

CAMBERWELL HIGH SCHOOL



HANDBOOK

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- Pathways
- Environment



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A Message from the Acting Principal



Camberwell High School is committed to ensuring we provide a safe, supportive, and challenging environment for all our students from Year 7 on arrival, to completion of their six years of education with either VCE or VCE Vocational Major.

Our aim is to prepare all students to be forward thinking, self-managing but also collaborative and ethically responsible citizens. We pride ourselves on encouraging all students to adhere to our school motto, *of learning to be considerate of others*.

We value academic excellence and recognise students and their achievements in both the traditional academic ways but also more importantly in their ability to display skills and growth across all areas of our Learning Dispositions - in critical and creative inquiry, collaboration and ethical

behaviour, resilience, reflectiveness, and persistence and in resourcefulness.

Two select entry programs are available for students to achieve at an exceptionally high level. The Learning, Enrichment and Extension, LEEP Program, in 2024 is available for current students in Year 7, 8 and 9. A further select entry program Launch is available for Year 9 and 10 students who have demonstrated a passion for Mathematics and Science and who wish to work with Tertiary and Industry partners in completion of a mini-thesis which is guided and supported by a specialist mentor.

Curriculum resources are provided online, and we encourage students and parents to look closely on our website and shared school online platform to unpack and understand the subject guides for each subject and to see the cross-disciplinary skill development and whole school sequential learning development. You will also see the importance we place on students knowing themselves as learners through our Learning to Learn Programs, our Connections and our whole school Student Led Conferences which allow each student to share their learning progress and goals with their parents and specific mentor teacher who knows them so well.

Learning takes place through shared experiences and time spent working with one teacher who gets to know each student and mentors and guides them through each year. Students learn with their mentor group of students for most of their subjects in Years 7 and 8 and core subjects in Year 9. Students start to have a little more choice in Year 9 and can select electives from Technology, The Arts, Languages of French or Chinese and Sport.

In Year 10 the elective choices are expanded to include all disciplines. We encourage students here to branch out of their comfort zone and to challenge themselves by trying different semester-based offerings. They may also choose to study a Year 11 subject in Year 10, a Year 12 subject in Year 11 and for a small number to consider a university subject in Year 12. All subjects are explained in this guide, we also provide many other forms of support and guidance such as our Senior School and Vocational Major Information Evenings, through our Careers Office, Careers Expo and teacher-led subject information sessions. We wish all students luck as they examine their options for future study at CHS.

Maureen Salter

Independent Learners

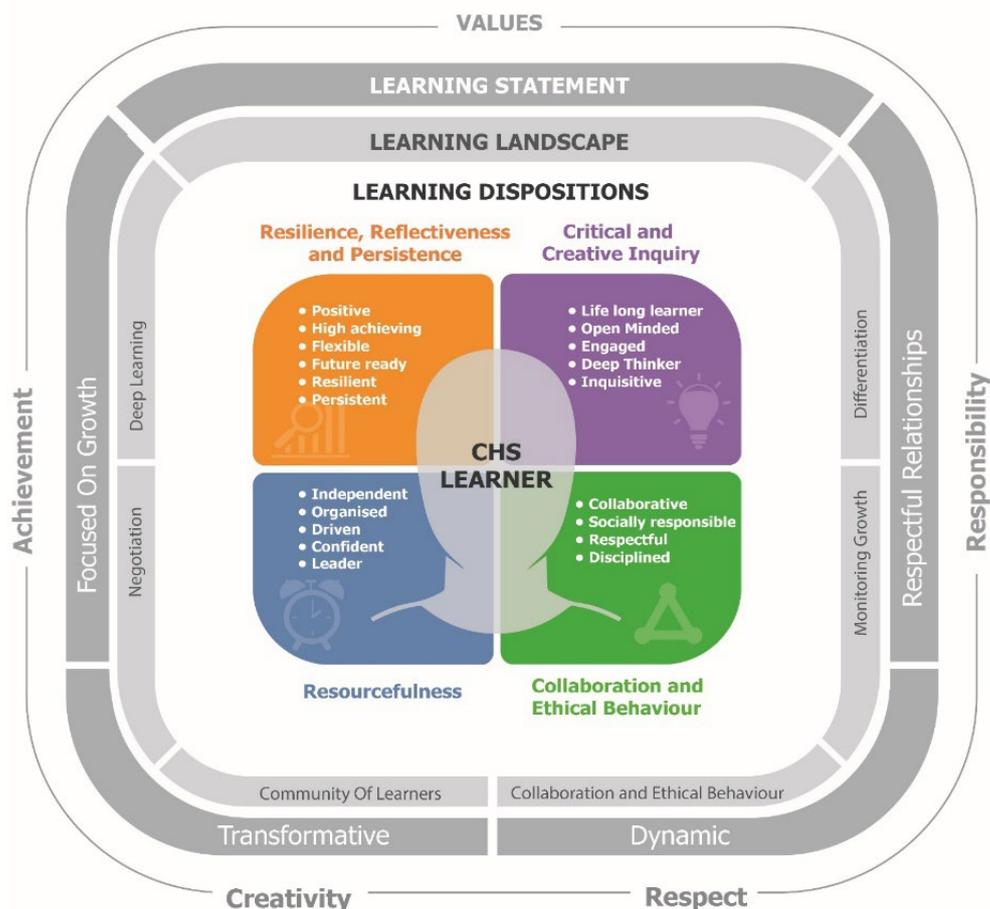
Building independent learners who take responsibility for their learning and have a voice in what and how they learn is one of the Strategic Plan goals. The school has a multi-faceted approach to building independent learners.

The Learning to Learn Program commences at the beginning of Year 7 and is reinforced throughout Year 7 and continues in Year 8. In the Learning to Learn program students learn about their learning preferences and develop an understanding of the Learning Dispositions needed for independent learning.

In Year 9, the Connections curriculum builds on the understanding developed in Years 7 and 8. In Connections, students undertake an inquiry each term. Each inquiry is designed to further develop the Learning Dispositions and students' capacity to manage their learning.

All students in Years 7-12 participate in student led conferences, which require students to present to parents and their Learning Mentor on their learning successes and challenges, their learning progress and their goals and reflections.

