Senior Pathways Handbook

Index

Career Action Plans

A career action plan is a dynamic planning document owned and managed by young people intended to reflect their increased career development learning.

The plan helps young people:

- set their goals
- clarify the actions needed to achieve these goals
- commit to participating in the planned activities.

Young people should assume ownership of their career action plan. Parents and staff can work with them to help them complete the plan. The young person must be actively involved in the process.

Parents, family members, community members, carers, guardians or other trusted adults are encouraged to comment on their young person's plan

The career action plan is used as an ongoing tool to help students make informed choices about their passion focus, individual learning plan goals and future direction.

Career Action Plans for years 7 - 10

Years 7 to 10

The plan contains a range of components that develop progressively across years 7 to 10. The components reflect the three stages of career development. The components include:

- **My profile**: Self-development information to assist young people to understand themselves and the influences on them through identification of interests, values and skills.

- **My progress**: Self-development information to assist young people to reflect on their experiences and achievements over the past year.

- **My goals and plans**: Self-development information to assist young people to develop their capabilities, and career exploration information to encourage location, investigation and consideration of opportunities in learning and future work options.

- **My review**: Career management information to assist young people to adjust their career action plans and manage their life choices, changes and transitions.

Career Action Plans for years 11 & 12

Years 11, 12

The career action plans for young people in years 11 and 12, and at VET or Learn Locals:

- concentrate on career management information through additional components
- address career choices and the attributes and skills required to achieve them.

The additional components include:

- **My future:** Career exploration information to assist young people to consider attributes, skills, education/training requirements, courses and labour market information relating to their career choices

- **My plan:** Career management information to assist young people to reflect on past goals before setting new goals that align with their career choices.

Career Curriculum Framework

Another component of the career action plan involves the six steps in a young person's acquisition of skills and knowledge for lifelong career self-management. Although young people complete all six steps each year, the career action plans focus on a different step each year

The six steps are:

- **Year 7- I Discover**: young people discover their strengths and talents
- **Year 8 - I Explore**: young people explore the world of work and their place in it
- **Year 9 - I Focus**: young people focus on their values and interests
- **Year 10 - I Plan**: young people use decision-making skills to plan their learning and career programs
- **Year 11 - I Decide**: young people decide on their best options and opportunities
- **Year 12 - I Apply**: young people apply their skills and knowledge to their learning and career planning.

What is VCAL?

