



SENIOR SCHOOL HANDBOOK



CONTENTS

	Senior School Staff	2
	Student Expectations	3
	Year 10 Information	4
	Language and Early Commencement	5
	Pathways & Transitions	6
	Awarding of VCE / VCE-VM	7
	Study Scores and ATAR	8
	At Risk Process	10
	Redeeming Outcomes	11
	School Assessed Coursework	12
	Extensions / Rescheduling	13
	Plagiarism, Collusion & Cheating	14
	Authentication Procedures	16
	Attendance	19
	Mobile Phones	20
	Driving To School	21

SENIOR SCHOOL STAFF



Mrs Roslyn Patti

Assistant Principal | Community & Pathways
Roslyn.Patti@education.vic.gov.au



Mr Richard Shelly

Leading Teacher
Richard.Shelly@education.vic.gov.au



Mrs Andrea Weinbergs

Year 12 Level Leader
Andrea.Weinbergs@education.vic.gov.au



Mr Karnel Ahmet

Year 12 Level Leader
Karnel.Ahmet@education.vic.gov.au



Mrs Sameena Ali

Year 11 Level Leader
Sameena.Ali@education.vic.gov.au



Mr Hengdy Mol

Year 11 Level Leader
Hengdy.Mol@education.vic.gov.au



Ms Lorelai Blake

Year 10 Level Leader
Lorelai.Blake@education.vic.gov.au



Mr Adrian Schmid

Year 10 Level Leader
Adrian.Schmid@education.vic.gov.au

We embrace the *learning* we do every day,
growing as a connected community
to *lead* a better tomorrow.

STUDENT EXPECTATIONS

Senior Students at Highvale Secondary College are role models for our school community and as such, should behave accordingly. We expect that all Senior School Students uphold our College Values:

- **Respect**
- **Excellence**
- **Responsibility**
- **Integrity**
- **Resilience**



VCE students and Year 12 Students receive many privileges.

These privileges come with responsibilities.



Expectations of our VCE students

- Abide by the School VCE Assessment & Attendance Policy
- Abide by the School Uniform Policy
- Attend all scheduled classes in a timely manner
- Remain on the school grounds during the school day
- Conduct themselves in an appropriate manner in the VCE Study Centre including the Year 12 Kitchen and all classrooms
- Complete all required SATs, SACs, VET assessments, and examinations

YEAR 10 INFORMATION

One of the aims at Year 10 is the provision of effective and successful pathways. This will mean continuing development of literacy and numeracy as well as exposure to a range of subject areas to allow for increasing specialisation in Years 11 and 12. Students begin to make choices in preparation for their later Years of schooling and for transition to further education or employment.

The Year 10 program is intended to:

1. Equip students to become independent learners capable of achieving to the very best of their ability.
2. Develop students with the knowledge and skills required for VCE/VET/VCE VM.
3. Provide choices for students to enable them to take responsibility for their learning and increase motivation and engagement.
4. Develop students' time management and organisational skills for them to be adequately equipped for VCE/VET/VCE VM.
5. Develop social and emotional skills as well as knowledge of learning areas and academic skills.
6. Use the most recent research regarding the needs of adolescent learners to support and develop their learning.
7. Develop a range of opportunities for parent/guardians to be involved in their child's education and be informed about their level of achievement.
8. Develop each student's thinking strategies to enable them to deal effectively with the challenges and decisions they will face.

Our Year 10 program provides students with a balanced curriculum that combines core subjects with opportunities for choice and exploration through elective studies.

Core subjects (both semesters)

- English
- Mathematics
- Health and Physical Education (HPE)

Electives

Students select a total of **six electives** across the year – three in Semester 1 and three in Semester 2.

Students choose electives from these learning areas

Students must select electives from at least **four of the five** learning areas below.

Arts

Humanities

Languages*

Science

Technology

**A Language subject occupies two elective blocks and therefore counts as two elective selections.*

Important: Students intending to study VCE Mathematical Methods or Specialist Mathematics in Year 11 are strongly encouraged to select the pre-Methods pathway in Year 10. This pathway provides the essential knowledge and skills required for success in these subjects.

All Year 10 electives are designed as preparatory courses that provide a strong foundation for related VCE subjects in Years 11 and 12. While completing a Year 10 elective can be beneficial, it is not a prerequisite for studying the corresponding subject at VCE level.