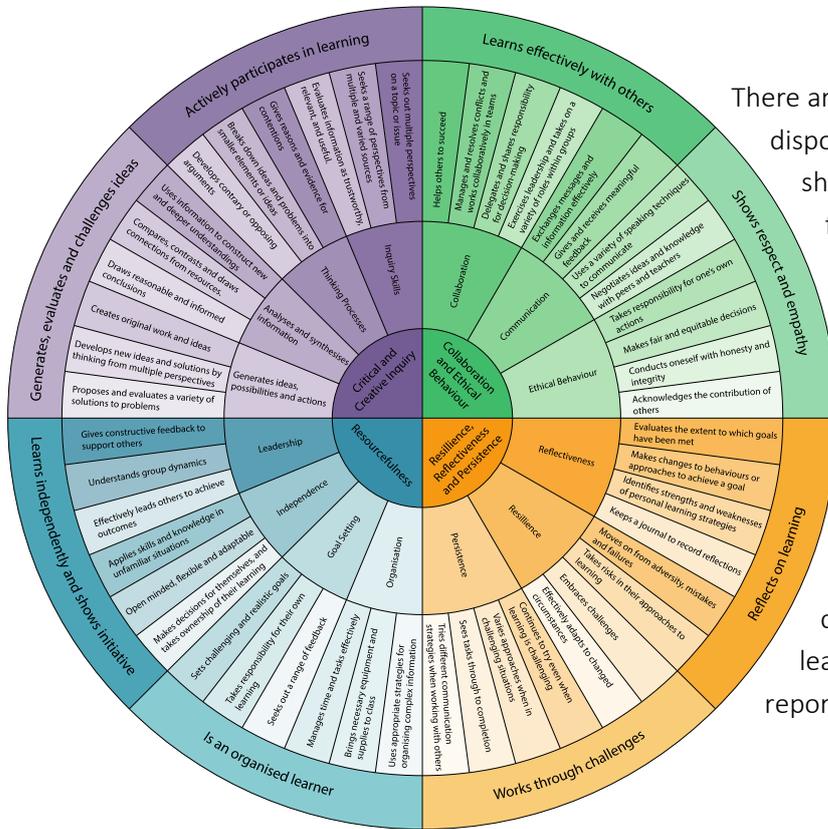
Student Leadership opportunities are provided at all levels and build students' capacity to be independent learners.



Learning Dispositions

The school has developed a list of dispositions required for students to be effective learners. These dispositions are represented in the Dispositions Radial and have been organised into four groups:

- Collaboration and Ethical Behaviour
- Critical and Creative Thinking
- Resourcefulness
- Resilience, Reflectiveness and Persistence



There are subcategories within each learning disposition which are detailed in the radial diagram shown. The learning dispositions incorporate the four capabilities of the Victorian Curriculum: **Critical and Creative Thinking; Ethical; Intercultural; Personal and Social.**

The Learning Dispositions are introduced to students in the Learning to Learn program at the beginning of Year 7. Students also focus on these dispositions in their Student led Conferences in Years 7-12. Teachers teach and assess the Learning Dispositions continuously and all rubrics include at least two learning dispositions. Learning disposition reports are published each team.

Student Led Conferences

Learning is about experiencing and reflecting on successes and challenges. The CHS Student Led Conferences are an invaluable opportunity for students to prepare, share and lead a dialogue with their parents/carers and mentor teacher of their reflections about the successes and challenges of their learning and to discuss the dispositions they are demonstrating as self-managed learners.



Learning Mentor

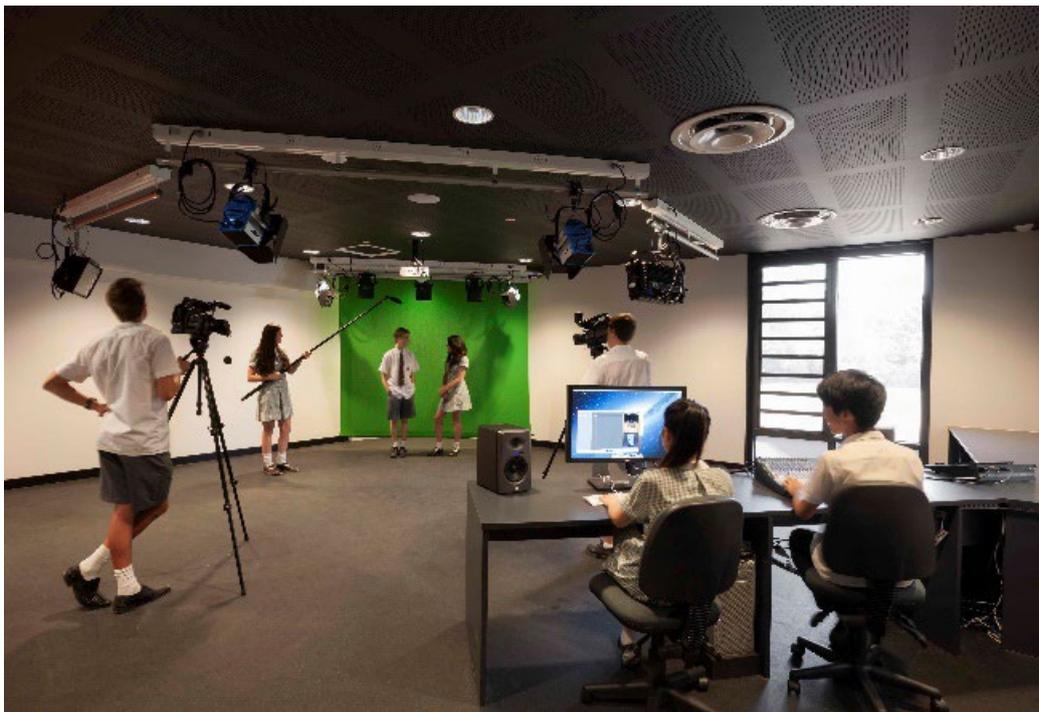
All students have a Learning Mentor whom they meet weekly. A central feature of these sessions is to enable students to reflect on their learning and monitor their growth, assisted by Learning Mentors. Students in the Senior School are in House based groupings and are supported by a House Leader. Learning Mentors and Leaders are intended to remain consistent for Years 11 and 12.

In the Junior School, the Learning Mentors teach their mentor group for one or two subjects. At each Year Level, two Student Learning Leaders support students' developmental needs.

Student Voice

The school values its students and seeks to empower them to be actively involved in their learning and their school. Students' learning needs inform all decision making in the school. Student feedback is incorporated in all learning programs. Student leaders meet weekly with the Principal and selected students represent students on the School Council. Students are actively involved in a range of school committees that inform the development of the school.

Student success in all aspects of their schooling is celebrated regularly.



Curriculum

The school has a broad curriculum which provides students with a strong foundation when they leave school. Curriculum programs provide students with increased choice as they progress through the school and select pathways that best suit their interests, skills & abilities.

The Arts

The Arts provide students with the opportunity to express themselves creatively. Through the performing arts and visual arts, students challenge themselves to respond to new ideas and develop knowledge. They learn critical thinking skills through the analysis and interpretation of their own and other's ideas and understand their own reactions to new and innovative ideas, techniques and mediums.

English

English allows students to make sense of the human experience, to read and engage with ideas. It develops students' ability to communicate orally and in writing, to critically analyse how language is used to shape and influence society and understand the dynamic nature of the English language.

