning program is typical and expected for most students, However, we will work closely with each student to design a completion and graduation program that best suits their strengths, interests, needs and goals.

Students in Year 12 will choose between a scored/ ATAR pathway and the VM vocational pathway. Most Year 12 students will undertake 5 subjects (10 units) in Year 12 from across our Senior School, and will also have access to extension programs such as the tertiary extension programs offered through the Centre for Higher Education Studies (CHES).

Year 12 students will also have a significant amount of independent study time, along with time for school contribution and leadership time. These structures will enable them to do their very best in a rounded, complete and supportive way.

A typical Year 12 learning program

Year 12	English	Maths	Block 3	Block 4	Block 5	Block 6	Additional
Time allocation	3 x 75 minutes/week						1x100 minutes/ week
Semester One	English 3-4 sequence or equivalent study	VCE or VET 3-4 Sequence	VCE or VET 3-4 Sequence	VCE or VET 3-4 Sequence	VCE, VET or 10.0 Unit	Independent Study VCE, VET or 10.0 Unit	Pathways and Workplace Mentoring Independent Study
Semester Two					VCE, VET or 10.0 Unit		

A typical Vocational Major (VM) Pathway in Year 12

Year 11	English	Maths	Block 3	Block 4	Block 5	Block 6	Other
Time allocation	3 x 75 minutes/week						
Semester One	VCE English units 3-4	VCE General Maths units 3-4	VM Work Related Skills units 3-4	VM Personal Development Skills units 3-4	VET – choice of program	Work Placement OR Choice of VCE or 10.0 Unit	Pathways and Workplace Mentoring
Semester Two						Work Placement OR Choice of VCE or 10.0 Unit	



SENIOR SCHOOL SUBJECTS

The table below summarises the subjects available for study at Prahran High School, organised by Learning Area. The full range of subjects offered each year will reflect student interests and needs and be reviewed as part of an annual process. However, an indicative list is below, mapping out the learning pathways likely to be offered in each Learning Area.

Prahran High School: Senior School Curriculum Options <i>(All subjects are 6x 75-minute learning sessions per fortnight, unless otherwise indicated)</i>			
Learning Area	10.0 Victorian Curriculum (Each Unit = One Semester)	VCE Subjects Offered (Each Unit = 1 semester)	PHS Requirement (across 3 years)
Mathematics	Mathematics 10 Mathematics 10A	VCE Foundation 1-4 VCE General 1-4 VCE Methods 1-4 VCE Specialist 1-4	Students must study a minimum of 2 units in each year of Senior School
English	English 10.1: Texts and Ideas English 10.2: Analysis of Argument and Film	VCE English 3-4 VCE Literature 3-4 VM Literacy 3-4	Students must study a minimum of 2 units in each year of Senior School
Humanities	Modern History Societies, Beliefs, Ideologies Money Matters Digital Democracy Extended Investigation	VCE History 1-4 VCE Business Management 1-4 VCE Economics 1-4 VCE Sociology 1-4 VCE Politics 1-4	Students must study 10.0 Twentieth Century History as part of their Senior School Program. Students are recommended to choose subjects based on interest and strengths.
Science	Biomedical Science Physical and Chemical Science Street Science	VCE Biology 1-4 VCE Psychology 1-4 VCE Chemistry 1-4 VCE Physics 1-4	Students must study at least one unit in Year 10. Students are recommended to study at least one science unit in each year of Senior School.

NB: A full description of each unit of study, as well as information about the learning activity and assessment types involved, and the pathways and higher education opportunities associated with each subject is available in the Subject Selection Handbook.

Prahran High School: Senior School Curriculum Options

(All subjects are 6x 75-minute learning sessions per fortnight, unless otherwise indicated)