LANGUAGE & EARLY COMMENCEMENT

Students who choose to study a language and a VCE subject (other than Mathematics) in Year 10 will complete the following across both semesters:

Core English, Mathematics, HPE	Language + VCE A language subject, plus one VCE subject (excluding Mathematics)	Electives Two remaining Year 10 electives
--	---	---

As the Language subject occupies two elective blocks, the VCE subject and the two electives must together cover at least two of: Arts, Humanities, Science, Technology. Students selecting VCE Health and Human Development or VCE Physical Education must choose their two remaining electives from two different learning areas.

Early Commencement VCE in Year 10

Eligible Year 9 students may apply to study a VCE Unit 1 & 2 subject in Year 10, replacing two electives. Students must not select the equivalent Year 10 subject (e.g. VCE History replaces Year 10 History), and students completing VCE Maths will not take Year 10 Maths.

Applications are available on Compass. Students will need to complete an application form for acceleration as well as their Year 10 Elective Selection form. Students and parents should carefully review requirements and subject options before applying.

Please note: Eligibility for early commencement will be assessed based on prior academic performance and work habits to ensure the student is a suitable candidate for acceleration.

VCE Subject	Learning Area
Accounting, Business Management, Geography, History, Legal Studies, Economics	Humanities
Biology, Psychology	Science
Food Studies, Media Studies, Art Making & Exhibiting, Visual Communication Design, Applied Computing, Systems Engineering, Music, Product Design & Technologies, Theatre Studies	Arts/Technology elective(s)
Health and Human Development, Physical Education	Health and PE
Mathematical Methods, General Mathematics	Mathematics
Chinese and French (must meet certain extra criteria)	Languages
VET Subject	Contact
VET subjects available as part of Early Commencement	Kellie Egan

