



“Developing lifelong learners who are respectful, resilient, strive for excellence and are productive members of their community”



2026

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School Term Dates 2026

Term	Commences	Finishes
Term 1	Tuesday January 28 th	Thursday April 2 nd
Term 2	Monday April 20 th	Friday June 26 th
Term 3	Monday July 13 th	Friday September 18 th
Term 4	Monday October 5 th	Friday December 18 th

Selection Procedures

Any students interested in an Early Access VCE or VETDSS must attend course counselling on the 2nd of September 2025. These will run as drop in appointments and should be attending by both the student and parents or careers.

Suitability for these programs for each student will take into consideration their GPA, academic performance, attendance and a readiness for an adult learning environment.

VCE Assessment

- For each unit (or subject) undertaken in VCE there are a number of outcomes.
- These outcomes have been set by the Victorian Curriculum and Assessment Authority (VCAA) and students must satisfactorily complete all the outcomes to gain a Satisfactory - S - for that unit. All Units 1 and 2 assessment tasks will be set by Korumburra Secondary College and used to determine a level of performance.
- Students completing Units 1 & 2 VCE will be required to undertake an end of semester exam. This will be reported on via Compass at the end of each semester.
- In Units 3 & 4, students will be required to undertake School Assessed Coursework (SACs) and/or School Assessed Tasks (SATs) which are used to assess students' level of performance.
- SAC and SAT results are reported in Compass & on Semester Reports as raw scores.
- Final SAC / SAT results are 'conditional' in nature. It is important to note that final results could and may change during state based statistical assessment moderation administered by VCAA at the end of the academic year.
- SACs are undertaken in class, and students will be notified of the dates and conditions of these at the start of each academic year.
- Unit 3 & 4 VCE studies have end of year exams [Graded Assessments], conducted by VCAA approved personnel and administered via the home school.
- All Unit 1 – 4 subjects require S/N Tasks separate from SACs which are compulsory pieces of work. These must be completed to attain a satisfactory outcome for each subject.
- A Satisfactory result is deemed to be a result over 40% on scored S/N Task assessments. Students who achieve below 40% will be required to redeem their result by sitting an alternative task until they gain an S. The original percentage result will remain but the outcome will change to S for both Unit 1/2 and 3/4 results.
- Any score below 40% on a SAC will result in an Ungraded (UG) performance.

Students who need to catch up on missed or unsatisfactory SACs will be expected to do so at Homework Club on Tuesday night after school from 3:30-4:30PM. This will be communicated to students and parents via Compass and email.

Authentication: VCE & VCE VM

- Authentication means proving that the work that you hand in was produced by you without unauthorised assistance. This is VERY IMPORTANT in the Senior School and a requirement of the VCAA.
- Students must acknowledge all resources used; this will include text and source material, name/s of people who provided assistance and the type of assistance given.
- Students must not accept undue assistance from any other person, which could mean someone writing all or parts of the work.
- Teachers are allowed to help but are not allowed to do the work for students.
- Do not accept assistance from other students that may put in doubt the validity of your work.
- To prove that the work is the students' own, they must show their teachers work in progress and keep notes etc. This often means that they cannot do all the work at home.
- It is important to complete most of the work set in the classroom as the teacher must see "work in progress" so that the completed work can be authenticated.
- This is particularly relevant in subjects with SATs [or folio-based subjects]. If work is not done in class and is then handed in at the end of the semester "sight unseen" then the class teacher does not have to accept and pass the work.
- If a teacher is not sure that the work is authentic, students may then be interviewed, asked to explain their ideas, and provide copies of rough notes.
- If necessary, students may also be required to justify their work at a formal interview with the Senior School Coordinator and /or the Principal.
- If it is proven that the work submitted is not the student's own, it will not be assessed.

VCE VM Workload and Attendance Requirements

- To ensure students reach their full potential in Years 10, 11 & 12, the Senior School Team will work regularly with students to improve and refine the following skills:
 - ✓ Managing time by balancing study, recreational & part time work commitments
 - ✓ Setting clear and attainable goals & reviewing these regularly
 - ✓ Promptly seek assistance from teachers to address any health concerns - both wellbeing & academic
 - ✓ Understanding students' own study habits and 'how' they learn
 - ✓ Communicating effectively and openly with mentors, teachers and peers

Homework vs Study

Homework = work set by the teacher to complete

Study = your personal revision of key areas which you feel you need more knowledge of.