As part of Croydon Community School and OPTIONS@Bayswater's Big Picture Senior Program, all year 10, 11 and 12 students are enrolled in the Victorian Certificate of Applied Learning (VCAL). This is a senior secondary qualification that gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. It provides students to earn a qualification in their interest area while they are still in secondary schooling. Students have real-world learning in workplaces as part of their weekly timetable, along with TAFE, community programs and their individual learning plan.
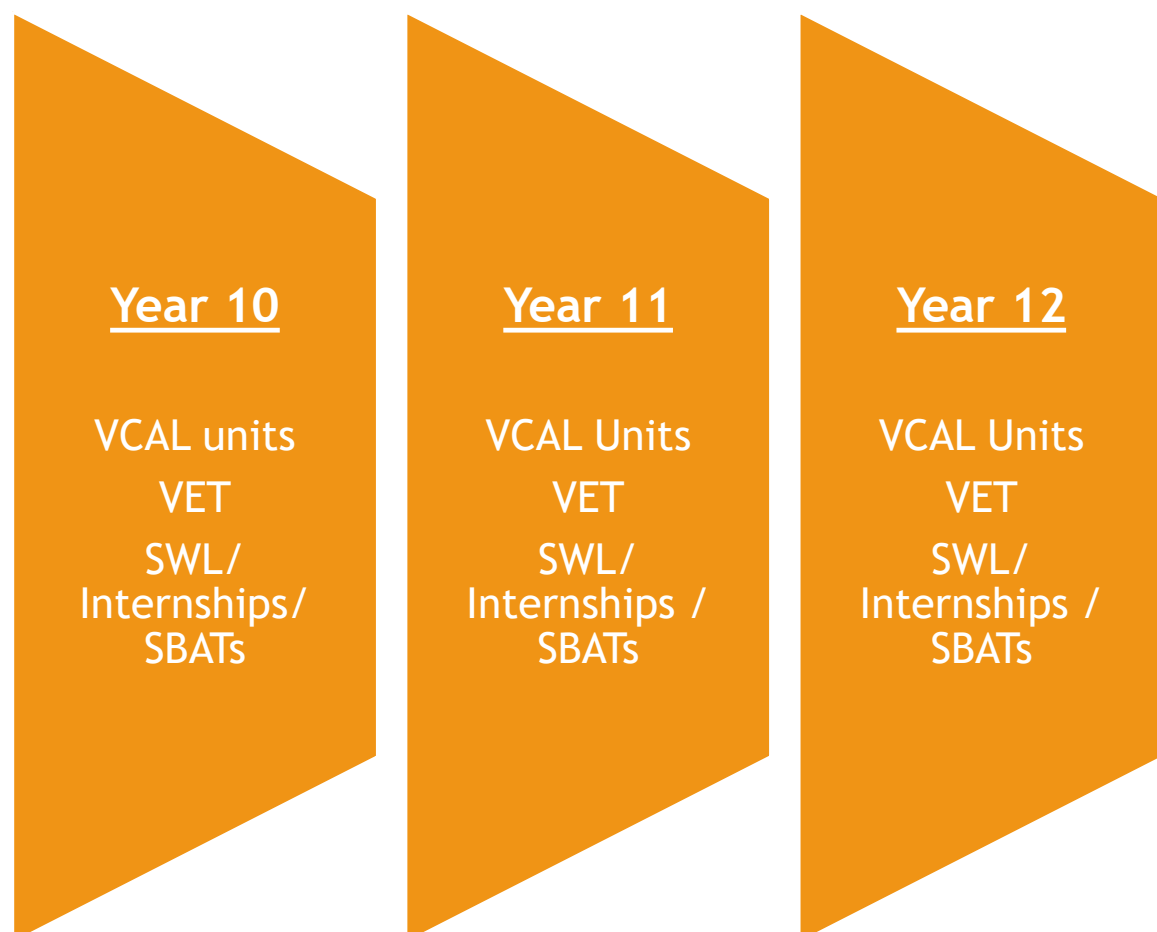
There are three levels of VCAL – Foundation, Intermediate and Senior. At Croydon Community School VCAL is taught at all levels and is made up of five learning strands:

- Literacy and Numeracy Skills
- Personal Development Skills
- Work Related Skills
- Industry Specific Skills.

VCAL is an applied learning program. This means students achieve learning outcomes by completing practical tasks in meaningful contexts. Students must demonstrate that they have achieved learning outcomes, over time in a variety of contexts. Students demonstrate their learning by compiling a student portfolio.
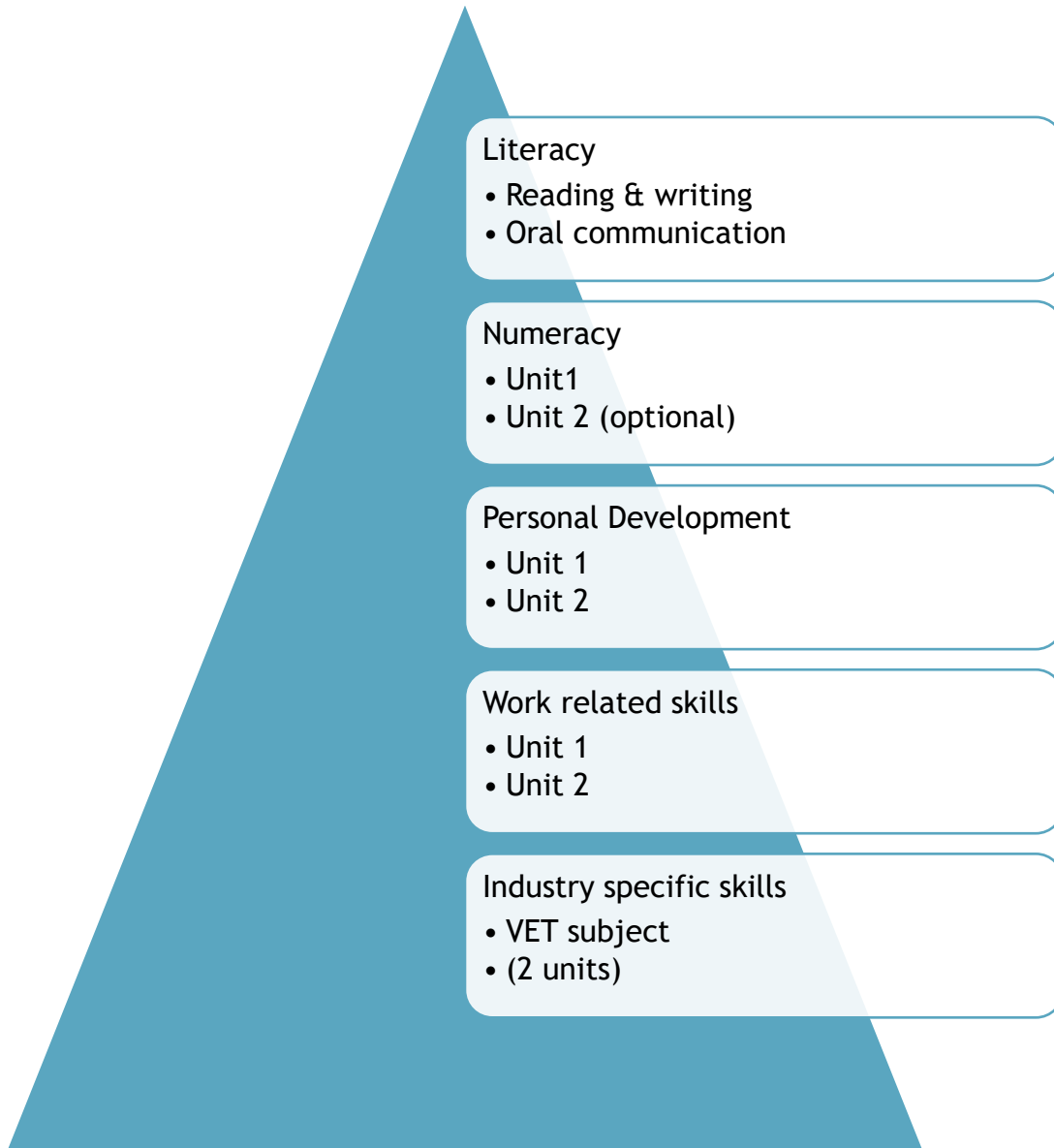
VCAL Enrolment