PATHWAYS & TRANSITIONS



Mrs Nicole Wilson

Leading Teacher – Pathways and Transitions
Nicole.wilson@education.vic.gov.au



Mrs Felicia Giles

Careers &
Pathways Coordinator
Felicia.giles@education.vic.gov.au



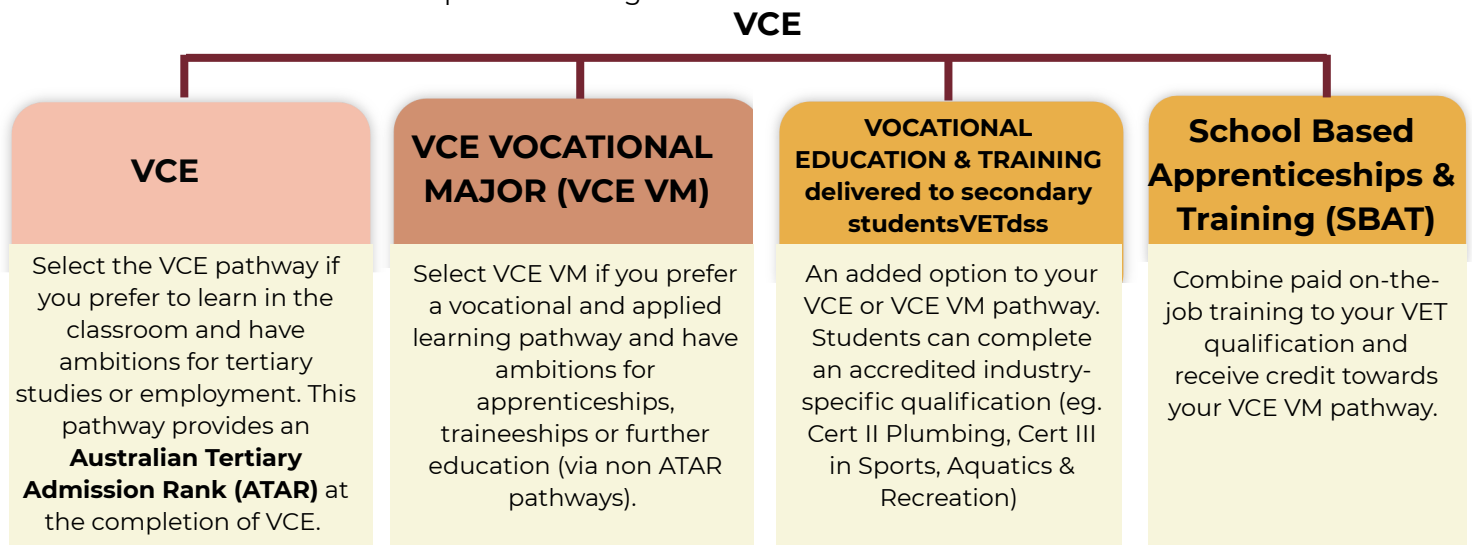
Mrs Kellie Egan

Careers Counsellor &
VET Coordinator
Kellie.egan@education.vic.gov.au

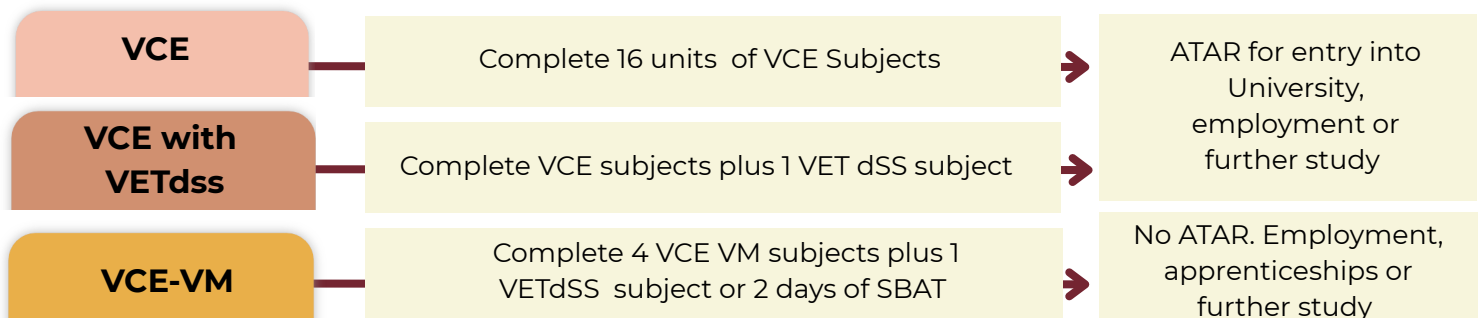
The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification that is typically undertaken by students in Years 11 and 12. The VCE has expanded to include the Vocational Major (VCE VM), which is a vocational and applied learning program. Within the VCE, students can choose a range of studies and vocational options that best suit their interests and ambitions.

For Year 11 VET students: Students must attend school from Period 1 through Period 3 and may leave once Period 3 concludes every Wednesday.

For Year 12 VCE-VM students: Students are not required on-site on Wednesdays or Fridays, as Fridays are reserved for Structured Workplace Learning.



From Year 11 to Year 12 Pathway Options



AWARDING OF VCE/VCE-VM

The Victorian Certificate of Education (VCE) is Victoria's senior secondary qualification that is typically undertaken by students in Years 11 and 12. The VCE has expanded to include the Vocational Major (VCE VM), which is a vocational and applied learning program. Within the VCE, students can choose a range of studies and vocational options that best suit their interests and ambitions.

Victorian Certificate of Education (VCE)

The minimum VCE requirement is satisfactory completion of **16 units** that must include:

- 3 units from the English group, including a Unit 3–4 sequence
- 3 Unit 3–4 sequences, which can include further sequences from the English group.

VCE Vocational Major (VCE-VM)

The minimum VCE VM requirement is satisfactory completion of 16 units that must include:

- 3 VCE VM Literacy units or 3 units from other English studies group (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or other units from the Mathematics studies group
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency (UoCs) to the total of 180 nominal hours drawn from multiple VET courses).

In addition to their Unit 3–4 sequence from the English group, students must complete a minimum of 3 other Unit 3–4 sequences as part of their program.

Students will receive the appellation of 'Vocational Major' on their VCE certificates upon satisfactorily completing the VCE VM program.

A VCE VM student will be awarded the VCE, without the VM appellation, if they meet the minimum requirements for satisfactory VCE completion, but not the minimum requirements for the satisfactory completion of the VCE VM appellation.

Satisfactory Completion

To satisfactorily complete a VCE unit (including VCE VM units), students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about the satisfactory completion of outcomes is based on the teacher's holistic judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to those outcomes.



STUDY SCORES & ATAR

VCE Study Scores

When completing Unit 3 and 4 general VCE subjects, students are working towards a Study Score. The Study Score is a score out of 50 and is a ranking of all the students completing the subject statewide.

All general VCE students will complete Examinations and Scored Assessment.

Students in a VCE Vocational Major pathway who have elected to study in a General VCE unit will be required to complete all associated assessment tasks and will receive a study score for that subject.

ATAR

The ATAR is an overall measure of a student's achievement in their Year 12 studies in relation to that of other students. The ATAR allows tertiary institutions to compare students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by these institutions.

The ATAR shows the position of a student relative to all students studying Year 12 or equivalent in a given year.