- In Year 11 approximately 2 hours per night is recommended
- In Year 12 at least 3 hours per night is recommended
- Be well organised and keep up to date & use a diary
- Engage in extra activities offered by the college designed to enhance your learning
- Enrol in external lectures, tutorials or practice examination sessions on offer
- Attend 'Homework Club' – supervised onsite study sessions at KSC on Monday after school

Attendance

- Students of Korumburra Secondary College are expected to attend all classes unless an approved absence is negotiated with the Year Level co-ordinator or Senior School co-ordinator.
- Student who do not meet minimum attendance requirements of 80% for any VCA class will be at risk of failing the unit.
- Students must make arrangements with their teacher to complete work that is missed and teachers must be able to authenticate this work (see above for further authentication details).
- Parents / Guardians must log any absences via COMPASS or provide written explanations to the Senior School office.
- Students who miss a VCE SAC or SAT, (in Units 1- 4), **must provide a medical certificate** to the Senior School Office on the day of their return to school or earlier via email to be able to re-sit the task at a later stage.
- A new topic or set of questions may then need to be provided by the subject teacher.
- It is a school's responsibility to ensure that no student has an unfair advantage when completing SACs. If a student is away on the day of a SAC and has additional time to prepare, it is unfair to other students..
- If a student knows in advance that they will be absent on the day of a SAC for approved school events, they may organise with the teacher and coordinator to complete the task early.
- If a student misses a SAC due to unforeseen circumstances such as illness, they must bring documentation (e.g: a medical certificate) to support their case for sitting the SAC at a later date.
- This evidence must be presented to the coordinator as soon as the student returns to school.
- Failure to provide suitable evidence of absence will result in a score of zero for the assessment. **However, the student will still be given an opportunity to complete the task to achieve an S for the outcome.**
- It is compulsory for students to remain at school until the age of 17 unless they have satisfactorily completed Year 10 and are leaving to study full time or employment or a combination of study and work.
- **Students who are considering exiting school, for whatever reason, are required to attend an interview and complete an Exemption from School Application form which will be submitted to the Department of Education for review / approval.**



Early Access VCE Subject at KSC

Business Management

Unit 1: Planning a Business

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Outcome 1: The Business Idea

Outcome 2: Internal Business Environment and Planning

Outcome 3: External Environment and Planning

Unit 2: Establishing a business

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Outcome 1: Legal requirements and financial considerations

Outcome 2: Marketing a business

Outcome 3: Staffing a business

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Outcome 1: Business Foundations

Outcome 2: Human Resource Management

Outcome 3: Operations management

Unit 4: Transforming a business

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Outcome 1: Reviewing performance – the need for change

Outcome 2: Implementing change

The student's performance in each unit will be assessed using one or more of the following:

- Case study
- Structured questions
- Media analysis
- Test
- Report in written format
- Report in multimedia format
- Business research
- Business Interviews
- Simulation exercises
- Business Surveys
- Analytical Exercises

Assessment

S/N Tasks for successful completion of each unit

SACs Unit 3: 25% of study score

SACs Unit 4: 25% of study score

Examination 50% of study score

Health and Human Development

Unit 1: Understanding Health and Wellbeing

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions, understanding it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

Students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Assessment Tasks

- Test
- Data Analysis
- Examination
- S/N Tasks for successful completion

Unit 2: Managing Health and Development

Students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

Assessment Tasks

- Test
- S/N Tasks for successful completion
- Examination

Unit 3: Australia's health in a globalised world

Students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4: Health and Human development in a global context

Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

Assessment

S/N Tasks for successful completion of each unit

SACs

Unit 3: 25% of study score

Unit 4: 25% of study score

Examination

50% of study score

Food Studies

VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

The key concepts that underpin VCE Food Studies are:

- Aboriginal and Torres Strait Islander knowledge, culture and history
- Food citizenship
- Food security and food sovereignty
- Food systems
- Healthy eating
- Innovations and technologies
- Issues in food
- Sustainability

Throughout Units 1 - 4, Students will undertake a variety of topical and contemporary practical activities including comparative food testing, cooking, creating and responding to design briefs, dietary analysis, nutritional analysis, product analysis, scientific experiments, demonstrations, sensory analysis including taste-testing and using focus groups.

