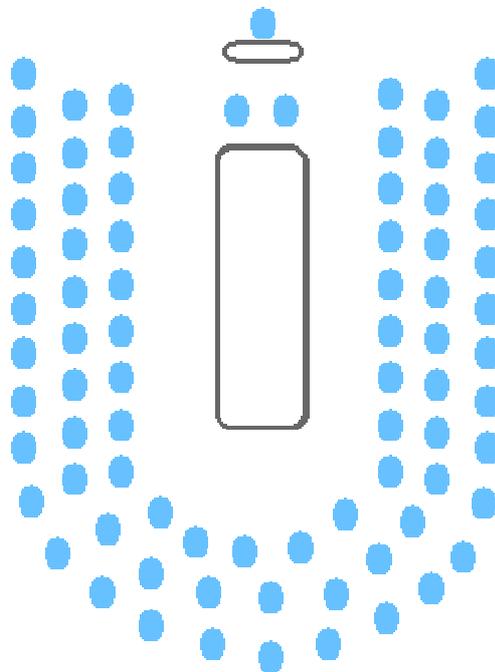




Victorian Student  
Representative Council

# 2<sup>nd</sup> VicSRC CONGRESS

*Held: FRIDAY 18 MAY 2007  
At: Collingwood Town Hall*



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# Introduction

## ***The VicSRC***

The Victorian Student Representative Council (VicSRC) is a statewide network of Victorian secondary school students. The VicSRC is supported by the *Youth Affairs Council of Victoria* and the Congress was possible by grants from the ***Donkey Wheel Foundation*** and the ***Reichstein Foundation***.

The VicSRC aims to:

- Strengthen SRCs;
- Be a representative body for Victorian secondary school students;
- Facilitate and co-ordinate action by secondary students at all levels;
- Be democratic and participatory.

The full aims of the VicSRC can be found in Appendix 1.

## ***Aims of the Congress***

The Congress aimed to provide an opportunity for students to raise issues of concern to them and propose ways of addressing them. The resolutions of the Congress become the agenda for the VicSRC. The Congress also provided an opportunity for students to elect a group of their peers to enact this agenda on their behalf.

In addition, it would offer:

- wide ranging discussions on how to strengthen student councils;
- networking opportunities; and
- opportunity to stand for election to the student executive.

## ***Organising the Congress***

The Congress was planned and run by the VicSRC's Interim Student Executive. Information about the Congress was sent to SRCs and support staff in all Victorian secondary schools. SRCs were each invited to nominate two student representatives to attend the Congress, to discuss the nature of issues they wished to raise.

The suggestions from SRCs (and other student representative bodies) about topics of interest formed the agenda for the Congress. Topics for discussion fell within three areas:

- SRC Issues
- School-based issues
- Community Issues

## ***The Congress Process***

The Congress was attended by 108 participants from 39 Victorian schools. The schools represented are listed in Appendix 2 of this report.

In the morning two workshop sessions were held on the following issues identified by students in the lead up to the Congress.

### **Session 1: School + Community Issues**

- School uniforms
- Safety in and around schools
- Students' rights
- Canteen food and healthy choices
- Saving water in schools
- Climate change & energy conservation in schools
- Recycling at school
- Bullying
- Use of technology in schools
- Young people's personal wellbeing

### **Session 2: SRC Issues**

- Getting support and recognition for the SRC
- Organising School activities
- Giving country youth a voice
- Planning for VicSRC Online Forum
- Going beyond fundraising
- Working with other SRCs in clusters to organize events.
- Increasing student participation in SRC events
- Staff support for SRCs
- Implementing Student led ideas and initiatives
- Working with the school principal

Workshops in session two were visited by Victorian Education Minister John Lenders and students had the opportunity to directly express their views to him.

In the afternoon, a formal parliamentary style Congress was convened and students debated and voted the proposals submitted from the workshops.

The Congress was chaired by Georgie Ferrari, Executive Officer of the Youth Affairs Council of Victoria. Movers of motions were allowed two minutes to speak to the proposals, and this was followed by questions of clarification, and discussion on the proposals. Finally, each motion was formally put to a vote.

Proposals that couldn't be considered within the time limits have been referred to the VicSRC Executive for consideration and action.

At the conclusion of the Congress students elected twenty of their peers to the VicSRC Student Executive. A list of these students can be found on page 15.