Students who complete Unsourced VCE or the VCE VM do not receive an ATAR.



Calculation of the ATAR

Your ATAR is calculated from an aggregate produced by adding your results for up to six studies as follows:

- The scaled study score in English, EAL, English Language or Literature.
- The next best three scaled study scores permissible (which together with the English study make the Primary Four).
- 10% of any fifth and/or sixth permissible scores that are available (these are called Increments)
- If you have more than six results, the six permissible results that gives the highest ATAR are used



STUDY SCORES & ATAR

Unscored VCE

In some instances students may choose to undertake a modified program in the form of an 'Unscored VCE' in order to help them complete their VCE.

A student completing an Unscored VCE will still be required to:

- Meet the 90% attendance requirements.
- Complete all classwork set by the teacher
- Complete all assessments set by the teacher
- Demonstrate the key knowledge/skills for the unit.

Impacts to ATAR

An 'Unscored VCE' program will not provide an ATAR, which is required for University courses and some TAFE studies immediately following Year 12. However, through the completion of alternative tertiary education pathways, the student may be able to enrol in University in the future.



Seek Advice

Advice should also be sought from Careers office and members of the Senior School.

Special Provisions

Special Provisions are available to students to enable fair and equitable access to their learning and school based assessments. Students may be eligible for Special Provision if they are affected in a significant way by:

- An acute or chronic physical or mental illness.
- Factors relating to personal circumstance.
- An impairment or disability, including a learning disorder

Students and/or their families who wish to seek guidance or make application with regard to special provisions, should contact the appropriate Year Level Leader so that an application can be made, and a plan put into place at the College.

Note that decisions for Special Provisions for Unit 3&4 External Assessments are made by the VCAA, and application for these occur at the beginning of each school year. Students who experience the sudden onset of illness or injury during the external examination period should contact the Senior School for guidance and support around their possible options.

If a student is granted Special Provisions, teachers will be notified by Senior Sub-School of appropriate modifications that need to be made to student learning.

The variety of Special Provisions the VCAA allows for VCE External Examinations can be found here:



<https://www.vcaa.vic.edu.au/administration/special-provision/special-examination-arrangements-vce-external-assessments>

AT RISK PROCESS

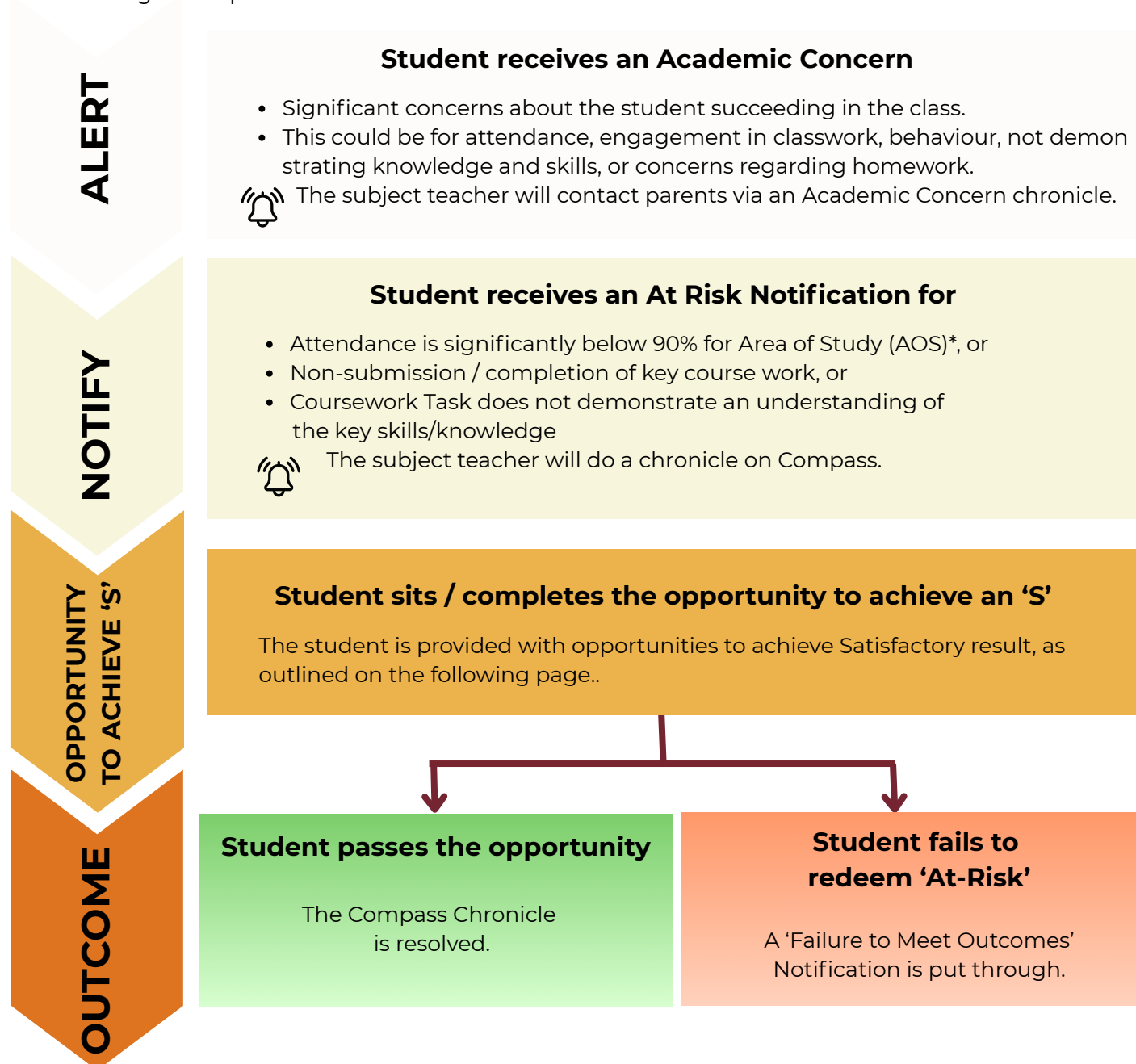
The At Risk Indicators of the Senior School are:

- Key Coursework Requirements not met
- Classwork does not demonstrate an understanding of the key knowledge or skills
- Attendance drops below 90%

Key CourseWork Requirements includes

- Coursework
- Outcome Tasks such as:
 - Practical Activity / Presentation
 - Essay response in paragraph
 - A small test
 - Short answer questions
- SAC

The staff at Highvale Secondary College must activate the following At Risk process for students who are not meeting the requirements of a VCE Unit.



REDEEMING OUTCOMES

Initial Unsatisfactory Result

Where a student does not satisfactorily demonstrate an outcome:

- The task must be peer moderated
- An At Risk of Failure notification must be recorded on Compass
- The student must be provided with a redemption opportunity

First Redemption

Redemption tasks may include:

- Modified SAC questions
- Supervised open-book assessment
- Alternative assessment task
- Authenticated classwork or coursework

Second Redemption

If unsuccessful after the first redemption:

- A second moderated redemption opportunity may be provided
- Parent/carer contact must occur
- Head of Senior School consulted regarding further action

Important: Redemption may only convert an N to an S and cannot alter the original SAC/SAT score.

Redemption tasks cannot be the same task completed under the same conditions as the original assessment.

SCHOOL ASSESSED COURSEWORK

School Assessed Coursework (SACs) are the graded assessment items in VCE. These tasks assess a student's level of achievement in accordance with published criteria. They are used to determine the level of performance of student work in each unit.



Points to note:

- Students will receive written feedback, which records their performance.
- Students may not be informed of the percentage or marks awarded by the teacher for each SAC because these scores may be altered as a result of the external exam.
- Scores are subject to statistical moderation and rank ordering. See the VCAA website for further information on statistical moderation.



Satisfactory completion and levels of achievement

As per VCE Administrative Handbook 2025, the decision about satisfactory completion of outcomes of a unit is entirely the decision of the school.

It is based on the teacher's holistic judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) for each of the outcomes in the study design. Students must be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required to achieve those outcomes.

If a student is no longer attending a unit but has not officially withdrawn by signing a Student exit form, the symbol J will be included on VASS.

The J result can only be used if the student:

- is no longer attending class
- has not submitted work for assessment.

The J result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to the VTAC and are treated as equivalent to those with an N result.

 <https://www.vcaa.vic.edu.au/administration/vce-administrative-handbook/assessment>



If a student misses a SAC, a valid medical certificate must be provided within 24 hours before a make-up attempt can be scheduled.

All VCE teachers must put all Year 11 and Year 12 SACs for the year on Compass Calendar at the start of the school year. Any changes should be communicated to students at least two weeks in advance.

EXTENSIONS/ RESCHEDULING

Subject Change of Assessment Schedule

If subject teachers wish to reschedule an assessment task because students are not ready to be assessed on the original date, or due to other circumstances, they should provide adequate notification to all students in the class or classes (for example via Compass).