Unit 1: Food origins. This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Area of Study 1 Food around the world explores how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into food-producing regions of the world.

Students will research a region (other than Australia) of their choice and produce a dish that represents this region.

Area of Study 2 Food in Australia looks at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Students will explore the different Indigenous flavours and investigate the question 'Does Australia have it's own distinctive cuisine?'

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia.

Area of Study 1 Australia's food systems focuses on commercial food production industries in Australian encompassing components of the food systems that included in primary food production.

Students will design and develop their own breakfast bar moving through the design process for new products.

Area of Study 2 Food in the home looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. They investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students explore the area of food science looking at the physical and chemical changes that occur during food preparation and cooking.

Students will design and adapt recipes, encompassing a range of requirements commonly encountered by the food service sector and within families.

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food.

Area of Study 1 The science of food explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the functional properties of food, including the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients. Students will investigate the nutritional rationale of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Area of Study 2 Food choices, health and wellbeing focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems.

Area of Study 1 Navigating food information focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Students will make comparisons of different food products and be able to adapt recipes to better meet the recommendations of the Australian Dietary Guidelines.

Area of Study 2 Environment and ethics focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students will undertake a research inquiry on a topic of their choosing that relates to ethics, sustainability and/or food sovereignty. They will look into the work being done to solve problems and investigate through chosen practicals of different solutions for the food consumer.

Assessment

In units 1-4 assessment involves reflections and records on three practical activities, along with another task that could be any one or combination of an annotated visual report, oral presentation, practical demonstration, short written report, data analysis, media analysis, research inquiry or cast study analysis.

SACs

Unit 3: 30% of total study score

Unit 4: 30% of total study score

Examination

40% of overall total study score

Psychology

Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Unit 2: How do internal and external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students further examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. They investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Assessment

- Research investigation
- Examination
- SACs
- S/N tasks for successful completion of the units

Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory. A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Assessment

- S/N Tasks for successful completion of each unit

SACs

- Unit 3 - 20% of study score
- Unit 4 - 30% of study score

External Examination: 50% of study score

Outdoor and Environmental Studies

(Early Access VCE Delivered at Year 10)

Unit 1: Exploring outdoor experiences

Students examine ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with opportunities to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor environments. Through practical outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to nature.

Assessment Tasks:

- Journal
- Structured questions
- S/N Tasks for successful completion
- Practical learning activities
- Examination

Unit 2: Discovering outdoor environments

Students explore the characteristics of outdoor environment, different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans - the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Assessment:

- Journal
- Structured questions
- Data analysis
- Practical learning activities
- Examination
- S/N Tasks for successful completion

NB:

- **This elective incurs costs of approximately \$650 with a deposit of \$100, which must be paid before the Semester begins to ensure a place in this class.**
- **Those seeking to choose this subject at Year 11 in 2026 will need to seek approval from the Year 11 Coordinator.**

VETDSS

Vocational Education and Training Delivered to Secondary Students

- VET is a nationally recognised training course designed to develop industry specific knowledge and practical skills.
- Certificate II or III level is usually offered.
- **VET courses are accepted as units of work in both VCE & VCE VM. However, VCE VM students must complete 2 VET credits at Cert II level or above – the equivalent of 180 nominal hours.**
- The South Gippsland Trade Skills Alliance (in conjunction with the LLEN) help KSC offer a range of VETDSS courses run at local RTOs such as TAFE Gippsland, AGA or CCG.
- It is possible to attend another provider, but transport & cost requirements should be factored in.
- Students must ensure they have regular attendance at their VET course. Students who do not attend in the first three weeks will be at risk of being withdrawn from the VET program.
- **At KSC, a student combining a VET course with their VCE VM studies ultimately takes on a greater workload and it is their responsibility to meet the attendance requirements for both courses and to keep up with the additional workload.**
- Students who attend VETDSS classes must be aware of the adult learning environment they are entering into and discuss the rigors of the course during course counselling.
- To complete a second year of VET students must satisfactorily complete the first year.
- Some VET courses will have additional costs such as tools, uniform, materials, etc.
- The total number of VETDSS positions offered will be determined by Korumburra Secondary College.

