

VPC Briefing

26 February 2026



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Acknowledgement

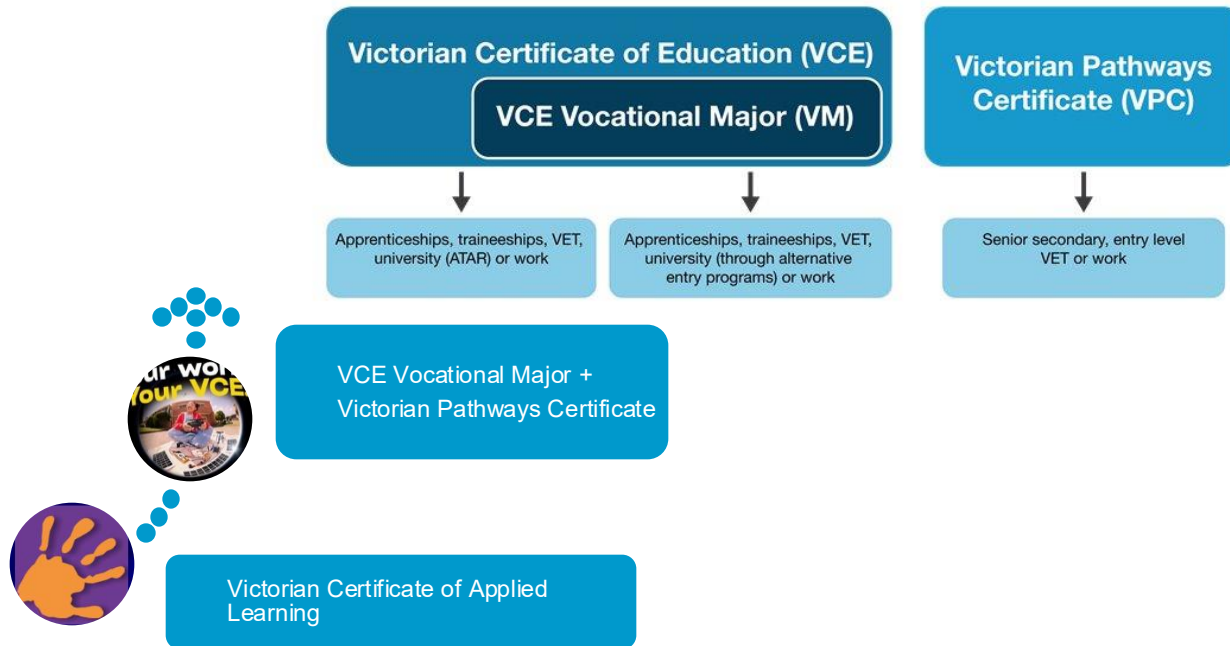
The Victorian Curriculum and Assessment Authority proudly acknowledges and pays respect to Victoria's Aboriginal and Torres Strait Islander communities and their rich and enduring cultures.

We acknowledge Aboriginal and Torres Strait Islander people as Australia's first peoples and as the Traditional Owners and custodians of the lands and waters on which we rely. We pay respect to Elders past and present of the lands where we conduct our work and recognise their ongoing contributions as the first educators on the land now known as Victoria.

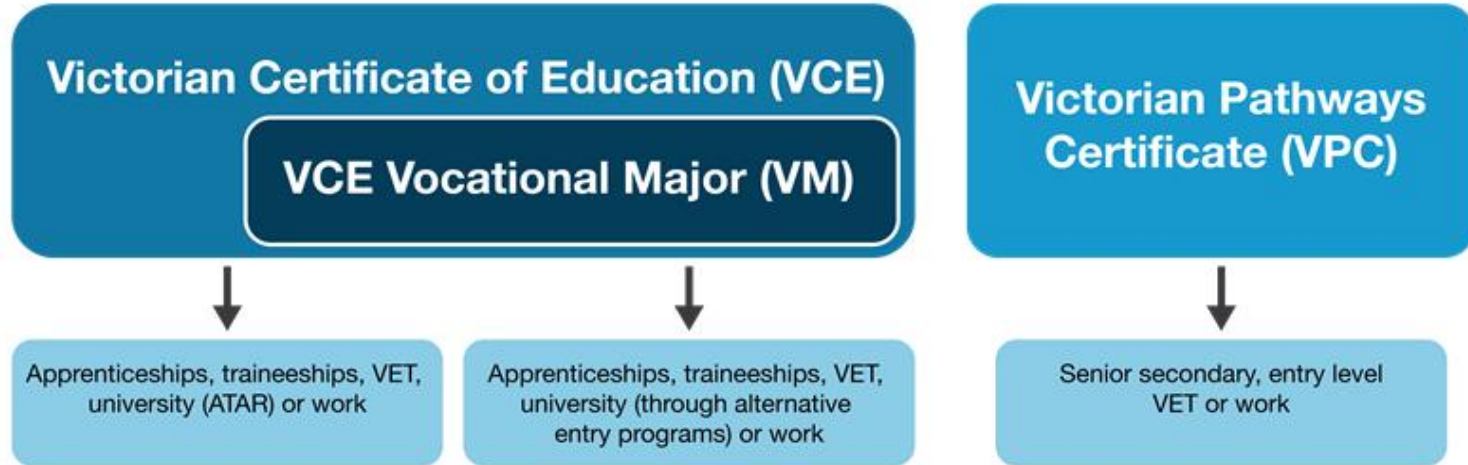
Agenda

1. VPC Background
2. Certificate structure and purpose
3. VPC Audit
4. Certificate administration and management
5. Curriculum and Applied Learning pedagogy
6. Further Support