An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged. Subject teacher will consult with Leading Teacher: Senior School when making this change so that the SAC/EXAM compass event can be changed.

Student application for Extension/Rescheduling of Assessment

Extension of time for an individual student to complete a task will only be granted in special circumstances and with approval from a relevant Year Level Leader who may consult with the Leading Teacher: Senior School.

The following outlines the conditions under which an extension of time for individuals may be granted:

- Students wishing to apply for an extension of time must see their YLL to 'applying for extension' a minimum of 48hrs prior to the assessment, with relevant evidence attached (i.e. medical)
- To be approved, the YLL may also conduct an interview and request further evidence to support the application. The YLL will create "SAC Catch-up/Redemption" if the extension has been granted.
- Students granted an extension of time must complete an equivalent SAC within 7 days of the original assessment date under the supervision of the subject teacher.
- Students who miss a SAC due to medical reasons, must submit a Medical Certificate to their YLL and can expect to sit the assessment upon return to school.



PLAGIARISM, COLLUSION & CHEATING

Highvale Secondary College students are expected to demonstrate excellence, responsibility and integrity in completing all of their assessment tasks. Students must strive for their personal best and seek honest feedback on their work in order to learn and improve. Cheating and plagiarism undermines the assessment and feedback process that is necessary in order to promote academic growth.

Plagiarism is defined as stealing and passing off the ideas and words, and pictorial material, of another as one's own, when they actually come from another source. This source may be written, oral or electronic, and includes copying/pasting from the Internet, and the use of generative Large Language Models, otherwise known as AI.

Examples include:



- Copying someone else's work in part or in whole and presenting it as their own.
- Using material directly from books, journals, or digital sources without reference to the source.
- Copying images or text from the Internet and presenting it as their own work.
- Taking the ideas of others without reference to the source.



- Handing in work to which another person such as a sibling, friend, parent or tutor has substantially completed or contributed.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or copyright permission.



- Paying someone to write, draw, create or prepare material.
- Students who bring prepared or prohibited materials into an examination room, a CAT, SAC, SAT or a test.
- Students who seek the assistance of another student during an examination, CAT, SAC or test
- Use of AI, such as ChatGPT, except when specified as part of the task.



PLAGIARISM, COLLUSION & CHEATING

If a student is found to have engaged in plagiarism, collusion, or any form of cheating, the school will apply the following disciplinary stages:

1 st Offence	Lunch Detention	Chronicle on Compass	Plagiarism Letter	Resubmit work within a week	Ungraded
2 nd Offence	After school Detention	Chronicle on Compass	Plagiarism Letter	Resubmit work within a week	Ungraded Unsatisfactory
3 rd Offence	Internal Suspension	Chronicle on Compass	Plagiarism Letter	Resubmit work within a week	Ungraded Unsatisfactory

Below elaborates the actions when it is the third offence.

1. The student will be interviewed by the Year Level Leader and Leading Teacher – Senior School to gather the facts and a Student Support Group Meeting will be scheduled.
2. The student will receive an internal suspension as a consequence, issued by the Leading Teacher – Senior School
3. The subject teacher will chronicle the incident onto Compass and will send home a Notification of Plagiarism Letter.
4. The student must resubmit the work within a week.
5. The student will have an official mark of 'UG' (Ungraded) for the assessment item and a Not Satisfactory 'N' overall semester result for the subject.



AUTHENTICATION PROCEDURES

Students are responsible for ensuring their subject teacher can authenticate all submitted work as their own. Where a teacher has concerns regarding authenticity, students may be required to provide additional evidence before work can be accepted. If concerns remain unresolved, the matter may be referred for formal investigation.

The minimum attendance requirement of 90% supports authentication processes. Students with frequent absences may be required to complete additional authentication tasks (e.g. oral questioning, written responses, supervised tasks) to verify authorship of work.

Teachers may withhold returning assessed tasks until all students have completed the assessment. Where this extends beyond two weeks, feedback may be provided and alternative tasks arranged for students yet to complete the assessment.

For School-Assessed Tasks (SATs):

- Teachers must sight and acknowledge work in progress throughout development.
- Students must submit evidence of drafts/plans with the final task.
- Teachers and students must initial and date authentication evidence.
- SATs not sighted during development or unable to be authenticated may be graded NA.

Students must sign a Declaration of Authenticity when submitting:

- SATs; and
- Any assessment containing work completed outside class, including SAC preparation materials brought into assessment conditions.