Health & Physical Education

Studying Health and Physical Education enables students to understand and promote their own and other's health and well-being across the lifespan. The knowledge, understanding and skills that are developed underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

Humanities

Humanities at Camberwell High School introduces students to a deeper understanding of our historical heritage from ancient to modern times, the place of humans in the physical world, their impact on it, and our civil and economic life and the institutions that support this. The Humanities encourage the use of research skills and inquiry processes. They learn to question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media.

Languages Other Than English

The learning of languages has more than ever become socially relevant as communication links are forged between different cultures in a global context. Learning another language is valuable in the cultural understanding that it builds. We begin this journey by offering students who participate in language opportunities to participate in overseas study tours to experience the use of the language they study in its cultural context.

Mathematics

The program aims to develop and enhance students' capacity to engage with the world by representing it in a logical and structured way. It provides both a framework for thinking and a powerful means of symbolic communication that is logical, concise, universal, and unambiguous. It focuses on developing students' mathematical understanding, fluency, reasoning, analytical thought, and problem-solving skills.

Science

Science is a dynamic, collaborative, and creative human endeavour arising from the desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions, and solving problems. Science aims to understand many observations in terms of a much smaller number of broad principles. The Science teaching and learning program at Camberwell High School aims to develop and enhance students' capacity to question, imagine and explain by transforming the way students observe and investigate their world.

Technology

Technology provides students with the opportunity to be actively engaged in authentic, relevant learning tasks. Through the subjects offered, they learn to break large projects into manageable tasks; follow processes, solve problems, record, and share information, manipulate their environment and take on new technologies as well as retaining the old in developing their project.

LEEP

A select entry enrichment program for students from Year 7 onwards

The Learning Enrichment and Extension Program at Camberwell High School is a select entry program for students with the ability to achieve at a high level across most subject areas.

The purpose and benefits are:

- Providing a supportive classroom environment with likeminded students
- Providing a setting in which ability is celebrated and peers create motivation to learn
- Fostering social and emotional development, increasing self esteem
- Providing curriculum at a level of challenge which engages and stretches students

At Year 9, students may wish to continue in the LEEP program or apply for Launch (see below).

Launch

A select entry enrichment program for Year 9 and 10 students enrolled at CHS.

The aim of the program is to enrich and extend the knowledge, skills, and readiness of young people to engage with the challenges of the 21st century and to emerge as the leaders, problem solvers and entrepreneurs our world needs.

Launch has a specific focus on Maths and Science and is aimed at students who have demonstrated strength and passion for these subjects. Teachers can get to know students during Years 7 and 8 and identify their potential and suitability for the Launch program commencing in Year 9.

Pathways and Transitions

As students move through Camberwell High School their opportunities for choice expand. Protocols and guidelines are established to guide this choice at each year level. At Year 7 and 8, students select their language studies and their sports subjects.

At Year 9 students select an Arts, a Technology and a Sport elective. Students can also choose to continue their language studies at Year 9.

In Year 10 all students study English and Maths. All other subjects are chosen by the students. In Year 10 students may apply to accelerate their VCE by choosing Unit 1 and 2 VCE subjects.

In Year 11 and 12 students are required to study an English subject including 4 other subjects of their choice. They may also continue to accelerate in a unit 3 & 4 subject.

In Year 12 a small number of highly skilled students may chose to study a university subject.

Subject Guides

For detailed information on each subject, parents and students can visit the **Subject Guides** page located on the School Favourites section of Compass or at the link below.

<https://newsletters.naavi.com/i/gNR1Wj5/2020-subject-guide/page/cover>





Subjects where elective choices are required to be completed via Web preferences.

Year 7

Domain	Subject	Duration	Periods per Week
The Arts	Visual Arts Music	Semester of each	3
English	English	All Year	4
The Humanities	Humanities	All Year	3
Languages Other Than English	French <i>or</i> Chinese (Mandarin)	All Year	3
Mathematics	Mathematics	All Year	4
Science	Science	All Year	3
Physical Education & Health	Physical Education & Health	All Year	2
Technology	Digital Technology	All Year	1
Sport Electives	Different sports	Term based electives	1

Year 8

Domain	Subject	Duration	Periods per Week
The Arts	Visual Arts Drama	Semester of each	2
English	English	All Year	4
The Humanities	Humanities	All Year	3
Languages Other Than English	French <i>or</i> Chinese (Mandarin)	All Year	2
Mathematics	Mathematics	All Year	3
Science	Science	All Year	3
Physical Education & Health	Physical Education & Health	All Year	3
Technology	Design Technology Food Studies	Semester of each	3
Sport Electives	Different sports	Term based electives	1

Year 9

In Year 9, students can choose a total of 6 electives in the year, three electives per semester, while completing their core subjects as listed below. Students can choose from the Arts, Technology, Sport, and Language areas. At Year 9, students are required to complete sport all year (sport does not count as one of their six elective choices at Year 9) and must choose at least 1 Arts and 1 Technology subject.

Domain	Subject	Duration	Periods per Week
The Arts	Electives offered: <ul style="list-style-type: none"> • Art • Ceramics • Computer Aided Design • Drama • Media • Music Performance • Photography • Visual Communication Design 	Semester of each	2
English	English English as an Additional Language <i>(elective)</i>	All Year	3
The Humanities	Humanities	All Year	3
Languages Other Than English	Electives offered: <ul style="list-style-type: none"> • French • Chinese (Mandarin) 	All Year	2
Mathematics	Mathematics	All Year	3
Science	Science	All Year	3
Health and Physical Education	Health Physical Education Exercise Science	All Year	3
Technology	Electives offered: <ul style="list-style-type: none"> • Food Technology • Digital Technology • Systems Engineering • Product Design and Technology 	Semester of each	2
Learning to Learn Inquiry	Connections	All Year	2
Sport Electives	Different sports	Term based electives	1
Launch	Select entry program – Science as a Human Endeavour	All Year	2

Year 10

In Year 10, students complete English, Mathematics and Mentor all year. Students are required to choose a total of eight elective subjects, four per semester (Languages take up 2 elective subjects).

Domain	Subject	Duration	Periods per Week
The Arts	Electives offered: <ul style="list-style-type: none"> • Art • Drama • Media Studies • Music Performance • Photography • Visual Communication Design 	Semester	4
English	<ul style="list-style-type: none"> • English Language / English • English as an Additional Language 	All Year	4
	Electives offered: <ul style="list-style-type: none"> • Literature 	Semester	
Health and Physical Education	Electives offered: <ul style="list-style-type: none"> • Health Education • Physical Education • Sport & Recreation 	Semester	4
Humanities	Electives offered: <ul style="list-style-type: none"> • Accounting • Business Management • Economics • Geography • History • Legal Studies 	Semester	4
Languages Other Than English	Electives offered: <ul style="list-style-type: none"> • French • Chinese (Mandarin) 	All Year	4
Learning to learn Inquiry	<ul style="list-style-type: none"> • Mentor 	All Year	1
Mathematics	<ul style="list-style-type: none"> • Mathematics 	All Year	4
	Electives offered: <ul style="list-style-type: none"> • Fundamental Calculus (Necessary for Year 11 Methods) • Patterns, Proofs and Geometry 	Semester	
Science	Electives offered: <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology 	Semester	4
Technology	Electives offered: <ul style="list-style-type: none"> • Food Technology • Digital Technology • Systems Engineering • Product Design and Technology 	Semester	4

Year 11 and Year 12

All VCE students are required to complete a full-time allocation of classes. In Year 11, students complete 6 subjects and 5 subjects in Year 12. As per the VCAA's requirements, students must choose at least 1 English subject.