VET Courses 2025

Current VET courses offered in 2025 with transportation from Korumburra Secondary College. Wednesday for Year 10 students and Wednesday and Friday for Year 11 and Year 12 students.

AGA

Building and Construction Cert 2 (2 Years)

This pre-apprenticeship carpentry course provides you with broad knowledge and practical workshop skills including:

- Safe handling of selected hand and power tools
- Interpreting documents and plans
- Building structure components

Future Pathways:

- Carpentry Apprentice
- Construction Assistant
- Trades Assistant
- Builders Labourer

Plumbing Cert 2 (2 years)

This pre-apprenticeship provides you with broad knowledge and practical plumbing skills, including:

- Reading and interpreting plans and specifications
- Cutting and penetrating building materials and structures
- Fabricating simple plumbing pipe systems

Future Pathways:

- Plumbing Apprenticeship
- Plumber
- Gas Fitter
- Drainer

Electrotechnology Cert 2 (1 year and 2 years)

This pre-apprenticeship provides you with broad knowledge and practical workshop electrical (domestic and commercial) skills, including:

- Applying environmentally and sustainable energy procedures
- Using drawings, diagrams, schedules, standards, codes and specifications
- Testing, fixing and securing electrical equipment

Future Pathways:

- Electrical Apprenticeship
- Electrician
- Electrical Trade Worker

Multi-Industry Pathway Program (1 Year)

Provides an opportunity to try a course and get an understanding of what working in each trade is like and whether they have an aptitude for the trade.

Trades include;

- Building and Construction
- Plumbing
- Electrotechnology

TAFE

Automotive Vocational Preparation (2 Years)

A pre-apprenticeship for students in the automotive industry will provide students with an overview of service and repair. Students will learn the fundamentals of automotive vehicles, how to service and repair minor faults on automotive vehicle engines, transmissions, suspensions, steering, brakes and electrical systems, and components. This course is also a valuable step towards gaining an apprenticeship in the automotive industry.

Future Pathways:

- Certificate III in Light Vehicle Mechanical Technology (Apprenticeship)
- Certificate III in Heavy Commercial Vehicle Mechanical Technology (Apprenticeship)

Hair and Beauty Skill Sets (2 Years)

This skill sets includes 17 units from within the hairdressing & beauty training package to offer as a two year VET DSS program, focussing on practical skills, hands on learning, and industry experiences.

Students will get to create a hair and makeup look for a professional photoshoot, they will listen to guest speakers, salon owners and senior stylists who will share their insight and knowledge on how you can have a successful career in the hair and beauty industry.

Future Pathways:

- Certificate II Salon Assistant (7 credits)
- Certificate III Hairdressing (7 Credits)
- Certificate II Retail Cosmetics (7 credits)
- Certificate III Makeup (9 credits)
- Certificate III Beauty Services (9 Credits)
- Diploma of Beauty Therapy (9 Credits)

Early Childhood Education and Care (2 Years)

This qualification reflects the role of educators in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. These educators support the implementation of an approved learning framework, and support children's wellbeing, learning and development.

Depending on the setting, educators may work under direct supervision or autonomously. Students will also learn how to provide children with a safe and healthy environment and learn to provide for their individual needs.

This is only a partial completion of the qualification, students will need to complete the theory component as well as the placement component to a satisfactory standard to be deemed competent in each unit. Students will receive a Statement of Attainment at the completion of this program.

Future Pathways;

- Diploma of Early Childhood Education and Care
- Bachelor of Early Childhood Studies

Agriculture Cert 2 (2 Years)

This qualification is delivered face to face with scheduled practical skills days and field trips throughout the year. It is ideal for those who wish to start a career in the food and fibre industry, or further develop their skills and knowledge at the assistant farm hand level. Through this course you will learn basic practical skills in fencing, monitoring water supplies, machinery operation, plant and livestock management. Students undertaking this course will gain the practical skills and knowledge required to carry out routine tasks under general supervision within the agricultural industry.

Future pathways

- Certificate III in Agriculture (App/Traineeship)
- Certificate III in Dairy Production
- Certificate IV in Agriculture

Animal Care Cert 2 (2 Years)

This qualification describes the skills and knowledge for entry level and support roles in the animal care and management industry, where workers provide care for animals in workplaces such as animal shelters, boarding/day care facilities, sanctuaries and veterinary clinics.