Reform background



Senior Secondary Certificate Reform



Certificate Overview



Minimum of 16 units

3 units of VCE VM Literacy (or any VCE English) including a unit 3 and 4 sequence

2 units of VCE VM Numeracy (or any VCE Maths)

2 units of VCE VM PDS

2 units of VCE VM WRS

3 other unit 3 and 4 sequences

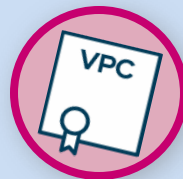
180 hrs nominal hours of VET

Can include additional VCE, SWLR or VET at Certificate II level or above

AQF level 2 criteria

AQF level 3 criteria

AQF level 4 criteria



Minimum of 12 units

2 units of VPC or VCE VM Literacy

2 units of VPC or VCE VM Numeracy

2 units of VPC PDS

2 units of VPC WRS

Can include additional VCE, SWLR or VET at Certificate I level or above

AQF level 1 criteria

'Our job is getting them to where they want to go'

'I know everything I learn here I'm going to use in real life.'

'It really changed my self-motivation, helped me be more ambitious for my future as well. Why wouldn't I want to learn how to do that as early as I can.'

The VPC is designed to meet the needs of students who require a more individualised and flexible program for their last 2 years of secondary schooling.

- The VPC provides an enriched curriculum and excellent support for students to focus on developing the skills, knowledge, and qualities for success in personal, workplace, and civic life.
- VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC, students will gain necessary foundation skills to allow them to make a post-schooling transition onto work or further study.

'Interlocks your real life to school.'

Victorian Pathways Certificate

- Foundation Secondary Certificate
- Consider individual student needs and their intended pathway after school
- VPC enrolment should be considered on a case-by-case basis
- Possible pathways from the VPC include
 - Entry into apprenticeships and traineeships
 - Vocational Education and Training
 - Employment
 - Completion of the VCE or VCE VM

VPC may be suitable for students who:

- have had a highly modified program during their F–10 years
- are re-engaging into the school environment
- have had transient experiences with previous school enrolments
- meet the eligibility for the [Program for Students with Disabilities \(PSD\)](#) / [Disability Inclusion Profile](#)
- receive support from the top three levels of the Nationally Consistent Collection of Data (NCCD): extensive, substantial and supplementary)
- have additional or complex social and wellbeing needs that cannot be supported in the VCE or VCE VM through Special Provision supports.

Victorian Pathways Certificate

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- VPC enrolment should be considered on a case-by-case basis
- Possible pathways from the VPC include
 - Entry into apprenticeships and traineeships
 - Vocational Education and Training
 - Employment
 - Completion of the VCE or VCE VM

- Consider individual student needs and intended pathways.
- VPC enrolment should be considered on a case-by-case basis.
- Partial VCE VM or VPC?

Victorian Pathways Certificate

- The VPC is an accredited 'Foundation Secondary Qualification' under the Education and Training Reform Act 2006 – designed for students in the final years of secondary schooling.
 - The level of learning is aligned with Level 1 of the Australian Qualifications Framework (AQF).
 - VPC units do not provide credit into the VCE or VCE VM.
 - The VPC is not a senior secondary qualification, however, students can use it as a pathway to the VCE, VCE VM, or VET certificates.
- There is no maximum time limit for completion of units.
 - Students can enrol in the VPC at a time of year that best suits their learning needs, abilities and interests. In line with a student's individualised program, they may require additional time to complete the 12 units of the VPC.
 - In some circumstances, students may commence units of the VPC in Year 10.

Case Studies

Jess was unable to attend school regularly during Year 9 and 10. She eventually wants to complete a VCE but needs time and support to reengage with school and build her confidence as she begins Year 11.

Ahmed was diagnosed with ASD when he was three years old and has attended a specialist school since primary school. He wants to gain a secondary qualification and then complete a Certificate I Work Skills at his local TAFE.

Mitch has Cerebral Palsy and an intellectual disability. He is highly confident and social and wants to work in graphic design when he leaves school. Mitch receives additional funding and needs 1:1 support to complete classwork.