Domain	Subject	Duration	Periods per Week
The Arts	<ul style="list-style-type: none"> • Art – Creative Practice • Drama • Media Studies • Music Performance • Visual Communication Design 	All Year	4
English	<ul style="list-style-type: none"> • English • English as an Additional Language • English Language • Literature 	All Year	4
Health and Physical Education	<ul style="list-style-type: none"> • Health & Human Development • Physical Education 	All Year	4
Humanities	<ul style="list-style-type: none"> • Accounting • Business Management • Economics • 20th Century History [Units 1&2] • Revolutions History [Units 3&4] • Legal Studies 	All Year	4
Languages Other Than English	<ul style="list-style-type: none"> • French • Chinese (1st language) • Chinese (2nd language) • Chinese (2nd language advanced) 	All Year	4
Mathematics	<ul style="list-style-type: none"> • General Mathematics • Mathematical Methods • Specialist Mathematics 	All Year	4
Science	<ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology 	All Year	4
Technology	<ul style="list-style-type: none"> • Applied Computing [Units 1&2] • Applied Computing-Software Development [Units 3&4] • Product Design & Technology 	All Year	4

Camberwell High School Subject Overview

(*) = Semester long studies and (**) = Compulsory costs associated with these subjects

Discipline	Year 7	Year 8	Year 9	Year 10	Year 11 and 12 [Units 1-4, unless noted]
The Arts	Visual Arts* Music* Instrumental Music (optional)	Visual Arts* Drama* Instrumental Music (optional)	Art * (**) Ceramics* (**) Drama*(**) Media*(**) Music* Computer Aided Design* Photography* (**) Visual Communication Design*(**) Instrumental Music (optional)	Art*(**) Drama*(**) Media Studies*(**) Music Performance* Photography* (**) Visual Communication Design*(**) Instrumental Music (optional)	Art – Creative Practice (Yr12 only **) Drama (**) Media Studies(**) Music Performance Music Investigation [Units 3&4] Visual Communication Design*(**) Instrumental Music (optional)
English	English	English	English English as an Additional Language*	English English as an Additional Language English Language* Literature*	One English course is required from English English as an Additional Language English Language Literature
Health & Physical Education	Health Physical Education Sport	Health Physical Education Sport	Health Physical Education Sport Exercise Science	Health Education Physical Education Sport & Recreation (**)	Health & Human Development (Yr12 only **) Physical Education (Yr12 only **)
Language other Than English	French or Chinese (Mandarin)	French or Chinese (Mandarin)	French Chinese (Mandarin)	French Chinese (Mandarin)	French [2 nd language] (**) Chinese (1st language) Chinese (2 nd language) Chinese (2 nd language advanced)
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics Patterns, Proofs and Geometry* Fundamental Calculus *	General Mathematics Mathematical Methods Specialist Mathematics
Science	Science	Science	Science	Biology* Chemistry* Physics* Psychology*	Biology (Yr12 only**) Chemistry Physics Psychology
Humanities	Humanities (includes Civics and Citizenship, Economics and Business, Geography and History)	Humanities (includes Civics and Citizenship, Economics and Business, Geography and History)	Humanities (includes, Civics and Citizenship, Economics and Business, Geography and History)	Accounting* Business Management* Economics* Geography* History* Legal Studies*	Accounting Business Management Economics 20th Century History [Units 1&2] Revolutions History [Units 3&4](Yr12 only **) Legal Studies
Technology	Digital Technology	Food Studies Design Technology	Food studies* (**) Digital Technologies*(**) Product Design & Technology*(**) Systems Engineering* (**)	Food Studies* (**) Digital Technologies *(**) Product Design & Technology*(**) Systems Engineering* (**)	Applied Computing [Units 1&2] (**) Applied Computing-Software (**) Development [Units 3&4] Product Design &Technology(**) Systems Engineering* (**)
Learning to Learn	Unanswerable Question	Unanswerable Question	Connections Launch (Select Entry) (**)	Futures Launch (Select Entry) (**)	Extended Investigation (VCE subject)
Vocational Major				Literacy Intermediate Numeracy intermediate Personal Development Intermediate Work Related Skills Intermediate	Literacy Senior Numeracy Intermediate Personal Development Senior Work Related Skills Senior

Sport Education

Camberwell High School's Sport Education program aims to deliver extensive opportunities for all students in Year 7-9. Each student can choose from and experience a wide variety of sports.

Sun Smart and Hot Weather

The sports program requires students to be outside and exposed to all different weather conditions. Teachers will make every effort to modify their teaching appropriately to accommodate for hot weather days and in extreme heat sport education classes will be cancelled. When Sport Education is cancelled students will participate in suitable low intensity activities

Staff and students are also required to wear a school hat to protect the head, neck, face and ears. These hats can be purchased from the CHS uniform shop. Or students may wear one of their own choices.

Staff and students are required to apply SPF30+ broad spectrum sunscreen and use shade where possible.

Students are responsible for bringing their hat to school and wearing it as required.

Students should also bring their own water bottles and sunscreen.

Contact Sports

Students involved in any sport where contact is likely to occur should have a properly fitted mouth guard. These are **compulsory in Hockey and AFL for interschool sport competition.**

Other protective equipment is highly recommended and are the full responsibility of the student in Hockey, Football, Basketball, Soccer and Cricket.

Any student who suffers a head knock or suspected concussion will be appropriately managed and will not be permitted to return to play.

Interschool Sports

Camberwell High School take part in the Interschool Sports Program of the Boroondara Division.

If students are interested in representing the school, they should choose a 'competitive' sport listed in the table.

Please note that term selection for the interschool sports day team will take place closer to the scheduled event.