# Congress Proceedings

The Congress considered the following motions:

## 1. That the VicSRC Congress be an annual event.

**Moved:** VicSRC Executive.

**Points for:** An annual congress would ensure that the VicSRC was more up-to-date, and that it was easier to act on initiatives.

**Points against:** The congress should be every two years, as there is too much involved in hosting an annual event, and it would take too much time out of the VicSRC's year, so that they can't get anything else done.

**Motion carried**

## 2. That recycling bins are to be provided by the local council and they are to be placed next to garbage bins within the school.

**Moved:** from the floor

**Points for:** Recycling bins should be put next to normal bins for ease of access, so that every bin is near a recycling bin.

**Question:** 'What is the guarantee that recycling bins are actually recycled?'

**Answer:** Schools would organise this with individual contractors.

**Amendment:** ... and that the VicSRC investigate and recommend a process for doing so.

**Motion carried with amendment**

- 3. That the VicSRC create an information pack (which also includes a DVD) in regard to recycling techniques to provide schools in Victoria with information to heighten awareness of recycling techniques.**

**Moved:** Judy Tran. **Seconded:** Shadi Qunqar.

**Points for:** These are important issues for schools.

**Points against:** This already occurs in schools.  
This should not be the concern of the VicSRC, but of individual students.

**Amendment:** That 'water saving and' be added to read '*... in regard to water saving and recycling techniques ... awareness of water saving and recycling techniques.*'

#### **Motion carried with amendment**

- 4. That school uniform policy be decided (or at least approved) by the student body and the SRC before implementation.**

**Moved:** Isabella Miller. **Seconded:** Ashleigh Bruderg.

**Points for:**

- A coherent uniform policy, designed and approved of by students, is needed across schools.
- Many current uniform policies are bad.
- A coherent policy will ensure that students are comfortable, and student interests are represented.

#### **Motion carried**

- 5. That there be an increase in raising awareness and gaining funding for the implementation of student welfare workers in schools so as to alleviate pressure and stress in schools, particularly in the VCE.**

**Moved:** Jacqui Dickenson. **Seconded:** Corey Notaristefano.

**Points for:**

- Students need to be more aware of the pressures, and funding for welfare and awareness programs will help this.
- This is a problem despite existing government funding. We can help more and it is our job to do so.
- Helping truants is the very purpose of the welfare.
- It would assist in student engagement at school.
- There is nothing more important than students' wellbeing.

- Points against:**
- This has already occurred in many schools.
  - Most students aren't there to benefit from the program – they are wagging – so how can we benefit them?
  - More important things will be lost while funding these ideas.
  - Students should help themselves, not rely on the government for assistance.

**Question:** What form would this take?

**Answer:** Chaplains would be available at all times, study groups, etc.

### **Motion carried**

## **6. That the rights of students within the school community be clearly defined, understood, and implemented across the entire school (i.e. it should incorporate teachers and students).**

**Moved:** Rani Kulkarni. **Seconded:** Hanan Abdo.

- Points for:**
- Students and teachers misunderstand each other.
  - Sometimes teachers don't respect students' rights.
  - Students need their rights taken into consideration.
  - Our rights are there, but we don't know them.
  - Some schools don't have rights charters.
  - The point is to clear up confusion over what students' rights are.

- Points against:**
- This is more to do with teaching style than with rights.
  - Rights won't be enforceable, or enforced.
  - We have school rules already.
  - It is pretty clear what students' rights are. If not, it is a personal issue between teacher and student, not the whole student community.

- Questions:**
- Does this mean an official statement of students' rights, or is it more about communication?
  - What kind of rights are we talking about?
  - How would such rights be decided and judged?

- Answers:**
- These are rights such as: rights to give our opinion; right to safety in class; and right not to be harassed.
  - Rights are already there, they just need to be understood.

### **Motion failed**

**7. That the VicSRC lobby for a whole school policy for all Victorian schools to educate their students in the conservation of energy and to set an example in saving energy.**

**Moved:** Stacey Watson. **Seconded:** Jeremy.

**Question:** What is meant by setting examples?

**Answer:** Teachers could, for instance, turn lights and appliances off every day.

**Motion carried**

**8. That students have the freedom to wear what they wish but also have the option to buy a student designed uniform, which reflects upon the students rather than the school.**

**Moved:** Daniel and Isabella.

- Points for:**
- A less restricting uniform (e.g. a jumper) could be designed by students, and reflect on them.
  - There was a suggestion that a half/half uniform would be appropriate for VCE students.
  - Any difficulties associated with the motion would be overcome quickly.
  - In response to a question of lack of fundraising through “out-of-uniform days”, there was a suggestion that “uniform days” could be used instead.
  - There will be no student competition over clothing, even without uniforms, as schools without uniforms do not have this problem.
  - This motion allows students to better demonstrate their individuality.
  - There will be no lack of school spirit with an optional uniform; and an optional uniform allows for acknowledgement of achievement, while retaining individuality.