Thanh's family speak Vietnamese at home and her English reading, speaking and writing skills are still developing. She has a mild intellectual disability and ADHD. She struggles to build and maintain friendships, and she receives support to complete schoolwork. Thanh wants to work in her family's restaurant business when she leaves school.

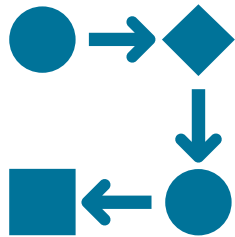
VPC Coordinator's checklist

VPC set-up	
The VPC coordinator will:	
1	for all units, ensure teachers specify and communicate how a student will demonstrate their achievement of all Learning Goals, which will culminate in the satisfactory completion of a module and the conditions under which the course work is to be completed.
Special provision	
The VCAA Special Provision Policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.	
The VPC coordinator will:	
1	check that arrangements to assist students in their learning and assessments are consistently applied across the school. This includes arrangements for classroom learning and school-based assessments, which are approved at a school level
2	ensure that students can sit the General Achievement Test (GAT) . While it is not compulsory for VPC students to sit the GAT, if students wish to complete the GAT to achieve a Literacy and/or Numeracy result, they may choose to sit it.
Breach of rules	
The school's policy and procedures should make it clear who is responsible for receiving reports of allegations of a breach of rules in school-based assessment.	
The VPC coordinator will:	
1	treat each allegation sensitively and maintain the confidentiality of the process

Key processes and practices for the effective coordination and delivery of the VPC

VPC Audit

2026 VCAA audit program



- The VCAA audit program will be significantly revised in 2026. It will consist of 2 components:
 - Administrative audit
 - Subject-specific audit for VPC studies.
- The changes are intended to streamline the audit process and reduce the administrative burden of the audit on schools.

Administrative audit



The purpose of the VPC Administrative audit is to protect the integrity and quality of the certificate by ensuring that providers understand and implement VCAA administrative requirements as stated in the VPC Administrative Handbook.

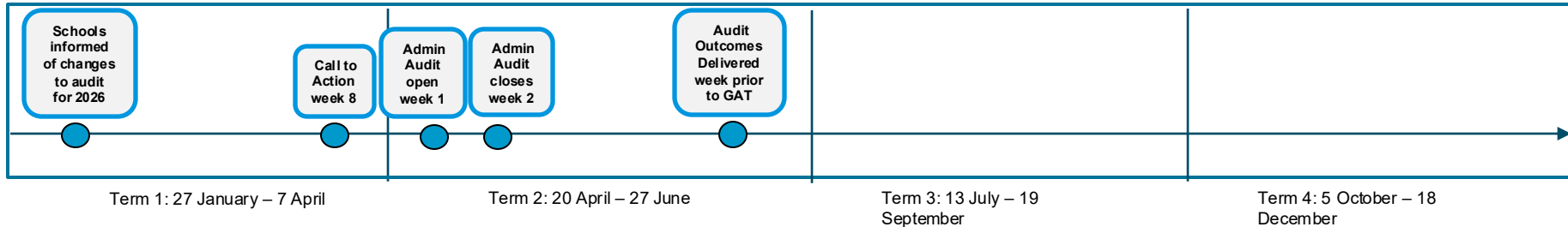
Administrative Audit: 2026 focus areas



1. Obligations to students. Information provided to students about VCAA and school rules and processes for the VPC.
2. Integrity of student work. School documentation outlining school expectations about development and delivery of assessments.
3. Redeeming. School policy for allowing students to redeem 'N' outcomes.
4. Rules for authentication. Policy for managing breaches of Assessment.