Enrolment into VCAL is achieved by students completing the requirements in their Year 9 program at Croydon Community School. Parents and staff will collaborate to assess whether the student meets the necessary criteria to enrol in this course of study. Students at Croydon Community School have individual programs based on their passions and interests which are developed to complement their individual strengths.

Year 10

VCAL units
VET
SWL/ Internships/ SBATs

Year 11

VCAL Units
VET
SWL/ Internships / SBATs

Year 12

VCAL Units
VET
SWL/ Internships / SBATs

VCAL Subjects Overview

What will I learn?

Literacy
- Reading & writing
- Oral communication

Numeracy
- Unit1
- Unit 2 (optional)

Personal Development
- Unit 1
- Unit 2

Work related skills
- Unit 1
- Unit 2

Industry specific skills
- VET subject
- (2 units)

Big Picture Education
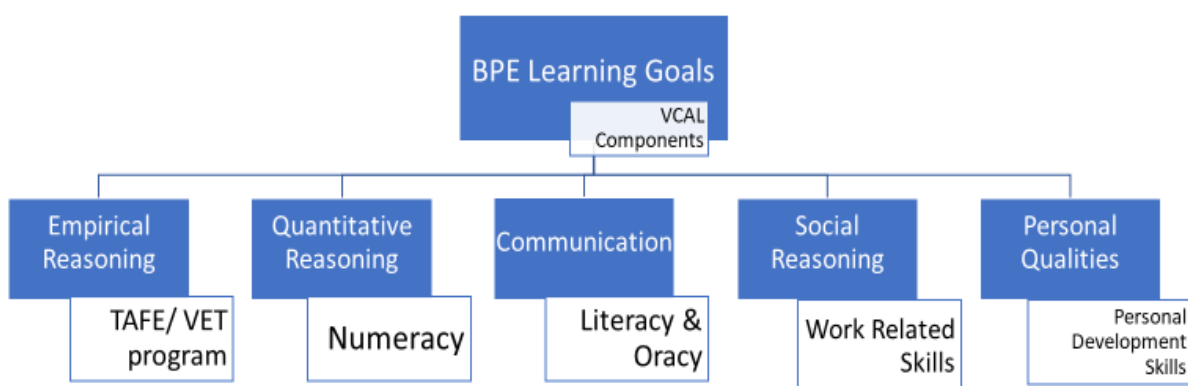
VCAL Subject Descriptions

Literacy & Oracy skills: Communication

Reading & Writing: students will develop skills and knowledge to read and write complex texts. This involves their senior thesis project, narratives, autobiographies and individual passion interests. Students incorporate a range of ideas, information, beliefs or processes and identify views and express an opinion in their own writing.