The work activities are routine, performed under supervision and within clearly defined workplace guidelines.

Future Pathways:

- Certificate III in Companion Animal Services
- Certificate IV in Veterinary Nursing

Cookery Cert 2 (2 Years)

This course will provide the introductory level skills and knowledge required to work in a busy kitchen environment. Your training will take place in one of our first class training restaurants, providing you the opportunity to be hands on and practice your skills on real customers.

Our Industry experienced trainers will show you what it takes to work in some of our leading cafes, pubs, clubs and restaurants.

Future Pathways;

- Certificate III in Commercial Cookery - Apprentice and Non Apprentice Stream.

Hospitality Cert 2 (2 Years)

This qualification is suitable for individuals wishing to learn entry-level skills required for employment within hospitality venues. Units focus on safe food handling, responsible service of alcohol, customer service, cash handling and a large range of practical tasks including food service, espresso coffee, serving of beverages and interaction with customers in a café environment. Upon successful completion, the learner will be able to perform basic tasks under direct supervision, and be job ready for casual, part time or full time employment in hospitality venues.

Future Pathways;

- Certificate III in Hospitality
- Diploma of Hospitality

Applied Health Assistant Cert 3 (2 Years)

This qualification reflects the role of allied health workers who provide assistance to allied health professionals and other health professionals with the care of clients. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional. Students complete 80 hours of placement (completed in the workplace for Traineeships) and often use this program to pathway into Diploma of Nursing and/or other health disciplines once they complete secondary school. VETDSS students must have had a flu and COVID vaccination - triple dose prior to placement.

Future Pathways;

- Certificate IV in Allied Health Assistance
- Diploma of Nursing
- Bachelor of Nursing
- Bachelor of Paramedicine
- Certificate IV in Massage Therapy Practice
- Diploma of Remedial Massage

Engineering Studies Cert 2 (2 Years)

This qualification will enable you to learn basic welding and fabrication of metal structures, whilst also learning basic fitting and turning including working from detailed drawings. You will gain hand and power tools skills whilst undertaking practical tasks. This course is suited to learners looking to follow a career within the engineering industry.

Future Pathways

- Certificate III in Engineering (Fabrication Trade)
- Certificate III in Marine Craft Construction
- Certificate III in Jewellery Manufacture

CCG

Community Services Cert 2 (1 Years)

You will have the opportunity to develop skills and knowledge for work in aged care, disability support and child care roles, giving you the chance to see what industries you like most.

Future Pathways;

- Disability services
- Child care roles

School-Based VET

Leongatha – Sport and Rec Cert 2 (2 Years)

The skills that students will develop through our courses apply to various settings within the Sport and Recreation industry. Completing a sport course could be the first step toward a part time job or a future career in sport, fitness, or recreation! Additionally, our courses allow students to learn through practical experience and develop personal skills for lifelong participation in sport, fitness, or recreation activities.

Korumburra SC – Business Cert 3 (2 Years)

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives. The course is delivered over 2 years here at Korumburra Secondary College and class time is allocated within the school timetable.

In year one there are 8 units with the final 5 units to be completed in year two. All five of the units completed in year two are offered as scored assessment units to enable students to possibly achieve four VCE credits that can provide students with an enhanced ATAR, which can improve access to higher education. Scored assessment is based on students completing School Assessed Coursework (SAC) and sitting end of year exams, resulting in a study score, for select units of competency from within this qualification, as prescribed by the VCAA. Alternatively, these units can be offered unscored without the additional SACs and exam to be completed.

Students must satisfactorily complete all the outcomes to gain a Satisfactory - S - for that unit.

The student's performance in each unit will be assessed using one or more of the following:

- Knowledge questions
- Investigations and reports
- Business document preparation
- Electronic presentations
- Individual and group presentations

Job Opportunities:

- Coordinators
- Business Manager
- Start your own small business
- Go onto further roles within Marketing, HR, Sales, etc

VCE SUBJECT VIDEO LINKS 2026

Control button plus Click button will open the link

[VCE SUBJECT VIDEO LINKS 2025](#)



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