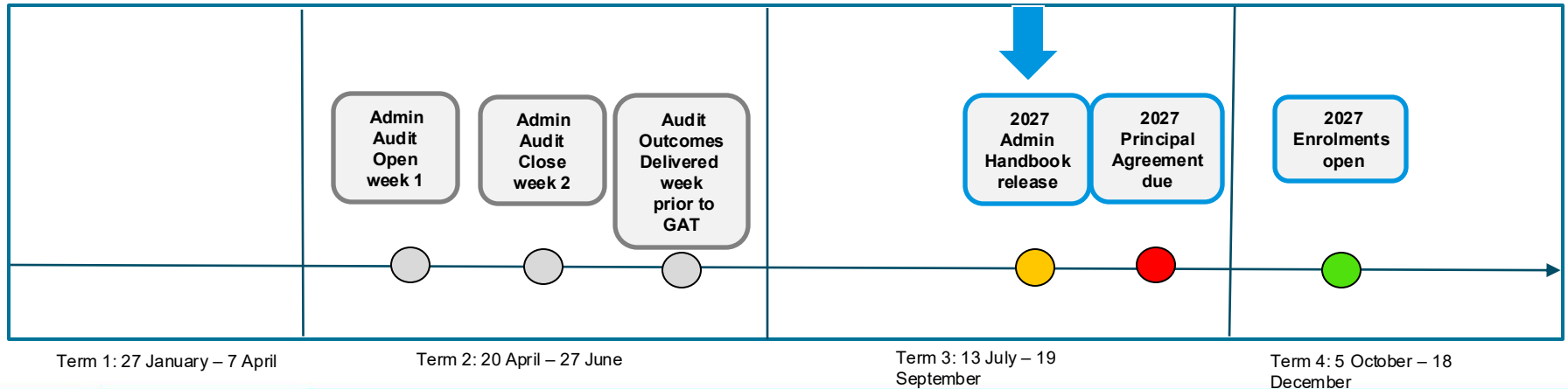
Administrative audit: 2026 Key dates

- **Term 1, Week 8** - Schools informed by email that the VPC Administrative Audit will open in Term 2, Week 1. Detailed information will be provided about the evidence required for submissions.
- **Term 2, Week 1** - Administrative Audit opens - schools upload required evidence demonstrating compliance.
- **Term 2, Week 2** - Administrative Audit closes and submissions are reviewed.
- **Term 2, Week 8** (week prior to GAT) - Administrative Audit outcomes delivered to schools, including any rectifications that may be required prior to Unit 4 delivery.



Principal Agreement

- From 2026, VPC providers will submit an 'Agreement to deliver the VPC' at the end of Term 3 each year.
- Principals will be required to sign an agreement that outlines their responsibilities when delivering the VPC in the given Victorian academic year.



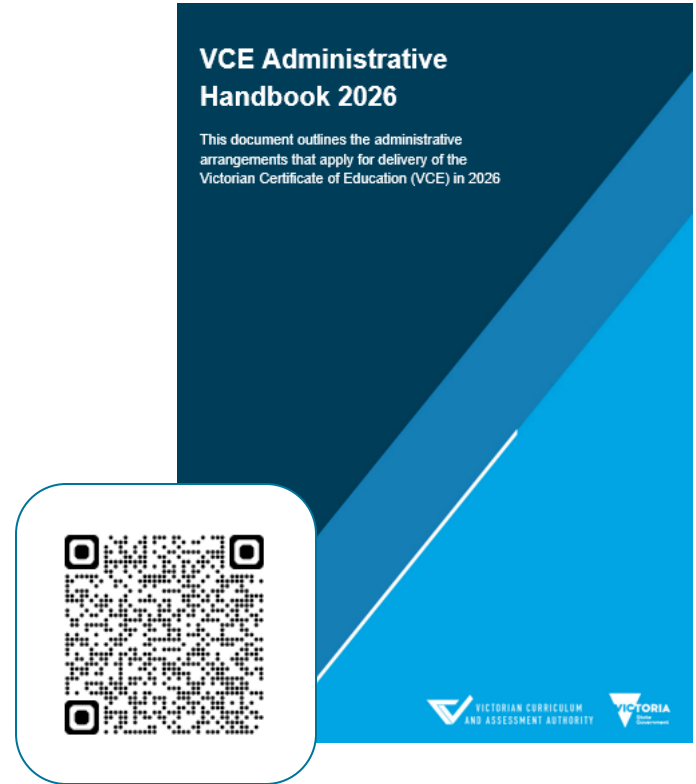
Subject-specific audit 2026

- The second component will audit the delivery of VPC studies.
- One common process and one single submission date for all certificates in Term 4, 2026 (timing to be confirmed).
- The intention is to ensure schools have developed their curriculum and assessment documents for the academic year at the time of the audit.

Further information regarding the subject-specific stage of the audit program, including timing, will be provided to schools in Term 2, 2026.

Key resources

- VPC Administrative Handbook
- VPC Curriculum Designs
- Important Admin Dates
- Support Material



Transferring between Certificates

Transferring between certificates

VCE VM		VPC	
VCE VM Units	<i>Contribute to VCE VM or VPC</i>	VPC Units	<i>Do not contribute to VCE VM</i>
VET Units	<i>Contribute to VCE VM (cert II or above) or VPC (any level)</i>	VET Units (Cert II or above)	<i>Contribute to VCE VM (cert II or above)</i>
SWL-R Units	<i>Contribute to VPC</i>	SWL-R Units	<i>Contribute to VCE VM</i>

Transferring between certificates

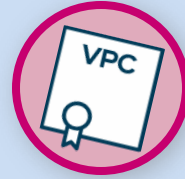


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AQF level 2 criteria

AQF level 3 criteria

AQF level 4 criteria



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AQF level 1 criteria

Student Achievement Profile

Student Achievement Profile Summary

Holistic, strengths-based, summary of a student's achievements.

Opportunity to recognise more than their academic results or completed qualifications.

Formal recognition for students who remain engaged and connected to their senior secondary program but will not complete the VCE or VPC minimum requirements.

Schools and providers can use the % of students who receive the SAP and % of students who complete a senior secondary certificate, as metrics for reflection for broader awareness of student achievement and equitable cohort support.