Any concerns regarding authenticity must be reported by the teacher to the Senior School YLLs, who will follow the school's Breach of Rules process in line with VCAA guidelines.

Authentication of Student Work

Teachers will allocate significant class time for assessment tasks to monitor student progress and authenticate work during development.

Students must submit only work that is their own and must:

- Acknowledge all assistance received in producing the work.
- Reference all resources used, including tutors, family members, or other support persons.
- Not submit the same work for assessment more than once.
- Sign the Declaration of Authenticity upon submission.

Teachers may question authenticity where work:

- Is inconsistent with the student's usual standard.
- Does not align with the teacher's understanding of the student's ability.
- Contains unacknowledged material.
- Has not been monitored during development.



AUTHENTICATION PROCEDURES

To verify authenticity, students may be required to:

- Provide drafts or development evidence.
- Discuss their work with the teacher.
- Submit samples of comparable work.
- Complete a supplementary supervised task.
- Attend an interview.

A student may breach authentication rules if they:

- Accept undue assistance from another person.
- Assist another student inappropriately.
- Discuss assessment content with students yet to complete the task.
- Use AI tools (e.g. ChatGPT) to complete assessment work unless explicitly authorised.

Suspected Breach of Authentication

Suspected plagiarism, collusion, cheating, or unauthorised AI use will be treated as a potential breach of VCAA assessment rules.

Where a teacher suspects a breach, they must:

1. Record the concern via Chronicle and
2. Report the matter to the Leading Teacher of Senior School, who will work with the Year Level Leaders to investigate.

Use of AI-generated work for assessment without teacher approval will be considered plagiarism.

Investigation Process

All suspected breaches will be investigated in accordance with VCAA guidelines.

Preliminary Investigation

An initial review will determine whether sufficient evidence exists to warrant further investigation.

Formal Investigation

If warranted, the school will gather relevant evidence, including:

- The assessment task and submission conditions
- The student's work
- Authentication records and drafts
- Comparison samples of student work
- Statements from relevant staff/students

Students may be asked to:

- Provide drafts/evidence of development
- Explain or defend their work
- Complete a supervised supplementary task
- Attend an interview

Parents/guardians will be notified where formal investigation proceeds.



AUTHENTICATION PROCEDURES

Decision-Making

The Leading Teacher of Senior School will convene a panel of 2–3 Senior School leaders to determine the outcome.

Possible outcomes include:

- Warning
- Detention or suspension
- Resubmission of work
- Refusal to assess part/all of the work
- Awarding an N for the outcome/unit

Students and parents will receive written notification of:

- The decision
- Reasons/evidence
- Any penalty imposed
- Appeal rights

Student Right of Appeal

Students may appeal a school decision regarding a breach of VCAA assessment rules.

Appeals must first be submitted in writing to the Leading Teacher: Senior School.

Students may also appeal to the Victorian Curriculum and Assessment Authority within 14 days of receiving written notice of the school's decision, in accordance with Section 2.5.21 of the Education and Training Reform Act 2006 (Vic).



ATTENDANCE

VCE students are required to attend **a minimum of 90%** of scheduled class time for each VCE unit. Students who do not attend at least 90% of scheduled classes are at risk of receiving a Not Satisfactory grade for the unit.

A VCE student's absence from class will be deemed either an approved or an unapproved absence. A student who is not meeting the required standards academically and is at risk for attendance may be excluded from extra-curricular activities, e.g. sport and music.



Approved Absence

Approved absences do not adversely affect a student's VCE attendance percentage.

They are absences that:

- Are covered by a medical certificate or bereavement.
- Relate to the student's participation in another aspect of the college's educational program (such as sport, music, excursion, or camp).



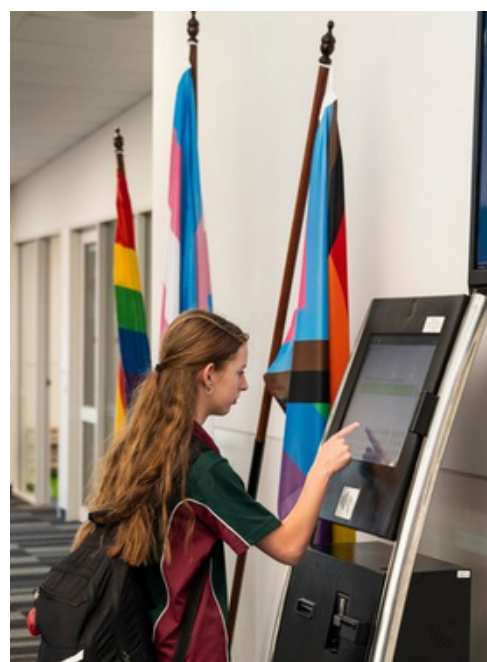
Unapproved Absence

Unapproved absences negatively affect a student's VCE attendance percentage.