N.B. *The Department of Education does not provide personal accident insurance for costs of medical treatment for injured students.*

Year 7

Term 1	Term 2	Term 3	Term 4
Basketball (Competitive)	Badminton (Competitive)	Hockey (*) (Competitive)	Tennis (*)
Cricket (Competitive)	Soccer (Competitive)	Volleyball (Competitive)	Baseball/Softball
Girls Softball (Competitive)	AFL Football (Boys Competitive)	Table Tennis (Competitive)	Handball/Sofcrosse
Boys Baseball (Competitive)	Netball (Girls Competitive)	Personal Fitness	Cricket
Tennis (*) (Competitive)	Hockey (*)	Soccer	Basketball
Badminton	Table Tennis	AFL Football	Personal Fitness
Table Tennis	Personal Fitness	Ultimate Frisbee (Competitive)	Volleyball
Personal Fitness		Handball (Competitive)	Football Codes

Year 8

Term 1	Term 2	Term 3	Term 4
Basketball (Competitive)	Badminton (Competitive)	Hockey (*) (Competitive)	Tennis (*)
Cricket (Competitive)	Soccer (Competitive)	Volleyball (Competitive)	Baseball/Softball
Girls Softball (Competitive)	AFL Football (Boys Competitive)	Table Tennis (Competitive)	Handball/Sofcrosse
Boys Baseball (Competitive)	Netball (Girls Competitive)	Handball (Competitive)	Cricket
Tennis (*) (Competitive)	Table Tennis	Soccer	Basketball
Badminton	Hockey (*)	Ultimate Frisbee (Competitive)	Personal Fitness
Table Tennis	Personal Fitness	Personal Fitness	Volleyball
Personal Fitness		AFL Football	Football Codes

Year 9

Term 1	Term 2	Term 3	Term 4
Volleyball (Competitive)	Badminton (Competitive)	Hockey (*) (Competitive)	Tennis (*)
Cricket (Competitive)	Soccer (Competitive)	Basketball (Competitive)	Baseball/Softball
Softball/Baseball (Competitive)	AFL Football (Boys Competitive)	Table Tennis (Competitive)	Cricket
Tennis (*) (Competitive)	Netball (Competitive)	Ultimate Frisbee (Competitive)	Basketball
Netball/Basketball (Boys & Girls)	Hockey (*)	Personal Fitness	Badminton
Personal Fitness	Table Tennis	Handball (Competitive)	Girls AFL

- There is an extra charge associated with these (*) electives.
- Mouth guards and protective equipment are highly recommended for Football, Soccer, Basketball & Hockey and are the responsibility of the students – mouth guards are **compulsory in Hockey and AFL Football for interschool sport competitions**.

Course Options in Years 11 and 12

Students at Camberwell High School can select either VCE Vocational Major or VCE pathway.

A VET study is a requirement part of the Vocational Major pathway; however, VET studies are also available as a part of the VCE pathway.

Victorian Certificate of Education

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment, and reporting.

Curriculum

VCE studies are made up of semester length units, representing approximately 100 hours of learning of which 50 to 60 hours are class time. Studies offer a sequence of four units, with one unit designed to be studied in each of four semesters over two years. Students at Camberwell High School usually study twelve units in Year 11 (Units 1 and 2) and ten units (Units 3 and 4) in Year 12. Over the two VCE years, students will aim to complete a total of 22 units from a range of learning areas.

Units 3 and 4 must be studied as a sequence and have external assessments, while Units 1 and 2 are assessed by the school.

N.B. Students who have accelerated a VCE subject must undertake 5 subjects at Year 12.

To be awarded the VCE Certificate

The minimum requirement is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3–4 sequence
- at least three sequences of Unit 3–4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Unit 3–4 of an English group sequence is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. This assessment will be based on the teacher's assessment of the student's performance on a set of designated assessment tasks for each unit.

Outcomes are based on the key knowledge and key skills required to satisfactorily complete the designated tasks for each unit. An outcome can include ongoing class work, attendance, class test or assignments and any other teaching and learning activity.

Outcomes are marked **satisfactory (S)** or **unsatisfactory (N)**. There are no grades associated with an outcome. The S/N grade is reported to the VCAA. The school, in accordance with the VCAA requirements, determines satisfactory completion of units.

School Assessed Coursework (SACs)

School assessed coursework (SAC) is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit learning outcomes.

Assessment tasks are part of the regular teaching and learning program.

They must be completed in the allocated SAC planner time for Units 3 and 4 (this is advertised on Compass)

They are to be completed in a limited timeframe.

School Assessed Tasks (SATs)

A small number of studies have school assessed tasks, currently this includes Art, Design and Technology, Media, Systems Engineering and Visual Communication and Design.

Determining and Reporting Grades

Students' scores will be determined from the rankings given by their teacher on a set of assessment criteria specified by the VCAA.

To ensure that schools' assessments are comparable throughout the State, schools' scores for school assessed tasks are monitored using the General Achievement Test (GAT), and if necessary, their assessments will be reviewed by the VCAA.

Examinations

All VCE studies offered at Camberwell High School have examinations in November. Performance and oral examinations are held in October. Grades for all examinations are determined by the VCAA. Final grades for Units 3 and 4 are issued in December.

Study Scores

To qualify for a Study Score, a student must have satisfactorily completed Units 3 and 4 in that study. Students' overall achievements for each study will be calculated by the VCAA and reported as a Study Score (Relative Position) on a scale of 0 to 50.

VET and VCE

VET programs can be fully integrated into the VCE. This means that they are independent studies at Units 1, 2, 3 and 4 levels. Students can include a VET Unit 3 and 4 sequence as one or more of the three studies other than English needed to gain their VCE.

VET programs have full VCE study status. VET provides additional breadth to the VCE and gives students a nationally recognised training credential endorsed by industry. VCE study scores are available for some VET Units 3 and 4, most are awarded a 10% bonus on the ATAR, and others have no contribution towards the ATAR.

The ATAR is calculated by adding together the study score in English/EAL plus the three next best study scores (the 'Primary Four') and then adding 10% of the score for a maximum of two other studies in Units 3 and 4.

Students who do a first-year university subject (Extension Studies) at Year 12 will have demonstrated their ability to cope with university standard work, and this may influence selection officers when they are considering a student's application to do a tertiary course. If passed, such studies gain credit towards a degree upon entry to university. ATAR scores may be drawn from studies taken over more than one year. Individual universities may impose a penalty for repeating a subject. You are advised to check with each university.

For more information about acceleration, the VCE, VET, VM and the ATAR please visit the [Careers Website](#) under Senior School.

Vocational Education Training (VET)

Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their Senior School studies with vocational training (i.e., Certificate II, III or IV).