Student Achievement Profile

STUDENT ACHIEVEMENT PROFILE SUMMARY

Jamie Citizen
1 Sample Street
Melbourne VIC 3000

Student Number: 20969073X
Date: 11/12/2023
Page: 1 of 2

Jamie Citizen has achieved the following credits/units towards the Victorian Pathways Certificate. This Student Achievement Profile provides a comprehensive overview of the student's performance.


VCE UNITS	SATISFACTORILY COMPLETED
BUILDING AND CONSTRUCTION I	Unit 3 / Unit 4
PERSONAL DEVELOPMENT SKILLS	Unit 3
WORK RELATED SKILLS	Unit 3
STRUCTURED WORKPLACE LEARNING BUSINESS (VET)	Unit 1

VCE UNITS	SATISFACTORILY COMPLETED
LITERACY	Unit 1 / Unit 2
NUMERACY	Unit 1 / Unit 2
PERSONAL DEVELOPMENT SKILLS	Unit 2
WORK RELATED SKILLS	Unit 2

Vocational Education and Training
This student has completed 135 nominal hours of vocational education and training (VET) and has achieved 1 unit(s) of credit at Unit 1 and 2 level and 2 unit(s) at Unit 3 and 4 level towards their Victorian Pathways Certificate.

Workplace Learning
This student has completed x nominal hours in a School-based Apprenticeship or Traineeship in Certificate III Building and Construction and achieved 1 unit(s) of credit towards their Victorian Pathways Certificate.
This student has achieved 1 unit of credit in structured workplace learning towards their Victorian Pathways Certificate.

Literacy and Numeracy Standards
This student has met the standards in Reading, Writing and Numeracy.

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Units satisfactorily completed

Description of achievement in VET and SWL

Description of achievement in Literacy and Numeracy Standards

STUDENT ACHIEVEMENT PROFILE SUMMARY

Jamie Citizen
1 Sample Street
Melbourne VIC 3000


Student Number: 20969073X
Date: 11/12/2023
Page: 2 of 2

Capabilities
During their senior secondary education, this student engaged in units which gave them the opportunity to develop knowledge, skills and understanding of the following capabilities:

- Communication
- Planning and organising
- Collaboration
- Problem solving
- Self-management
- Initiative and enterprise
- Digital literacy
- Self-regulated learning

END OF ACHIEVEMENT PROFILE

The Student Achievement Profile is not a Victorian Pathways Certificate qualification and should be read in conjunction with the Victorian Pathways Certificate Statement of Results for a comprehensive understanding of the student's program of study and results.
Detailed descriptors are available online.

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Capabilities the student had the opportunity to develop through the units satisfactorily completed.

SAP requirements

There are eligibility requirements to ensure students receiving the Student Achievement Profile are genuinely exiting senior secondary education:

VCE students must have satisfactorily completed at least eight units but not have completed their VCE.

VPC students must have satisfactorily completed at least one unit but not have completed their VPC.

Flexible Delivery

Flexible delivery

VPC

- Designed to be delivered flexibly to meet the needs of students who may learn at a different pace, need more time to complete units, or transition into the VCE VM during (*no formal flexible delivery application required*)
- Units designed as standalone and can be completed in any order
- Designed to accommodate flexible entry and exit points

VCE VM

- Extended delivery can be used to accommodate students who need more than 1 semester to meet Unit 3 or 4 outcomes
- Mid-year commencement
- Concurrent delivery

Note:

- *Can not be used to accelerate completion in less than 2 years*

Special Provision

Special provision for school-based assessment

- Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:
 - an acute or chronic illness (physical or psychological).
 - factors relating to personal circumstance.
 - an impairment or disability, including learning disorders.
- Special provision for school-based assessment is a school decision.

Adjustments & Quality Differentiated Teaching Practice

Reasonable adjustments

- Under the [Disability Standards for Education 2005](#), students with a disability are entitled to reasonable adjustments to enable them to participate in education on the same basis as other students.
- An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their education on the same basis as students without a disability. Teachers assessing students who have particular needs must maintain the validity and reliability of assessment.
- Flexible assessment methods in the VPC should be used to allow students to demonstrate the successful completion of learning goals without disadvantage.

Adjustments & Quality Differentiated Teaching Practice

The provision of highly structured guides, templates, rubrics, and exemplars.

Prompting or questioning to help guide the student.

Encouraging and supporting students to learn through interaction and cooperation - discussion, questioning, working cooperatively in pairs or small groups.

Assessment provisions, such as additional time to complete tasks, may be required.

Students may require assistance from an Education Support Officer.

Adjustments & Quality Differentiated Teaching Practice

Encouraging students to document their work in a way they feel comfortable: orally, in writing, using an audio or video recording, an image or a graphic representation.

Providing additional time for students to demonstrate learning in addition to the nominal hours suggested if required.

Use of assistive technology to support students to learn and demonstrate skills and understanding.

Provide a variety of alternative tasks for students to experience success.