- Points against:**
- Not having a uniform creates many difficulties for schools and students.
  - A school uniform allows everyone to feel equal and supported.
  - No more “out-of-uniform days” would lose money, as we use them for fundraising.
  - There needs to be some form of regulation, or people would wear bikinis.
  - Uniforms show that you are united and that you belong.

**Motion failed**

**9. That the newly elected VicSRC Executive be accepted.**

**Moved:** Clerk of the Congress.

**Motion carried**

**10. That the VicSRC Executive lobbies school councils and the education departments, as to limit the internet censorship, with the aim of removing it.**

**Moved:** Doug Flakemore. **Seconded:** Chris Browne.

- Points for:**
- Some of the sites banned are ridiculous, and the censorship should be limited.
  - Teachers should trust students enough to stay off inappropriate sites.
  - MySpace and Youtube already self-censor in the case of, for example, nudity.
  - Banning of some websites restricts research.
  - Net nannies prevent things like “breast cancer” searches, and other such useful things.
  - MySpace is a great source of graphics, helping students with folios.

- Points against:**
- Censorship keeps students off inappropriate sites. It also stops distraction of students, and prevents slow internet.
  - There will always be people that go on to inappropriate sites.
  - It should be up to individual schools, and there are reasons for the Department of Education’s ban – racism, etc.
  - MySpace could have offensive content, and it is unregulated, causing problems.

- Questions:**
- *Why is this motion necessary? Students should be allowed to make up their own minds.*
  - *Would this be a blanket rule for all schools? Yes.*
  - *When should this be allowed? All the time.*

**Point of Order:** On Quorum numbers. *There are no set rules, so quorum doesn't apply.*

**Motion failed**

**11. That the VicSRC Executive establishes processes and rules regarding quorum at VicSRC Congress.**

Moved: from the floor

**Motion carried**

**12. That schools include more students on school council and in sub-committees throughout the school year, and further more a student vote should be made when regarding issues that concern the student body.**

Moved: James. Seconded: Jess.

**Points For:**

- More people would mean more consistent representation.
- Students on School Council would learn a lot, and it would help SRCs to get their message across and to interact with staff and administration.

**Points Against:**

- Motion needs to be further clarified: it is not clear enough.
- Involvement on School Councils should be voluntary.

**Amendment:** **That School Councils should be equally representative of both students and teachers, and that the student vote should count for the same as the teacher vote.**

Amendment rejected.

**Motion failed**

**13. That more incentives such as rewards and recognition be offered to SRC members to make other students aware of the SRC, exactly what it is, and its importance within the school.**

Moved: Georgia. Seconded: Sarah.

**Points For:**

- SRC members should get more recognition within the school, to help promote the SRC.

**Points Against:**

- This is the role of an SRC representative already. They shouldn't get a reward; they should just do their jobs.

**Motion Failed**

## Motions Not Considered

The following resolutions were *not* considered by the Congress due to lack of time but have been referred to the VicSRC Executive for consideration.

### Role of SRCs

**That SRCs deserve to have a bigger voice and for their ideas to be taken seriously by the school community so that we can make a bigger difference to our community.**

Moved by: Andrea Kantzidis    Seconded: Nickolas Zissis

**That students are ensured representation for issues that will directly impact on them.**

Moved by: Sharon Flitman    Seconded: Nickolas Zissis

**That schools include more students on school councils and in sub-committees throughout the school year and require a student vote should be made when regarding issues concerning the student body.**

Moved by: James    Seconded: Jess

**That SRCs are given more control over where funds are allocated, through proposals by the school community,**

Moved by: Bec Gillies    Seconded: Julian Perry

**That more incentives such as rewards or recognition should be offered to SRC members, making other students aware of the SRC, what it's about and its importance within the school.**

Moved by: Karissa Misiano    Seconded: Jamie Scott

**That the SRCs move away from primarily being a fundraising body into a broader horizon focusing on student interests and needs.**

Moved by: Julian Parry    Seconded: Geof Lee

## **Teacher Support**

**That all teachers and principals become more supportive and involved with the VicSRC, by allowing flexibility and freedom of choice in activity.**