They include:

- Absences covered by a parent or guardian note, but without a medical certificate.
- Holidays taken during school time.
- An absence from a whole school activity.
- Lateness to class. A student who is late to class may be permitted to enter the class at the discretion of the teacher but will be recorded as 'late' and this lateness will be counted as an unapproved absence for the amount time missed. Time will accumulate.

Family holidays, extended family travel overseas and similar planned absences can be detrimental to VCE studies. Wherever possible, holidays should be scheduled within the term breaks. If this cannot be avoided, students and families are asked to notify the relevant Year Level Leaders of any prolonged absence as soon as possible.



MOBILE PHONES



Mobile phones are not to be carried by the student during the school day.

They must be switched off or on silent mode and placed in lockers.

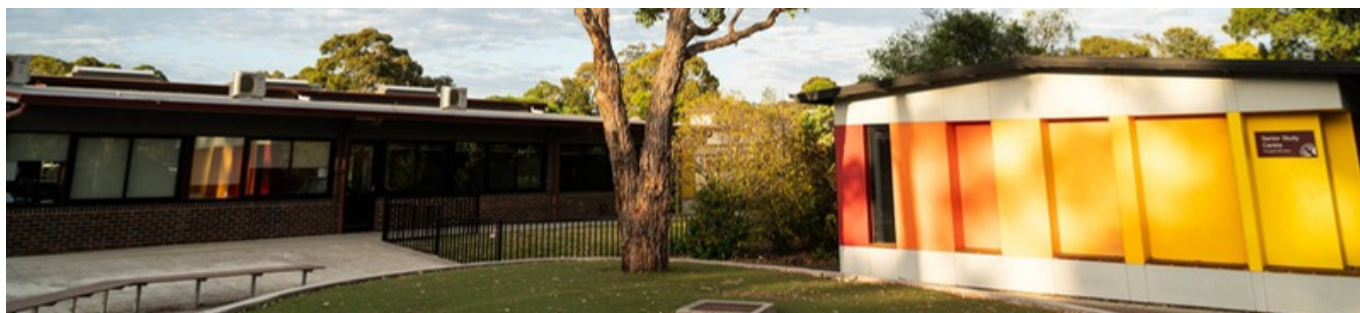
Phones should be locked in student's lockers from the first locker bell at 8:20am to the last bell at 2:55pm. Phones cannot be used at recess or lunch breaks.



If a student's mobile phone is seen or heard at any time during the school day, the following disciplinary stages will apply:

1 st Offence	Chronicle on Compass	Confistication	Warning	
2 nd Offence	Chronicle on Compass	Confistication	Lunch detention	
3 rd Offence	Chronicle on Compass	Confistication	After school detention	Parent to collect phone
4 th Offence	Chronicle on Compass	Confistication	Meeting with student and family to discuss further consequences such as suspension	

DRIVING TO SCHOOL



Highvale Secondary College recognises that some students will turn 18 and obtain a driver's licence while they are still attending school. Some of these students will want to drive to and from school.

All student drivers are expected to the conditions of their licence and the road rules and will drive in a safe and responsible manner. If the school becomes aware that a student driver has driven in an unsafe or irresponsible manner, police will be notified.

Official Record: Student must complete a Student Drive Form at the General Office and provide information such as licence details, car make and registration. The Office will maintain a database of student drivers.

School Events Off Campus: Students are not permitted to drive themselves to and from camps, excursions or other school activities unless previously arranged and agreed in consultation with the Principal, and only in exceptional circumstances or in circumstances where all students are required to make their own way to the event.

Passenger: Consistent with Victoria's Graduated Licensing System conditions, students are permitted to drive only one peer passenger (aged 16-22), unless the passengers are siblings of the driver.

Study Periods: Students may not arrive late or leave early in their vehicles if they have study period.

School Hours: Students are not permitted to use their car during the school day unless it is for an approved reason such as an unavoidable medical appointment. A certificate of attendance at the appointment is required.



If students act in breach of this policy, parents/carers will be notified and appropriate student sanctions will apply.

Highvale Secondary College takes no responsibility for damage to vehicles and parking is at the vehicle owner's own risk. Students may park along Troy St and Capital Ave, depending on the relevant street signage.