Providing a variety of flexible, alternative communication modes and alternative methods and mechanisms to demonstrate learning.

Classroom instruction & attendance

Classroom instruction

- Each VPC unit requires 100 nominal hours, at least 50 hours need to be scheduled classroom instruction.

Attendance

- School regulations determine attendance in a school setting. A school policy and set of procedures related to VPC attendance should be published and made available to staff, students, and parents or guardians. There is no maximum time limit for completion of VPC units.
- The school sets minimum class time and attendance rules.
- Special provision can be granted where a student has been unable to complete all tasks because of illness or other special circumstances, the school may, upon application from the student, grant special provision for classroom learning
- [VPC Administrative Handbook 2025](#)

Eligibility Reports

When to read eligibility reports

- Term 1 and 3
- Prior to cut off dates
- Must run anytime student receives an N or changes program/withdraws from unit
- To report as 'Eligible' a student needs to be enrolled in the minimum requirements (or more) for the certificate, with all units either un-resulted or resulted as "S"

Past professional learning



[Eligibility Report Webinar](#)

Victorian Pathways Certificate

Additional Components

VET in the VPC

The VPC can include credit from units of competency from nationally recognised VET qualifications. VET is not mandatory in the VPC.

Option 1	Option 2	Option 3
Enrolment in a VCAA-approved VCE VET program or a school-based apprenticeship or traineeship (SBAT).	Enrolment in any other nationally recognised qualification at Certificate I or above (block credit recognition).	Successful completion of 90 nominal hours of units of competency from a nationally recognised VET qualification at Certificate I level or above provides one unit of credit towards the completion requirements of the VPC.

Successful completion of 90 hours of VET units of competency from a nationally recognised VET qualification at Certificate I level or above provides **one unit of credit** towards the completion requirements of the VPC.

For the rules, regulations and policies governing including VCE VET programs, refer to the [VCE Administrative Handbook 2025](#).

Structured Workplace Learning Recognition (SWLR)

- SWL recognition is delivered as a VCE study design called [Structured Workplace Learning \(SWL\) Recognition for VET](#).
- Students must undertake Unit 1 before commencing Unit 2. Each unit involves at least 20 hours of scheduled classroom instruction and 80 hours of SWL placement.
- SWL Recognition for VET is available only for students who undertake:
 - SWL in an industry aligned to a VCE VET program (VE1)
 - a school-based apprenticeship or traineeship (SBAT) (VE2).
- The award of satisfactory completion for a unit in SWL Recognition for VET is based on whether the student has demonstrated the set of outcomes specified for the unit within the study design. Students need to undertake a minimum of 80 hours of SWL placement and must maintain a Workplace Learning Record related to the SWL placement for recording, authentication and assessment purposes.
- See the [SWL Recognition for VET](#) webpage for more information.

Curriculum

Curriculum

- What students learn
- What students do
- What teachers do

- Scope of study
- Rationale
- Applied learning requirements
- Aims
- Structure
- Assessment and reporting
- Units

Support Materials

Literacy

[Literacy \(DOCX, 378-71 KB\)](#)

Details on areas of study, outcomes and assessment for Vocational Major Literacy Units 1-4 from 2023.

Support materials

Planning

- ▶ Developing a curriculum and assessment program
- ▶ Teaching and learning sample activities
- ▶ Sample approaches to developing assessment

Teaching and learning

- ▶ Unit 1 and 2
- ▶ Unit 3 and 4
- ▶ Integrated studies units

Assessment

- ▶ General assessment advice

Applied Learning

- ▶ Applied Learning
- ▶ Integrating Studies

Contact

Contact the [Curriculum Manager - Literacy](#).

Work Related Skills

[Work Related Skills Curriculum Design](#)

Details on areas of study, outcomes and assessment for Victorian Pathways Certificate Work Related Skills Units 1-4, 2023-2027.

Support materials

Planning

- ▶ Developing a curriculum and assessment program
- ▶ Teaching and learning sample activities
- ▶ Sample approaches to developing assessments

Teaching and learning

- ▶ Unit 1 and 2
- ▶ Unit 3 and 4
- ▶ Integrated studies units

Assessment

- ▶ General assessment advice

Applied Learning

- ▶ Applied Learning
- ▶ Integrating Studies

Contact

Contact the [Curriculum Manager - Work Related Skills](#).

VPC new studies

VPC Art and Design, VPC Food Studies, VPC Digital Literacy

New Studies & the VPC certificate

The studies contain 2 un-sequenced units that allow for flexibility in delivery and assessment.