Moved by: Tammie Rush    Seconded: Amy Rogers

**That more support from teachers without direct SRC involvement be encouraged.**

Moved by: Jordan Miller    Seconded: Marissa Lloyd

**That the VicSRC should implement a program that encourages teachers involvement in SRC activities to improve the voicing of these matters, therefore building the working relationship between students and staff.**

Moved by: Calvin

**That SRCs should be encouraged and allowed more opportunity to organise more school activities. Teachers should be mentors & more involved so more can be achieved within school grounds.**

Moved by: Kate    Seconded: Alison and Andrew

## **Uniform**

**That an SRC uniform sub-committee be formed at each school to present a student perspective on designing and enforcing school uniform.**

Moved by: Ben Lewis    Seconded: Zoe Crawford

**That all principals should consider more student input in terms of uniform, hair and body piercings.**

Moved by: Ashliegh Bruders    Seconded: Isabella Miller

**That schools be encouraged to have uniforms that reflect its students and not the school's reputation.**

Moved by: Sharon    Seconded: Maki

**That Jewellery should be acceptable for both sexes as long as they are not too extreme.**

Moved by: James    Seconded: Pauline

## **Student Rights**

**That the rights of students, as the missing element of school community are to be openly introduced and clearly understood by all of the educational community**

Moved by: Unknown

**That individual student rights are clearly defined and stated in every school across Victoria. These rights should be understood by all teachers and students and implemented through documentation.**

Moved by: Unknown

## **Canteens**

**That canteen food ranges need to be healthy but also appealing and at a cheaper rate than unhealthy foods to detract from their appeal.**

Moved by: Unknown

**That canteens cut down junk food and introduce healthy foods to canteens.**

Moved by: Unknown

**That schools provide better education for parents and students as to where money goes and what impact certain foods have on students health choices and results.**

Moved by: Stella Seconded: Kate

**That canteens have themed days and a wider range of food.**

Moved by: Unknown

**That prices are lowered and more varieties of food are stocked**

Moved by: Unknown

**That the VicSRC lobby the government to provide incentives for students and school staff to save energy and work towards a carbon neutral school.**

Moved by: Unknown

## **Technology**

**That the SRC Congress lobbies the State Government and/or schools to prioritise funding to technology through equal distribution of technological resources to all schools.**

Moved by: Sam Jones    Seconded: Danielle Letteri

**That the VicSRC promote the use of MP3 players to school bodies for educational purposes, within and outside the classroom.**

Moved by: Todd Coleman    Seconded: Kathryn White

**That SRC members and students lobby school council and the Education Department to limit internet censorship with the aim of removing it.**

Moved by: Doug Flakemore    Seconded: Chris Browne

**That All schools have the same restrictions on the internet/online forums.**

Moved by: Bec Edgecombe    Seconded: Matt Whitehorn

## **Miscellaneous**

**That VicSRC forges a register to create links and interactions between schools to share and collaborate ideas and support.**

Moved by: Kathy    Seconded: Emma

**That a regular program is put in place at secondary schools. This should be peer based and contain guest speakers, movies and interaction between all year levels.**

Moved by: Amal    Seconded: Marissa



## VicSRC Executive 2007-2008

The following students were elected to the VicSRC Executive. They have responsibility for oversight of the VicSRC and the implementation of resolutions from this Congress. Their term will expire at the next Congress to be held in 2008.

<b>Name</b>	<b>Year</b>	<b>School</b>
Amal Ibrahim	Yr 8	MacLoed College
Andrew Lomax	Yr 11	Collingwood College
Ashlee Frye	Yr 9	Eaglehawk Secondary College
Doug Flakemore	Yr 10	Frankston High School
Emma Lewis	Yr 9	Eaglehawk Secondary College
Gemeda Adem	Yr 11	Roxburgh College
Georgia Kennelly	Yr 9	University High School,
James Oldfield College	Yr 11	Wanganui Park Secondary
Kate Masters	Yr 8	Methodist Ladies College
Kate Strachan	Yr 8	Methodist Ladies College
Kera Burnham	Yr 11	Northland Secondary College
Linh Do	Yr 11	Braybrooke College,
Maki Issa College	Yr 10	Debney Park Secondary
Monica Lam	Yr 11	St Albans Secondary College
Nicole Mores	Yr 8	Melbourne Girls College
Rachel McNeil College	Yr 11	East Doncaster Secondary
Sarah Chadzynski	Yr 11	MacLoed College
Sarah Gosens	Yr 11	Pakenham Secondary College
Shadi Qunqar College	Yr 7	Caroline Chisholm Catholic
Stacey Watson	Yr 11	Yarram Secondary College



# Workshop Outcomes

Students made the following points during the morning workshops.