Learning Area	10.0 Victorian Curriculum (Each Unit = One Semester)	VCE Subjects Offered (Each Unit = 1 semester)	PHS Requirement (across 3 years)
Health and Physical Education	Fitness for Life (choice of multiple community sport options) Health around the World Sports Industry	VCE HHD 1-4 VCE PE 1-4	Fitness for Life is compulsory for all Year 10 students and optional for Year 11 and 12 students.
The Arts	The Art Laboratory Future Cities Dance	VCE Media Studies 1-4 VCE Art: Making and Exhibiting 1-4 VCE Art: Creative Practice 1-4 VCE VCD 1-4 VCE Music Performance 1-4 VCE Theatre Studies 1-4	
Technology	Systems: Mechanical Systems Product Design: Upcycle Inc Hospitality	VCE Product Design 1-4 VCE Systems Engineering 1-4 VCE Food Studies 1-4	Students are recommended to choose subjects based on interest and strengths.
Languages	Year 10 French	VCE French	
Vocational Education		VM Work Related Skills 1-4 VM Personal Development Skills 1-4 A broad range of VET programs is offered to students in year 11 and 12 in conjunction with our local network/cluster Students studying a VET program can choose to undertake Structure Workplace Learning (1 day per week) to receive additional credit	All students studying for the VCE Vocational Major must undertake VET studies. All students are recommended to choose subjects based on interest and strengths.
CHES Extension Programs		Students who have completed a VCE Unit 3-4 Study can apply for a CHES extension program including: <ul style="list-style-type: none"> • VCE Extended Investigation Units 3-4 • VCE Algorithmics 3-4 • University Enhancement Studies 	
Mentoring, Pathways and Work Experience	Year 10 Mentor Program: <ul style="list-style-type: none"> • Study and Exam Skills • Work Experience • Life and Career Education 		



Agency, Opportunity, Technology



ASSESSMENT AND REPORTING IN THE SENIOR SCHOOL

Overview

Assessment in the Senior School will continue to be based around our core philosophy, that assessment drives and underpins the learning process. Students in all Senior School subjects will complete a range of learning activities and assessments across the semester, designed to track and monitor learning progress. Feedback is an integral part of the learning process, and students will continue receiving feedback in a variety of formal and informal ways.

In all Senior School subjects, a learning tracker will be provided, which outlines the core learning outcomes for the subject. To achieve satisfactory completion (S) for a Senior School Unit, students will need to demonstrate the 'Essential' standards outlined in the learning tracker.

Where students have not yet reached 'Essential' level, they may be required to complete additional learning tasks, attend catch-up classes, and improve and re-submit assessments to ensure that they can demonstrate the required standards.

For information regarding the types of learning and assessment included in each subject please refer to the Senior School Subject Handbook.

School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs)

School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs) are an important, formal part of the VCE.

SACs are formal assessment tasks such as tests and assignments used to assess whether students have met the requirements of a VCE course.

SATs are the major projects used in Folio-Based subjects. They include major practical tasks such as art and media folios, etc.

In practice, SACs and SATs operate in a similar way to tests and assignments undertaken in other learning programs. However, there are some key points to note:

- Students must complete/submit all SACs and SATs as part of a VCE unit, and achieve a satisfactory outcome for each to complete the course.
- In Unit 3-4 subjects, the SAC results contribute to the study score that students achieve (subject to external moderation).

As a result, there are strict formal processes that we are required to put in place for all SACs, including. These are outlined in the Senior School Administrative Policies and Processes guide, which will be provided to all families and students each year.



Senior School Examinations

In the Senior School, examinations are a key part of the learning program.

Internal Examinations

Students will undertake end-of-unit internal examinations in some Year 10 subjects and Year 11 subjects. These examinations cover the learning from across the unit and aim to provide students with the experience of preparing for and sitting formal external examinations which students will be required to sit when they undertake Unit 3 & 4 subjects.

Internal examination results do not contribute to VCE assessment but are an indicator of performance for the student and are used for determining subject recommendations in Learning Program Counselling Interviews. Examination performance will be included in semester reports as a percentage result.

Students will also undertake internal trial examinations at the end of Units 3 and 4. These do not contribute to the study score for the subject but allow for further feedback on performance and encourage students to balance their study and revision across the year.

External Examinations

There are no external examinations for 10.0 or for VCE Unit 1/2 Subjects.

All Unit 3/4 Subjects have external written examinations at the conclusion of the year, with the examination period generally running from the end of October until the end of November. A study period of one week will be provided to students prior to the first external written examination, and teachers will be available to support students with their preparation during this time period.

Performance-based examinations and language oral examinations are normally held in late-October. Arrangements to support the preparation and attendance of these examinations will be made with individual students and classes.

Examinations undertaken as part of a VCE Unit 3 and 4 sequence are the major assessment used in generating a study score. These are the endpoint of the learning program in the VCE and are therefore a major focus of preparation and support across the year.