They aim to:

- increase engagement through student choice and agency
- develop life skills
- develop learning modules to ensure flexibility in application
- allow providers to utilise existing staff and physical resources

For delivery from 2026

- Art and Design
- Food Studies
- Digital Literacy

In development

- Health / PE
- Humanities
- Science

Standards

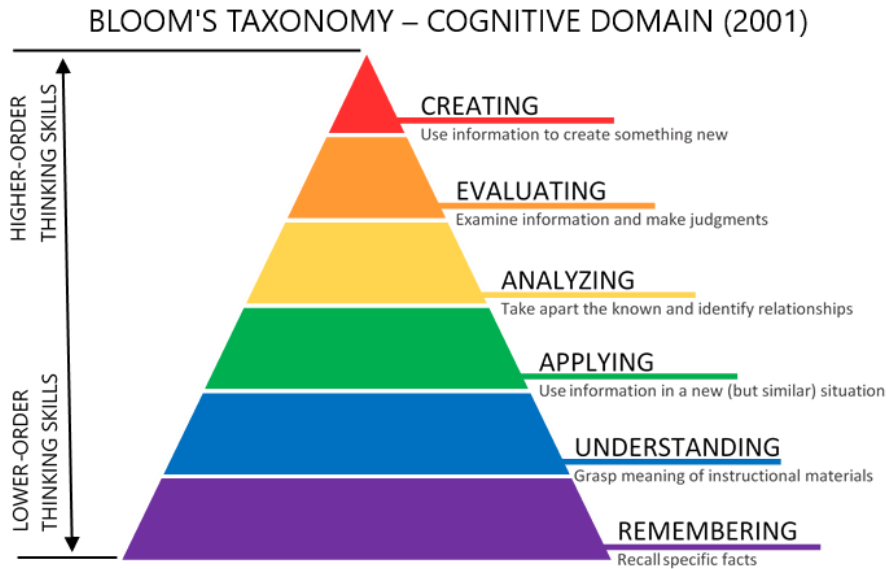
VPC Standards

VCE VM & VPC – standards based

Outcome/Learning Goal outlined in the study/curriculum design is the standard students must meet.



Blooms Taxonomy



Outcome statement:

- Outline.
- Explain.
- Analyse.
- Compare.
- Etc.

Australian Qualifications Framework

AQF levels

AQF level 1 criteria

AQF level 2 criteria

AQF level 3 criteria

AQF level 4 criteria

AQF level 5 criteria

AQF level 6 criteria

AQF level 7 criteria

AQF level 8 criteria

AQF level 9 criteria

AQF level 10 criteria

LEVEL 1 – VPC: Knowledge and skills for initial work, community involvement, further learning; demonstrate autonomy in highly structured and stable contexts with narrow parameters.

LEVEL 2 – VCE & VCE VM Units 1&2: Knowledge and skills for work in a defined context and further learning; apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts with narrow parameters.

LEVEL 3 – VCE & VCE VM Units 3&4: Theoretical and practical knowledge and skills for work and further learning; apply knowledge and skills to demonstrate autonomy and judgement and take limited responsibility in known and stable contexts within established parameters.

Integrated Delivery

VCE VM and VPC

Integrated Delivery – example

	VPC Unit 1 Module 1 Understanding self	VPC Unit 1 Module 2 Developing self	VPC Unit 2 Module 1 Exploring and connecting with community.	VPC Unit 2 Module 2 Community participation
VCE VM Unit 1 AoS 1 Personal identity and emotional intelligence	✓			
VCE VM Unit 1 AoS 2 Community health and wellbeing		✓		
VCE VM Unit 1 AoS 3 Promoting a healthy life		✓		
VCE VM Unit 2 AoS 1 What is community?			✓	✓
VCE VM Unit 2 AoS 2 Community cohesion				✓

Integrated Curriculum Case Study

VCE Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) Resources

VCE Vocational Major Unit 1 Striving individuals

-  [VCE Unit 1 Advice for teacher delivery and assessment summary](#)
-  [VCE VM Unit 1 5 step integrated project](#)
-  [VCE VM Unit 1 Literacy activities](#)
-  [VCE VM Unit 1 Numeracy activities](#)
-  [VCE VM Unit 1 Personal Development Skills activities](#)

Applied Learning

What is Applied Learning?

Applied learning is a teaching approach that connects classroom learning with future study, work, and life.

As an evidence-based, learner-focused pedagogy relevant to all educational levels, settings and contexts, it utilises project-based and experiential learning, real-world relevance, and explicit instruction.