Oral communication: students will learn how to respond and use the spoken language within a range of contexts. From Exhibitions, presenting at Town Hall, speaking at school and TAFE events to classroom discussions and excursion opportunities, students will use language in a broad range of contexts. These include:

1. Oracy for self expression
2. Oracy for knowledge
3. Oracy for practical purposes
4. Oracy for exploring issues and problem solving

Numeracy: Quantitative Reasoning

Unit 1: this unit enables students to explore mathematics beyond the familiar and apply it to everyday use. This includes measurement, graphing, simple statistics, mapping and planning, financial literacy, using formulae and problem-solving strategies.

Unit 2: this unit provides students with an opportunity to research an industry area and calculate, analyse and interpret mathematical information. They will use formulae, problem-solving techniques and present their findings in a report. In year 12, students will focus their mathematical research around their chosen senior thesis project topic.

Personal Development Skills: Personal Qualities

Unit 1: this unit focuses on students developing their planning, organising, problem solving and interpersonal skills through participating in a practical task and encouraging students to be 'active' citizens. This is completed in group projects and activities.

Unit 2: this unit focuses on the development of appropriate knowledge, skills and attributes in relation to- community engagement, social awareness, interpersonal skills, planning and organisational skills. Students participate in experiences of a practical nature within the community. This involves community projects

**Work related skills: Social Reasoning**

Unit 1: this unit focuses on providing students with the skills and knowledge of necessary Occupational Health and Safety (O,H & S) preparation for the workplace.

Unit 2: This unit provides students an opportunity to further develop and apply their employability skills, O,H & S knowledge in a workplace context.

What is VET?

Vocational Education and Training (VET) programs provide students with the opportunity to combine their passion exploration with a nationally recognised certificate or partial completing of a certificate at a local TAFE provider. VET allows students to take a more vocational approach and gain hands- on experience in their chosen area of interest. The VET delivered to secondary students (VETDSS) program is designed to give students 'real world' learning and experience while they are still in secondary schooling.

VET is one component of a students VCAL program and occurs offsite at TAFE or an RTO one day a week.
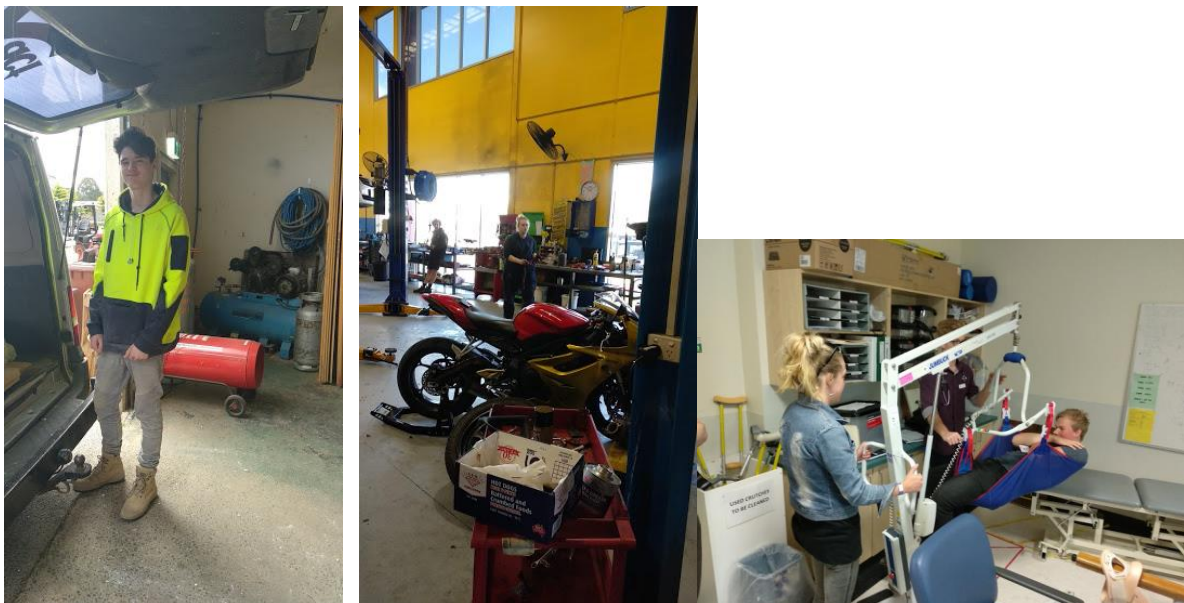
VET at CCS

Most courses offered are at outside providers, such as Swinburne, Box Hill Institute, Chisholm, Holmsglen, William Angliss and Ringwood Trade Training.