Features of VET

It is a two-year program combining senior school studies and accredited vocational education and training

Enables students to complete a nationally recognised vocational qualification. (e.g., Certificate II in Hospitality) and a senior school certificate (VCE/VCAL) at the same time

Allows a student to go directly into employment or receive credit towards further TAFE study

Focuses on developing industry-specific and workplace skills

It is a vocationally oriented school program designed to meet the needs of industry

VET Offerings Leaving School at 12:45 (Scored and Unscored Options)	
Allied Health—Box Hill	Animal Studies—Box Hill
Automotive—Box Hill	
Carpentry—Box Hill, Holmesglen	Community Services—Box Hill
Early Childhood—Box Hill	Electrotechnology—Box Hill
Engineering—Box Hill	
Furniture Making—Box Hill	Interior Decoration—Holmesglen
Music Industry (Performance Specialisation & Sound Production)—Box Hill	Plumbing—Box Hill

VCE Vocational Major

Camberwell High School understands and values differentiating and personalising learning for its students. Part of this philosophy is the provision of the VCE Vocational Major within the Senior School.

The VCE Vocational Major is an integral part of Camberwell's Senior School Program. It has run for many years (previously in the format of VCAL), supported by expert staff and a training network including the Inner Eastern Local Learning and Employment Network. The success of the program is reflected in the opportunities it creates for students to develop work related skills and pursue further pathways beyond school including TAFE, traineeships and apprenticeships. Our Vocational Major students are regular recipients of Industry awards as a result of their efforts in this program. We are proud of our Vocational Major students' achievements.

Vocational Major is underpinned by the following curriculum principles:

- Student-centred approaches and decision-making regarding program design, delivery and evaluation
- Opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- Programs that are relevant to personal strengths and experiences, and that are responsive to the diverse needs of students
- Programs that build resilience, confidence and a sense of self-worth
- Learning environments that strengthen connections with the community
- Programs that allow students to enter and exit at each level to pursue a range of pathway options.

The VCE Vocational Major is a two-year program and includes the following units:

Year 11 and 12
Literacy
Numeracy
Work Related Skills
Personal Development Skills
VET subject or school-based apprenticeship
Work placement

The qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests, and pathways for senior secondary students, in the context of applied learning, are underpinning principles of the VCE Vocational Major.

Further information can be found at: <https://www.vic.gov.au/vce-and-vce-vocational-major>

Students considering studying Vocational Major are strongly encouraged to attend the Vocational Major Information Evening in order to understand the school's application process.

Senior School English

In order to attain a VCE certificate and an ATAR, students will need to successfully complete 3 units of English in Year 11 and 12 including satisfactory results in Units 3 and 4. Only one English subject is required to achieve this, but studies can include two English subjects and the only combination prohibited by the VCAA is English and EAL. Year 10 English subjects offered are designed to both introduce students to key knowledge, understanding and skills for VCE as well as enhance their skills within English. All students complete English Language in Term 1 and then English for the remainder of the year. This assists students to understand the demands of English, English Literature and English Language which are also offered as electives in Year 10.

When considering which English to pursue in Years 11 and 12, consultation and advice should be taken from English staff about the subject that is most suitable. The English subjects selected will form the backbone of the ATAR score, and therefore it is important to choose carefully.

Students who perform strongly in English at Year 10 are highly encouraged to consider undertaking two English subjects t VCE level.

	YEAR 10	YEAR 11	YEAR 12
In English/EAL, students study a range of creative, expository, narrative & persuasive texts to appreciate, analyse and creatively respond to the ways they are constructed. Writing styles include creative, imaginative, expository, persuasive and analytical. English Language is informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students are also required to develop and deliver oral presentations.	English and English Language or English as an Additional Language	English or English as an Additional Language Units 1 & 2	English or English as an Additional Language Units 3 & 4
The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use. In English Language, students study the nature and function of human language, language variation according to user and context and texts in their Australian contexts. Students learn how to analyse language using metalanguage and the subsystems of linguistics.	English Language <i>(Semester only)</i>	English Language Units 1 & 2	English Language Units 3 & 4
In Literature students inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts. Students focus on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. This English option is for students with a keen interest in English	Literature <i>(Semester only)</i>	Literature Units 1 & 2	Literature Units 3 & 4

Senior School Mathematics

The Year 10 Mathematics curriculum is designed to both introduce students to key knowledge, understanding and skills for VCE as well as enhance their skills within Mathematics. In Semester 1 all students complete a core Mathematics subject. In Semester 2 students will study either Year 10 General or Year 10 Advanced Mathematics for the remainder of the year, based on teacher recommendation and student ability, future pathway and interest. This will assist students to understand the demands and prepare for VCE subject selection.

When considering which Mathematics to pursue in Years 11 and 12, consultation and advice should be taken from Mathematics staff about the subject that is most suitable.

Maths subjects studied	Prerequisite	Year 11	Year 12
Year 10 Mathematics	Year 10 Mathematics	General Mathematics 1 & 2	General Mathematics 3 & 4
		General Mathematics 1 & 2	
		VM Numeracy	
	Year 10 Fundamental Calculus and a Victorian Curriculum level of 9.5 or more for Number & Algebra	Mathematical Methods 1 & 2	Mathematical Methods 3 & 4
		Mathematical Methods 1 & 2	General Mathematics 3 & 4
		Mathematical Methods 1 & 2 AND General Mathematics 1 & 2	Mathematical Methods 3 & 4 AND General Mathematics 3 & 4
	Year 10 Fundamental Calculus and a Victorian Curriculum level of 10 or more for Number & Algebra Highly recommended: Year 10 Patterns, Proofs and Geometry (semester elective)	Mathematical Methods 1 & 2 AND Specialist Mathematics 1 & 2	Mathematical Methods 3 & 4 AND Specialist Mathematics 3 & 4
			Mathematical Methods 3 & 4

Note: It is not recommended but it is possible, subject to availability, to study all three VCE mathematics subjects at Year 11 and 12. However, for the calculation of the ATAR, only the two highest scores are included in the primary four and the third score contributes 10% towards the aggregate.

Careers

Camberwell High School’s careers program focuses intently on building students’ knowledge of their potential pathways through a staged series of courses, lessons, experiences and programs designed to help students make informed choices about their future.

Staff

Camberwell High School has dedicated careers counsellors. The Careers Office is located in the Senior School Centre.

Role of Careers program

The careers staff provide career and pathways guidance, information and support to help students to make a successful transition from school to further education, training or employment and to give them the skills to manage their own careers throughout their lives. The careers staff assist students to identify their interests, strengths, values and skills and help students to explore subject, course and career options which match these. Students undertake career exploration activities throughout senior school, using a variety of resources, to help them identify types of work which match their interests, skills, values and occupational preferences. Students also receive assistance with choosing school subjects based on their interests and strengths and that are prerequisites for tertiary courses they are considering. The careers staff also provide pathways guidance and counselling to students at risk of disengaging from school.