## 1. SRC Issues

### Increasing Student Participation in SRC Events

- Not much participation at school with peers
- They can't be bothered, don't care, focused on studies
- Not inspired – not always issues that concern them so they don't care
- Aware of interests – survey, talk to friends
- Passions – make it more about environment
- Publicity - posters & announcements
- Open discussion with SRC
- Peer relationships
- Principal liaison
- House meetings for ideas
- Suggestion book - closed vs open suggestions, regular and consistent
- Events - Sports days, battle of the bands, DJ,
- Jazz up assemblies
- Elected by peers
- Food- relevant to each person – better image
- Charismatic leader – cooler – junior, senior reps
- Reps decide issues
- Do things for students – specialist areas – i.e. arts
- Statewide rules for SRC
- Support system – teachers
- Teachers informing other teachers
- Teachers talking to students about SRC so they can voice their opinion

### Staff Support for SRC's

- Teacher support need bigger roles
- Teacher backing your idea
- Teachers find the good ideas
- Teacher's should have more of a say and help getting it across
- Need more than just one teacher's support
- They didn't give you a go
- Your idea wasn't needed
- Pretended to take ideas seriously but didn't
- Should treat you like adults
- Certain things you can't do, you need help make your ideas come forward
- Given this role but not being the lead

## **Implementing Student led ideas and initiatives**

- Once heard, how do they act?
- Include everyone's opinions
- Regular meetings of SRC student bodies raising concerns and suggestions
- SRC to follow up the issue for concerns that are put forward
- Surveys sent to all class rooms to implement ideas
- Email, telephone availability of contact between students, student councils, principals and teachers
- Noticeboard, opinion box in home rooms (learning anonymous suggestions)
- SRC day to get more people involved for awareness of who SRC people are
- Using technology to convey ideas across school and when meetings are taking place
- SRC, principals, parents and councils working together (taking it more seriously)
- More knowledge of SRC's role - better understanding of what council does and what program proposals are being submitted
- SRC do something so the school recognises what the student council does
- Petitions - more involvement of parents and associations
- Follow up - invite to students for student council meetings, proposals to principals
- SRC on each school council committee to notify the issues at hand
- Better communications and support amongst uniform structure

## **Working with the school principal**

- Lack of student appreciation
- Very little principal interaction in some schools
- Some staff are more helpful than the principal – its sometimes better to speak to them
- SRC wants more power with regards to the way fundraising money is spent
- Principals should be assessed by an internal and external body
- Student should be represented on councils & decision making bodies
- Meeting with vice principals sometimes more beneficial
- Senior school co-ordinator a better option
- Some students feel as though their principals pay them 'lip service' but don't really listen to them
- Principals too busy but never too busy when you are in trouble

## **2. School & Community Issues**

### **School uniforms**

- Girls should be able to wear attractive pants (not just the standard ones)
- Uniforms are more about reputation of school rather than comfort of students
- Should have free dress but colour coordination suggested
- Respect individualism – freedom to express yourselves
- Religious considerations – the right to wear crosses & shoals
- Tattoos – some schools permit them if they are not offensive
- No facial piercing is allowed at most schools
- It's easier to wear a uniform (no need to worry what to wear)
- Intermittent casual days become stressful
- Hair – you should be able to do what you want with as it is a reflection of you
- You can dye your hair at some schools but only natural colours

### **Student Rights**

- Initiating your rights: code of conduct / telling young people their rights
- Consistent approach to rights by students and teachers
- Students want to organise events
- Need a program which enables the students to be involved and to not feel restricted by the school
- Want a uniform change which does not involve fundraising
- Want to do more than fundraising
- Need for student representation
- Students want to be taken seriously
- Need awareness of potential opportunities and volunteer work
- Student representation for issues against students

### **Canteen food and healthy choices**

- Wider range needed - good pasta, soup
- Food is too expensive – healthy food is more expensive
- Haven't replaced unhealthy food
- Fresh juices are needed
- School surveys should be done
- Get a student group together to speak up on canteen
- Make healthy stuff cheaper – more people will eat it
- Still have junk food but need more healthy food
- Have pre-orders done - lunch orders that are also healthy
- Rotating menu's every week should have something new