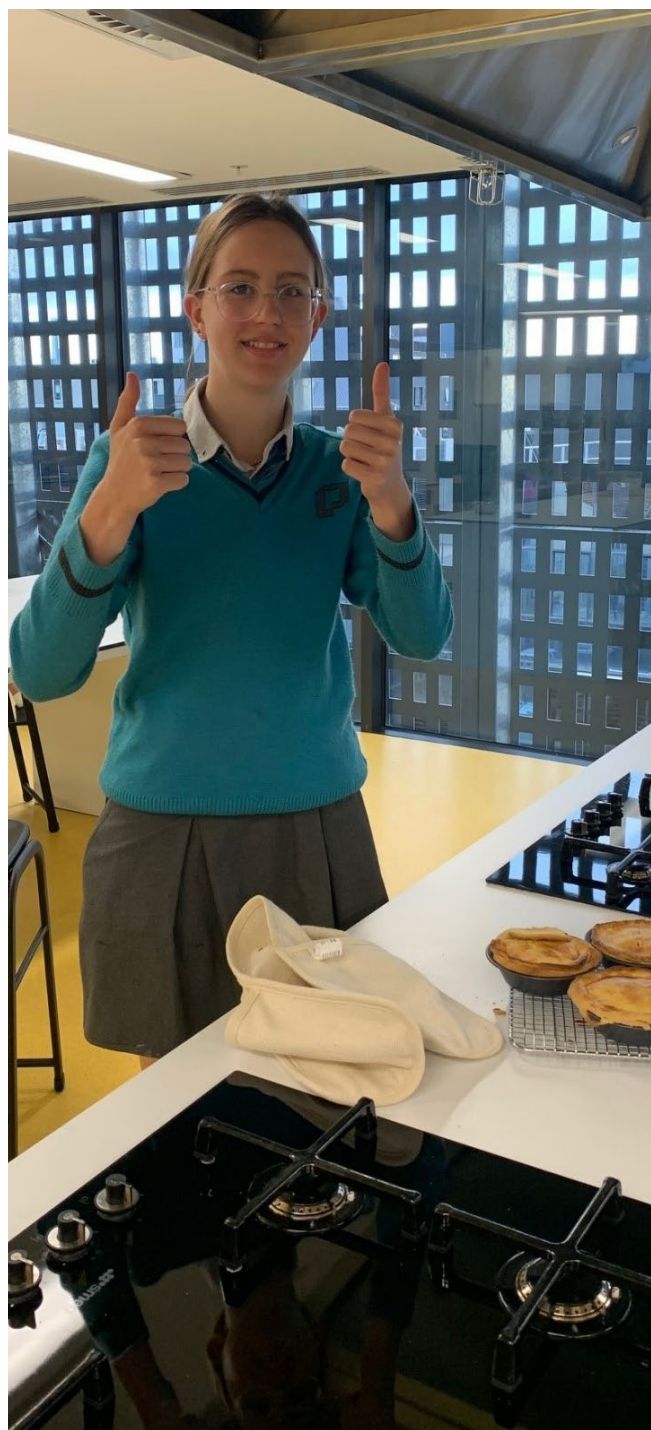
Reporting in the Senior School

Reporting is an important method of providing formal feedback to students and families on their progress.

In the Senior School, the following forms of reporting will be undertaken:

- Progress Reports will be provided twice during each unit (semester)
- Semester Reports will be provided at the end of each unit. These will include:
 - An overall statement of achievement (S/N) for the unit.
 - A statement of achievement (S/N) for each Outcome (VCE units only).
 - The letter grade achieved for each SAC and major assessment task.
 - The percentage score achieved for the internal end-of-semester examination (where appropriate).
 - Victorian Curriculum Progress Rank (10.0 Subjects only).
 - An overall summary of the learning behaviours demonstrated by the student.
 - A comment from the teacher summarising areas of strength and strategies for improvement.

VET and vocational programs will receive the same report structure but will not include an examination, and assessment tasks will report against the outcomes/essential standards (rather than a letter grade).





Unique, Contemporary Learning



SENIOR SCHOOL ATTENDANCE POLICY DETAILS - 90%

The VCE Attendance Policy for Prahran High School requires students to maintain a minimum of 90% attendance of scheduled classes to gain satisfactory completion of a VCE Unit of Study.

This is an important requirement and families should be aware of the details outlined in the Senior School Administration Handbook. In particular, students and families should note that:

- Only approved absences and approved school activities (sports, excursions etc.) will be considered as legitimate absences for meeting the minimum of 90% attendance rule.
- Failure to meet attendance requirements may result in students receiving an N for their VCE Units even if students have satisfactorily completed all assessment tasks.

Absences and VCE SACs

If a student misses a VCE SAC and an approved absence is granted, an alternate opportunity will be provided for students to submit or complete the task without penalty.

Where students miss SACs without an approved absence, they will need to complete the school's Redemption process. For VCE 3-4 Units this will mean receiving a score of 0 for the assigned task.