Summary of Key Careers Activities

Careers Education	Careers Activities	Careers Counselling	Ongoing Activities
Camberwell Careers Website Networking Subject Selection preparation Mentor support Pathways planning	Work Experience Course Counselling Careers Excursions CHS Careers Expo Guest Speakers Assembly Presentations Year 9 Morrisby Online careers assessments	Year 10 CAP (Career Action Plan) Year 12 VTAC/Pathways planning interviews Alternative education pathways Ongoing individual career counselling Year 9 one-on-one consultations for Morrisby online feedback	Careers Newsletters Assembly presentations Individual course conferencing interviews Pathways planning for at risk students Development of careers material and resources for classroom teachers Careers Website & Facebook page

Choosing Senior School Studies

Year Level	Activity	Date(s)
Year 9	Senior School release of 2024 Course Information	Thursday 13 th July
	Connections – Student Led Conference – Pathways preparation	Term 3
	2024 Acceleration information provided to students	Monday 10 th July
	Senior School Information Evening re 2024 Year 10, VCAL & VCE	Thursday 13 th July 7.00 pm
	2024 Acceleration applications close	Monday 24 th July
	Student Led Conference - Pathways - 2024 subject selections	Wednesday 9 th August
	Online subject selections due	Monday 21 st August
	Senior School release of 2024 Course Information	Thursday 13 th July
	Student Led Conference – Pathways preparations – 2024 subject selection	Term 3
Year 10	2024 Vocational Major Information release	Tuesday 18 th July
	Senior School Information Evening re 2024 Year 10, VM & VCE	Thursday 13 th July 7.00 pm
	Video presentations of 2024 VCE subject information	Term 3
	Student Led Conference - Pathways - 2024 subject selections	Wednesday 9 th August
	Online subject selections due	Monday 21 st August
	Senior School release of 2024 Course Information	Thursday 13 th July
	Online subject selections due	Monday 24 th July
Year 11	Senior School release of 2024 Course Information	Thursday 13 th July
	Online subject selections due	Monday 24 th July

Student Learning Environment

Junior Sub School (Years 7 - 9)

This learning environment is structured to support Junior Sub School students' needs in different ways. Features of this environment include:

- Two Student Learning Leaders (SLL) being appointed to each level and responsible for all wellbeing issues related to their students' learning progress in the Junior Sub School. The SLLs are located in the Junior Sub School Office area, behind the Administration Office.
- All students being placed in a mentor group. Students in Years 7-9 are class based. Each year their mentor group will change.
- Allocating each class, a Student Learning Mentor to provide all students with a significant teacher for first point of contact. We aim to have their mentor teacher take at least one other subject in order to develop individualised student relationship and meet their personal learning needs.

Communication regarding your child's well-being and learning in general should go through your child's relevant Student Learning Leader. The Student Learning Leader is the primary point of contact for parents who have concerns about their child. Parents should telephone Camberwell High School on 9836 0555 or contact Liz Hughes in the Junior School Office on juniorschool@camhigh.vic.edu.au or email the relevant Student Learning Leader as detailed below:

Junior School Leader The Junior School Leader has overall responsibility for the students in Years 7-9 and works closely with the Student Learning Leaders, Mentors and Classroom Teachers to provide programs that cater for students at these levels.		Student Wellbeing Coordinator Students should contact the SWC if they wish to discuss any wellbeing issues. Parents also should feel free to contact the SWC in regard to these matters.	
Year 7 Student Learning Leaders		Year 8 Student Learning Leaders	
		Year 9 Student Learning Leaders	

Senior Sub School (Years 10- 12)

The Senior Sub School learning environment includes:

- House Leaders (HL) provide a first point of contact for all wellbeing issues related to students learning progress within the Senior Sub School. There are 4 HLs who are located in the Senior Study Centre
- Each student in Year 10 is allocated to a mentor group according to their House and overseen by a Student Learning Mentor who is responsible for monitoring students' learning progress throughout their years in the Senior Sub School
- Providing students with a wide choice of subjects in Years 10 to 12
- Allowing students to accelerate their studies through selection of a Year 11, Year 12 or University subject a year ahead

Communication regarding your child’s well-being and learning in general should go through your child’s relevant House Leader. The House Leader is the primary point of contact for parents who have concerns about their child. Parents should telephone Camberwell High School on 9836 0555 or contact Megan Edwards in the Senior School Office on seniorschool@camhigh.vic.edu.au or email the relevant House Leader as detailed below:

Senior School Leader		Student Wellbeing Coordinator	
Senior School Leader has overall responsibility for students in Years 10-12 and manages the House Leaders, Mentors and Classroom Teachers to provide programs that cater for students at these levels including VCE, VCAL and VET		Students should contact the SWC if they wish to discuss any wellbeing issues. Parents also should feel free to contact the SWC in regard to these matters.	
Careers & Pathways Counsellor		VET, Careers & Pathways	
Churchill House Leader	Macarthur House Leader	Montgomery House Leader	Roosevelt House Leader

Who should parents contact at Camberwell High School?

Parents/Guardians and students are able to contact the school during school office hours (8am—4.30pm) on 9836 0555

Your call will be answered and directed to the relevant staff member directly or via voicemail message which will be responded to within two business days (48 hours). In some cases, the initial response may indicate that the email has been received and the matter is being dealt with.

You can contact the Junior Sub School directly via juniorschool@camhigh.vic.edu.au or the Senior Sub School via seniorschool@camhigh.vic.edu.au

Communication regarding my child's learning program (Curriculum) eg. subject content	Communication regarding my child's learning needs in individual subjects (eg. Further questions regarding overdue Learning Tasks on Compass)	Communication regarding my child's well-being and learning in general	Communication regarding the Strategic direction and staffing matters
Relevant Teaching & Learning Leader	Classroom Teacher	Student Learning Leader or House Leaders	A member of the Principal Team
Maths/Science English/Language/Humanities Arts/Technology PE/Health/Sport Please email	Please see Compass for your child's teachers from your child's Schedule and select the relevant class and teacher	Please email or phone the relevant sub school	To contact the Principal Team please email the school email camberwell.hs@edumail.vic.gov.au

The House System

Camberwell High School opened on the 27th May 1941 however, due to the Second World War, students were relocated to other schools in order to accommodate pupils from Melbourne High School, as their buildings were being utilised by the American Army. Camberwell High pupils returned to the school at the beginning of February 1942 but it was not until July 1945 that the school was divided into four Houses. The Houses were named by popular vote of pupils and staff after four great men who “played an outstanding part in preserving our freedom”. The four Houses were named:

Churchill was named after Sir Winston Churchill, the Prime Minister of Great Britain during the Second World War. (The emblem is a tiger)

Montgomery was named after British war hero, Bernard Law Montgomery who served in India in World War One and later became known as General Montgomery in World War Two. (The emblem is a phoenix)

Roosevelt was named after President Franklin Delano Roosevelt, the 32nd President of the USA who led America with distinction during the Second World War. (The emblem is a dolphin)

Macarthur was named after Douglas Macarthur a World War 2 American leader involved in the war in the Pacific. (The emblem is a crocodile)

Students are allocated a House when they commence at Camberwell High School and continue in the same House throughout their time at the school. Siblings are placed in the same house. Each House has a House Captain and Vice-Captain, and two Captains for Sport and Arts. Two music Captains are selected by the Music department.