In 2019, we have been fortunate to offer the Certificate II in Visual Arts on campus at Croydon site. Students learn the skills and techniques of art, creating a portfolio of work.

VET Subjects Overview

This is a few of the VET areas on offer:

Arts
Visual Arts
Design fundamentals
Dance
Acting

Trades
Plumbing
Carpentry
Electrical
Bricklaying
Horticulture
Landsacping
Automotive

Community
Health & Community Services
Sport & Reccreation
Outdoor Education
Childcare

Music
Music production
music performance

IT
Gaming
Digital media

Animals
Animal studies
Equine studies
Lab studies

What is an SBAT?

An SBAT is a school-based apprenticeship or traineeship.

An SBAT offers students the option of combining a senior secondary program with:

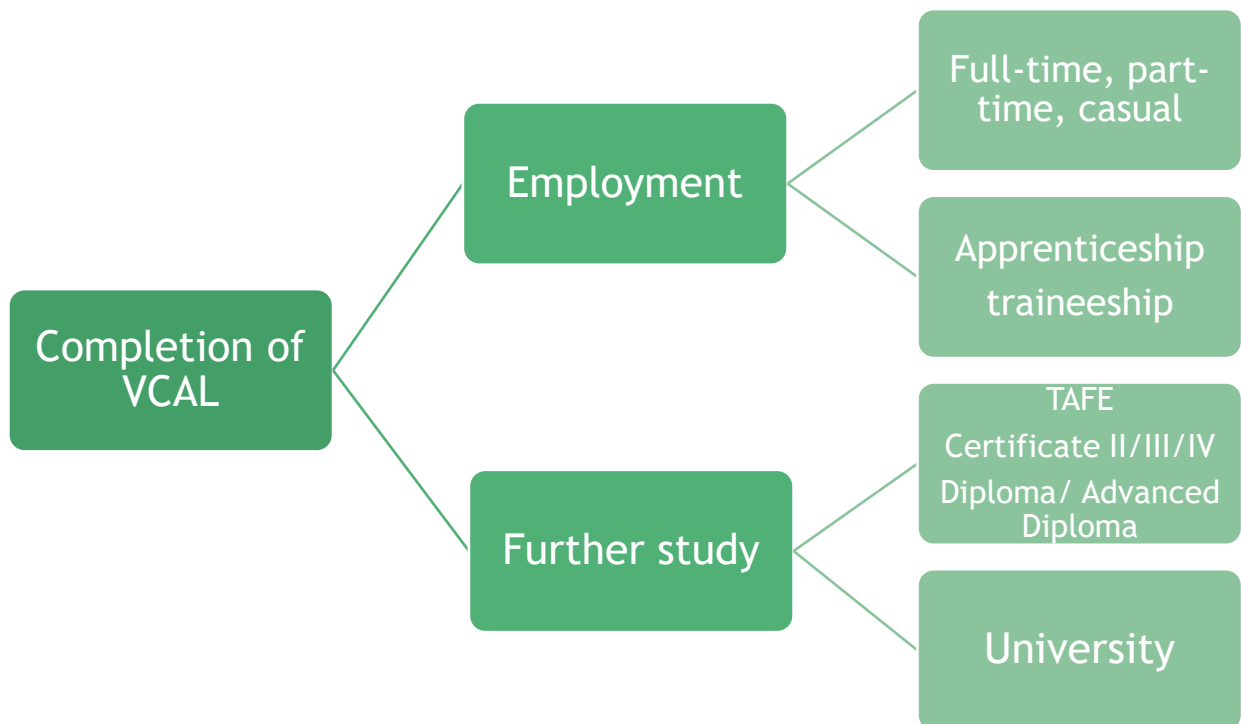1. part-time employment,
2. school
3. and training.

Students can undertake an SBAT with atEAST. They assist students in obtaining successful SBAT's, set up training, visit students at work, TAFE and school and help keep students on track as they progress through the year.