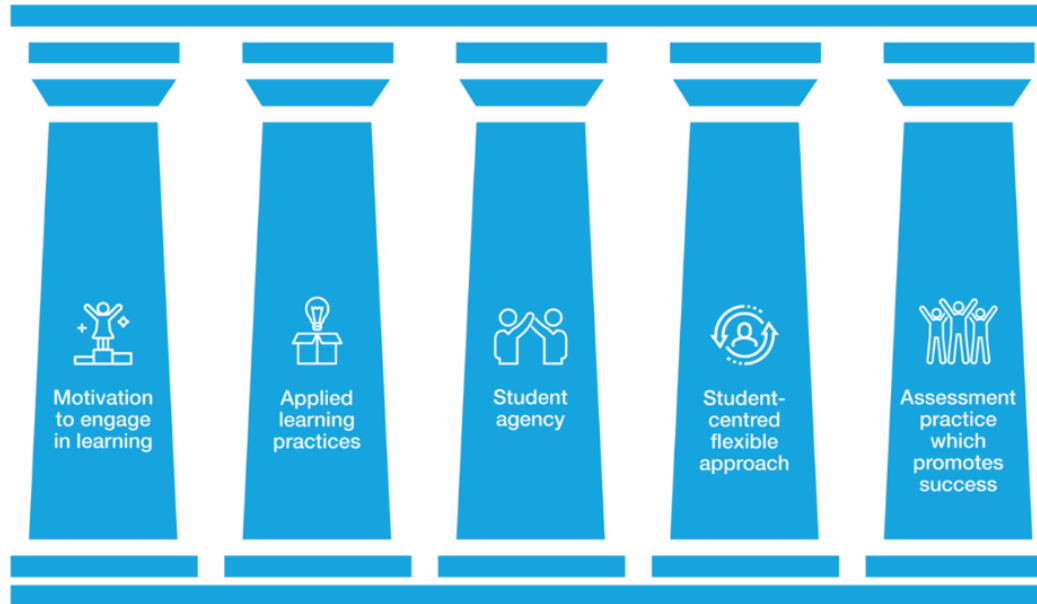
Through these methods, learners are motivated to develop theoretical knowledge, practical skills, and complex capabilities, fostering a commitment to lifelong learning.

Key elements:

- Connects classroom learning with future study, work, and life
- Learner-focused
- Utilises project-based and experiential learning, real-world relevance, and explicit instruction
- Develops theoretical knowledge, practical skills, and complex capabilities

Pillars of Applied Learning

Approaches to
Applied Learning



Learning in the VPC

- Students need to meet the learning goal.
- Students can meet the learning goal in a variety of ways.

Extend

Students who are ready for a challenge.

Support

Students who need more time, support, access.

Pillars of Applied Learning

Approaches to Applied Learning

Motivation to engage in learning	Applied learning practices	Student agency	Student-centred flexible approach	Assessment practice which promotes success
<ul style="list-style-type: none"> • Connect to student interests • Activities, incursions/excursions can be small or large scale 	<ul style="list-style-type: none"> • Application looks different • Engage the community at different levels • The classroom is a space for application 	<ul style="list-style-type: none"> • Start small • Student agency over elements of learning • Sometimes you know best • Not possible with some projects • Build up over time 	<ul style="list-style-type: none"> • You and your students will need to get to know one another • You don't need to be flexible with everything 	<ul style="list-style-type: none"> • Be strategic • Think about assessment as opportunities to collect evidence of student learning • Outcome + Blooms + AQF

Further support

Professional learning



VCE VM and VPC Professional Learning Platform

Complete self-guided courses in your own time



VCE VM and VPC Communities of Practice (CoPs)

Connect with your CoP leader to support your work in the VCE VM and VPC



VCE VM and VPC Implementation Webinars

Access a range of webinars to support the VCE VM and VPC



VCE VM and VPC Face-to-Face Workshops

Learn more about delivering the VCE VM and VPC

Continuum of practice

A set of advisory resources to assist you to:

- Identify and reflect on best practice
- Self-assess and reflect
- Plan a unit of work
- Audit current program offerings
- Facilitate school development plans

	Emerging (1)	Evolving (2)	Embedding (3)	Excelling (4)	Score
Student participation and experiences	Teachers are considering ways of seeking student input and participation in the various aspects that make up the VCE VM subjects they teach, though these still need to be put into practice. Teachers rarely rely on student experiences to inform teaching and learning. Teachers sometimes seek student feedback but when they do, are not yet ready to take it into consideration as a means of making improvements	Teachers occasionally seek student input and participation across some aspects of the VCE VM subjects they teach. Student experiences as a means of applying learning are at times part of teaching and learning, whether in the classroom, off campus, online or through inviting community members into the classroom. Teachers build their applied learning practices by trying ways of providing students with experiences, occasionally seeking student feedback to improve.	Teachers foster student input and participation across several aspects of the VCE VM subjects they teach, including in the scheduling of VCE VM assessments. Student experiences as a means of applying a learning experience or project-based learning are part of teaching and learning, whether in the classroom, off campus, online or through inviting community members into the classroom. Teachers build their applied learning practices by trying ways of providing students with experiences and seeking student feedback to improve.	Teachers foster student input and participation across all aspects of the VCE VM subjects they teach, including in the scheduling of VCE VM assessments. Student experiences as a means of applying learning are at the forefront of teaching and learning, whether in the classroom, off campus, online or through inviting community members into the classroom. Teachers conscientiously build their applied learning practices by trying new ways of providing students with experiences and external partnerships that are built over time, with student input and feedback as integral to the process.	

Email us for further support



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F–10 Update

Senior Secondary Update

Season Update

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