School Procedures and Organisation

Attendance

All attendance is recorded on Compass at the commencement of each period by the classroom teacher. If your child is going to be away parents are asked to enter an approved absence on Compass at the commencement of the day. An SMS will be sent to parents each morning if their child has been marked absent during Period 1.

Bell Times

Locker Bell	08.40 am
Period 1	08.45 am
Period 2	09.47 am
Recess	10.47am – 11.17am
Period 3	11.20 am
Period 4	12.22pm
Lunch	1.22 pm – 2.07pm
Period 5	2.10pm
Student Dismissal	3.10 pm

Before/After School Arrangements

Students should not arrive at school and enter the building before 8.30am. At the end of the school day students should leave the school unless they are attending a supervised school activity.

Canteen

The Canteen is situated under the lower level of “A” building. It is open from 8am to 2pm. Orders for lunches can be placed at the Canteen before school and lunches picked up at lunchtime. The menu can be viewed on the School Newsletter.

Classroom Access

No student may be in any room unless under the supervision of a teacher. On wet days, special arrangements will be made and students will be directed to the School Hall, Sports Hall or Canteen/HUB area

Environmental Duty

As part of the school’s commitment to looking after our school environment and teaching our students about responsibilities to their own community, students from Years 7 - 10 assist around the school in periods 1 & 4.

For health & safety reasons they must wear a vest at all times. If the weather is cold/overcast, wet weather jackets are provided for their use. In summer students should bring a hat and a water bottle. The students’ work is supervised by the Maintenance and Office staff with the support of the Assistant Principals.

Homework

The Homework policy is on the Compass Portal - School Documentation – Policies.

Illness and Injury (Sick Bay)

Students who are unwell should not be sent to school but managed at home. If a student becomes unwell or suffers an injury at school, students **must** report to the staff member in the sick bay. For the safety of all students, they must not contact their parent or leave the school grounds. Students will be attended to in an appropriate manner and if necessary, parents will be contacted so that a student can go home.

If a student has a medical condition, it is advised that the parents arrange an appointment with the First Aid Attendant to discuss a student management plan. Medications (e.g. spare Epipens) must be clearly labelled and handed to the First Aid Attendant. Parents/guardians **MUST** inform the school immediately when a student's medical condition or their medical management plan changes.

Library

Then library is open Monday– Thursday 8.00am to 3.45pm; Friday 8.15pm to 3.05pm. CLOSED Friday recess. Normal library rules apply – no bags, food or drinks are permitted in the library.

All students are provided with a Library ID card that is used for photocopying and borrowing. Returning students who wish to obtain a new ID card must order and pay for it at the start of the year.

Lockers, Mobile Phones & Valuables

Every student is provided with a locker for which she/he is responsible.

- Lockers must be kept locked at all times; a padlock is provided to students when they enrol
- Damage to a locker must be reported immediately to the relevant SLL or HL
- Lockers may be visited before school, recess, lunchtime and after school only
- No student should access or interfere with a locker that is not their own
- It is recommended that students do not bring valuable items to school
- Personal items brought to school are not covered by the school's insurance
- The school does not take responsibility if personal property is lost, stolen or damaged
- Mobile phones should be kept in lockers at all times during the school day. Please refer to Compass – School Documentation -Policies

Notebooks

Camberwell High School is committed to providing appropriate access to technology to support student learning. The Notebook Guidelines can be found on Compass –School Documentation – Notebook & Computers.

Phone usage

Urgent phone calls may be arranged through the appropriate Sub-School office. If student mobile phones and ear pods are brought to school, they must be kept **switched off** in students' lockers during the school day.

School Map

The school map can be found on Compass- School Documentation –School Community.

Textbooks

Booklists are available to families in November. A link to Champion Books is provided through Compass newsfeed to complete the booklist and payment online. Textbooks can be bought at the PFA's second hand book exchange on a Saturday morning in early December, information is published in the school newsletter and through Compass.

Travel to and from school:

Bicycles

Bicycles must not be ridden in the school grounds.

- All students must wear helmets and high visibility vests are encouraged
- Bicycles must be left securely locked in the bicycle enclosure. Any bikes left outside the shelter or along fences will be removed
- The bicycle enclosure is locked at 9.15am and re-opened 15 minutes before the end of the school day bell
- Students arriving late or departing during the day must request access from the Administration Office
- All bicycles must be provided with locks, and be easily identifiable
- Students are warned not to have expensive accessories on their bicycles
- Skateboards, ebikes and scooters are totally banned on school premises and should not be ridden or brought to school

Parent drop-off

We ask that parents do not enter the school to drop students off. Please assist by keeping all students safe. Students can be dropped off and collected in Prospect Hill Rd, Maling Road, Elphin Grove and Willow Grove. Traffic in the laneway at the back of the school needs to be minimised as congestion here can also be a safety concern. Students must use the pedestrian crossings in Prospect Hill Road and Riversdale Road. Both roads carry large volumes of traffic at high speeds.

Students driving private cars

DET does not permit students to transport other students in a private car when travelling to or from any school program or activity. For the protection and safety of all, this means that:

- Students should not drive other students to and from this school
- Students should not accept an offer of a ride from another student to come to school or go home from school
- Students over 18 need to complete an application to drive to school form which is available at the Senior School office. They should only use their vehicle to come to and from school
- Students who drive a car to school are required to bring a letter of authorisation from their parent or guardian along with an undertaking by the parent or guardian that the student will abide by these rules
- Students should not drive their vehicle on any school excursion
- Students should not leave the school grounds at any time during the school day to attend to or sit in their car
- Students' vehicles are not to be parked on school grounds. Vehicles are parked at the owner's own risk

Transport

Camberwell High School is well serviced by major transport routes. These include:

- Train from Camberwell, [Alamein line](#), stops at Riversdale station.
- Tram along Riversdale Road, No. 70, Stops No. 54 (City bound) No. 53 (Wattle Park)
- Bus along Prospect Hill Road - Box Hill Station to Camberwell Junction.
- Bus from Camberwell Junction to Chadstone.
- Tram along Burke Road to Cotham Road and Malvern.

Uniform

Camberwell High School is a uniform school. School uniform must be worn correctly at all times. Any student who is out of uniform must bring a note to the sub school office before school. The wearing of the uniform is strictly enforced and consequences are applied to students who do not comply with the policy requirements.

Any parent who is unable to purchase all or some items of uniform because of financial difficulties should contact the Principal or Student Wellbeing Coordinator so arrangements can be made (in complete confidence). No student should be out of uniform because of financial difficulty.

The Uniform Shop is located between the front doors of the school and the Canteen, orders can also be placed online. Details can be found on [Compass](#) under school documentation or on the Newsletter.