A typical SBAT program:
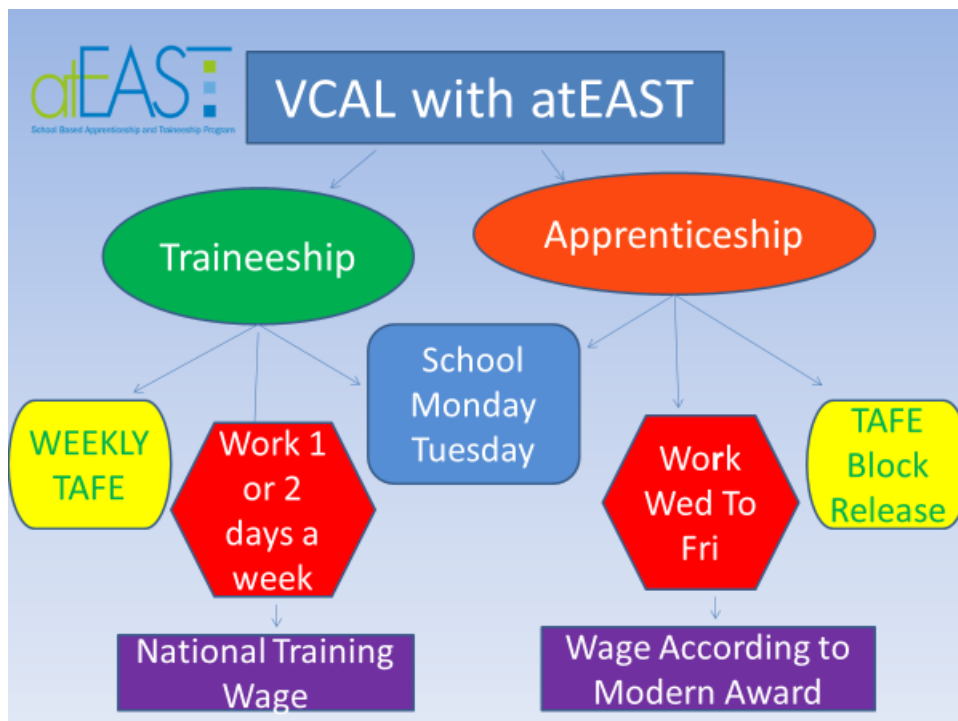
Pathways Beyond School

All students will meet with the Pathways Coordinator to discuss and plan their future pathway. They will use their career action plan as planning tool for these discussions. Events, programs and employment will be shared on the school career noticeboard and in Advisory time.

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Completion of VCAL
├── Employment
│   ├── Full-time, part-time, casual
│   └── Apprenticeship traineeship
└── Further study
    ├── TAFE Certificate II/III/IV Diploma/ Advanced Diploma
    └── University
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Coordination of Senior Programs

VCAL will be managed by the VCAL Coordinator. The VCAL Coordinator oversees all elements of the VCAL Learning Program in consultation with the advisory team, campus principal and school principal.

Assessment

The VCAL coordinator in consultation with VCAL advisory teachers will oversee the assessment of student work to ensure it adheres to the study design guidelines provided by the Victorian Curriculum and Assessment Authority (VCAA). Consistency of assessment criteria will be ensured through moderation of work samples and multiple opportunities for assessment. Students will keep all work for assessment. The VCAL program will be delivered through the Big Picture Education design and will complete ten units. Each unit is nominally 100 hours of study. At least one unit must come from each of the following categories:

Literacy- Reading & Writing; Oral Communication

Numeracy- unit 1, unit 2 for Senior students only

Work Related Skills- units 1 & 2

Structured Workplace Learning – 80 hours

Industry Skills – VET / selected accredited TAFE courses from RTOs

Personal Development – For Self unit 1 and Community unit 2.

If students are unable to complete ten units in a calendar year, all successfully completed units can be rolled over to the following year.

The VCAL certificate is awarded at three levels:

Foundation (Supported learning / VET Certificate I)
Intermediate (VET Certificate I & II)
Senior (Independent learning / VET Certificate II & III)

- The VCAL coordinator will ensure Quality Assurance requirements for each VCAL unit are completed.
- The VCAL coordinator attends the VCAA Quality Assurance program provided by the Northern Eastern Victorian Region.
- VET or Further Education will be delivered by a Registered Training Organisation (RTO) and will be assessed by the RTO staff members who hold the Certificate IV in Workplace Assessment & Training. These assessments will then be verified by the RTO as part of their Quality Assurance processes.
- All student results will be entered into the VASS system by the VCAL coordinator in partnership with the VASS Administrator.