It is therefore imperative that students seek approval as soon as they are aware of any absence that may cause them to miss a SAC or assessment.

Personal Study Sessions

Times when students do not have timetabled classes are called **Personal Study Sessions**. These sessions are not 'free' time, nor a time for socialising.

They are an extension of class time and can be used to:

- complete homework.
- see teachers for assistance.
- revise class work.
- prepare for SACs.
- work on production tasks or folios in folio-based subjects.

Designated Personal Study Areas

Senior School students at Prahran High School will be permitted to use the Library, the Study Corrals and small

break-out spaces throughout the school, the Rooftop Garden or the Student Lounge, for their Personal Study Sessions.

Designated personal study areas exist to promote a culture of rich and deep learning, personal responsibility and kindness to others and their needs. Students are expected to work quietly in these areas and respect the right of their peers to study in an environment free from noise and distraction.

Where a student has a Personal Study session at the start or end of the day, they will be permitted to study from home during that session. They will be required to attend school in time for their first scheduled learning session each day and may leave at the end of their last scheduled learning session.



Senior School Key Contacts

Role	Staff Member
Principal	Mr Nathan Chisholm
Assistant Principal Learning and Teaching (7-12)	Mr James Fidler
Assistant Principal Positive Climate for Learning (7-12)	Ms Shannan Roberts
Head of Senior School	Mr Jason Wood
Head of Inclusion	Ms Katie Backholer
Yr 10 Coordinator	Mr Jonathon Panozzo
Yr 11 Coordinator	Ms Vicky Moragiannis
Yr 12 Coordinator	TBC 2024
English Learning Area Leader/s	Ms Kathleen Thomas/Ms Anna Gander
Mathematics Learning Area Leader	Mr Steven Goldberg
Science Learning Area Leader	Mrs Dimi Charalambous
Humanities Learning Area Leader	Mr James Fidler
French Learning Area Leader	Ms Marjorie Bon
HAPE Learning Area Leader	Mr Jason Davies
Art Technology Learning Area Leader	Mr Tim Darby
Head of Music	Ms Theresa Haddon
Head of Performing Arts	Mr Andrew Byrne
Mental Health Practitioner	Mr Shaun Gabrielle

GLOSSARY OF SENIOR SCHOOL TERMS

The Senior School and VCE brings with it many new terms. It is language that can be challenging for parents and students. As a reference guide, an explanation of some of the key terms is below.

ATAR: Australian Tertiary Admissions Ranking

Used for university admissions, the ATAR provides a ranking of student performance in the VCE, compared with all other eligible students in the country. It is calculated based primarily on VCE Study Scores.

Subjects / Studies

A learning area or program available for study across the 3 years. (e.g.: 'English')

Units

A course of learning within a subject, usually undertaken over the course of one semester (2 terms). At PHS this includes both VCE and Non-VCE unit.

VCE

Victorian Certificate of Education. The main Senior Secondary qualification undertaken by students at Prahran High School.

VCE-VM

Victorian Certificate of Education, the Vocational Major.

10.0 (or 10.1 and 10.2) Units

These are Non-VCE units offered at Prahran High School and are planned to be the equivalent of Level 10 in the Victorian Curriculum. If a subject runs for a full year, the units will be split into 10.1 and 10.2 so that they can be distinguished (English 10.1 will run in semester one, and English 10.2 in semester two).

1-2 and 3-4 Units

Most VCE subjects are split into 4 units (each unit = 1 semester). Units 1 and 2 can be taken independently. Units 3 and 4 MUST be studied within a single 12-month time period and are used to provide a study score.

SAC: School-Assessed Coursework.

In the VCE this refers to a formal assessment of student learning such as a test or assignment, that is assessed by the school. Satisfactory completion of SACs is a requirement of the course. In Units 3 and 4, SAC results contribute to the study score for the subject and are subject to external moderation.

SAT: School Assessed Task

In the VCE this refers to a major folio of work, usually completed in practical subjects such as Art. School Assessed tasks in Units 3 and 4 contribute to the study score for the subject and represent a major part of the learning program.

Study Score

The final score provided by the VCAA on completion of a Unit 3-4 sequence. This score is a ranking of the student's achievements relative to all other students in the state who undertook the subject.

Scaling

A process of adjusting study scores to reflect the relative level of difficulty for each subject

VET

Vocational Education and Training. These are certificate programs, often offered through a TAFE provider, that focus on workplace skills and learning. VET programs can be taken alongside the VCE (and in most cases provide credit towards a VCE certificate).

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FURTHER INFORMATION OR QUESTIONS?

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