## **Bullying**

- Insecurity leads to bullying so people don't know the 'real' them
- Excluded – not many friends – not accepted 'popular peer groups'
- Segregations / groups in schools
- Punishment for bystanders
- Afraid to ask for help so state programs may not work
- Sexuality – racism – discrimination
- Puberty
- Program to educate / understand
- Will not be able to prevent
- Victims should inform authorities (teachers, police) – SRC rep/youth worker
- Peer mentor programs are good for leadership and social skills
- Confidentiality
- Develop programs especially for schools
- No skating – mini skate park
- Teacher bullying – hospital – physical violence
- Views from parents

## **Young Peoples Personal Wellbeing**

*Physical mental, emotional and social*

- Pressure of VCE/later years of high school
- Mental illness/depression (turn to smoking) – major issue
- Social economic status
- Differences between people
- Media views on how we're meant to be, pressure to be perfect
- Acceptance for everyone/way students react to each other
- Peer pressure with drugs & smoking
- Unknown things about drugs/party drugs – big issue also
- Act by assemblies but people couldn't be bothered showing up
- Student well being centre (next to school). Approachable welfare co-ordinators
- Judgemental welfare teacher/they use career teachers for advise
- Need parenting lectures to show them how schooling works (stress factor)
- Students addressing SRC who talk to teachers (doesn't happen often)
- A box people can write complaints and ideas on so no judgements
- Homeless young people stay with friends so not so much of an issue
- Discuss with school council
- Ask for more support, school response, programs, help each other, grants, awareness

## **Climate Change & Energy conservation in schools**

- No negative outcome if we change
- It's expensive
- Inefficient rubbish – recycling/lack there of
- Design process – shonky air con – efficiency
- Leaving computers off – not standby
- Lights on at night
- Curtains blinds, blocks out sun
- Power saving light bulbs
- Needs funding
- Power saving education
- Can do a lot as school individuals but need government incentive

## **Saving Water in Schools**

- Raise awareness- individual, school & broader community
- Changing perceptions
- Include in curriculum
- Assemblies
- TV/ Radio campaign

## **Water saving measures**

- Implement use of tank water in new buildings
- Investigate costs involved-fund raising/ sponsorship
- Drains
- Grey water usage
- Half flush toilets
- Repairs and maintenance- running taps, leaks
- Subsidised or discounted energy costs



## Appendix 1:

### **AIMS of the VicSRC:**

#### **To strengthen SRCs**

- By improving the operation of student representative bodies within secondary schools in Victoria.
- By supporting networks between schools at a local level.
- By increasing the profile of student representative bodies in the community.

#### **To be a representative body for Victorian secondary school students**

- By providing a network linking students and student representative bodies across Victoria.
- By providing a recognised and student based structure to speak on behalf of secondary students.

#### **To facilitate and co-ordinate action by secondary students at all levels**

- By supporting projects, initiatives, and any related activities that secondary students could participate in, and which would be more effective on a larger scale.
- By co-ordinating appropriate activities at a state wide level.

#### **To be democratic & participatory**

- By encouraging students to understand, practise and experience democracy, by being included in decision making at all levels.

## Appendix 2:

# Schools Represented

Alphington Grammar School  
Aquinas College  
Ashwood Secondary College  
Bayside Secondary College - Paisley Campus  
Beaconhills Christian College - Village Campus  
Bendigo Senior Secondary College  
Box Hill High School  
Braybrook Secondary College  
Caroline Chisholm Catholic College  
Collingwood College  
Debney Park Secondary College  
Eaglehawk Secondary College  
East Doncaster Secondary College  
Essendon Keilor College - Senior Campus  
Flora Hill Secondary College  
Frankston High School  
Genazzano FCJ College  
Glen Eira College  
Kilvington Baptist Girls Grammar  
Macleod College  
Melbourne Girls' College  
Melbourne High School  
Mentone Girls' Secondary College  
Methodist Ladies' College  
Mount Eliza Secondary College  
North Geelong Secondary College  
Northland Secondary College  
Oakleigh Greek Orthodox College  
Pakenham Secondary College  
Presentation College Windsor  
Ringwood Secondary College  
Roxburgh College  
St. Albans Secondary College  
St. Columba's College  
St. Helena Secondary College  
St. Paul's Anglican Grammar School  
University High School  
Wanganui Park Secondary College  
Yarram Secondary College