Expected Standard of Conduct

Attendance

For all VCAL units:

Students will be expected at school five days a week unless they are at TAFE, workplace or other approved external school activity. Every effort will be made, through the provision of alternative learning and assessment opportunities, to support a student experiencing attendance issues.

If a student does not complete their VCAL in a calendar year, all successfully completed VCAL units and VET modules can be carried over to their second year.

For all VET units:

- Students having unapproved absences in excess of 20% in any unit shall be ineligible to receive a satisfactory grade for that unit. This is the decision of the TAFE provider.
- All absences must be approved and have a medical certificate. TAFE must be contacted on the day of the class of the absence.

Approved Absences

1. Absences may be approved for the following:
    - School related activities.
    - Illness.
    - Family commitments.
    - Campus principal's discretion.

2. The mechanism for having an absence approved is:

   for it to be logged by the parent or carer on the Compass Management System or to present a note or letter to the relevant Advisor. This must contain:
    - The student's name.
    - The date(s) of the absence.
    - A brief explanation of the absence.
    - A parent or guardian signature.

3. Approval must be sought within two weeks of the last day of absence. Beyond this time no absence may be approved without a medical certificate.

4. Advisory teachers will mark their class rolls on the Compass Management system accordingly and will use this information to determine whether the student has met the attendance requirements.

5. The campus principal is responsible for having school rolls amended to show approved absences.

Reporting Absences

- Attendance is to be reported to parents weekly and as required.
- Teachers should notify the Campus Principal of any student who has unapproved absences of more than two sessions in a fortnight.

Appeals

Students are advised to regularly check their approved attendance record with their teachers. Where a student has not met the attendance

requirements for a particular subject, they may appeal in writing to the campus principal who will establish a review of their absences. Where appropriate, a meeting will be called with the teacher, the student, a parent or guardian and the campus principal to discuss the circumstances. The teacher and campus principal will make the final decision.

Maintenance and Analysis of Results

Student assessment results and data are stored in each student's personal filer for the duration of their enrolment at Croydon Community School.

Individual Learning Plans

Each semester students and their teacher plan specific learning goals and re-evaluate their previous Individual Learning Plan. This plan gives an overview of student current educational direction, proposed areas of study as well as planned internships or work placements.

Portfolio of Evidence

Students will keep a portfolio of evidence to demonstrate successful completion of their VCAL learning outcomes.

Timelines and Dates

Only in a very broad sense as each student has their own timeline set during ILP meetings.

The teacher of each class will provide students in their class with a work program showing a week-by-week course outline with dates for all assessment tasks. Students will also be given a semester outline showing when assessment tasks for all subjects are due.

Satisfactory Completion

For satisfactory completion of a unit, students must satisfactorily complete each of the outcomes for that unit.

Satisfactory completion of an outcome means:

- The work meets the required standard.
- The work is submitted on time.
- The work is clearly the student's own.

Extension Policy

Extensions of time may only be given for completion or re-submission of work for learning outcomes in extreme circumstances. Students who have been given an extension for an assessment task may be required to undertake an alternate task. Students may apply to the VCAL Coordinator for an extension of time.

Appeals

Students have the right to appeal decisions about:

- Non Satisfactory Completion.
- Special Provision.
- Extensions.

The process for appeals is as follows:

- Student notifies the campus principal of intention to appeal.
- A formal interview will be undertaken with a school based appeals panel.
- Composition of the panels will be the principal or nominee, campus principal and relevant teachers.
- Students may request a support person to be present, e.g. parent/guardian/friend.
- All deliberations must be documented and outcomes must be conveyed to the student in writing.

Release of Results Policy

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas.
- Advice on where and how improvements can be made for further learning.

- Reporting S or N decisions and/or written comments on students' performance against each outcome.
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the unit teacher.

Release / Storage of Student Work Policy

It is expected that students will retain ALL work completed during a year, till the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling. Any student work assessed as N, or about which any concerns are held, should be retained by the teacher in original or photocopied form. Teachers should retain a representative sample of student work for each outcome to assist in the review of college course

Resources

VCAL resources
https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx?Redirect=1

VCE & VCAL Handbook https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx

VCAL curriculum units https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/Index.aspx