

INDIVIDUAL STUDENTS PATHWAY POLICY

Policy Statement

Kurnai College acknowledges that as a Learning Community all students have a right to a fulfilling education, which will provide a fair and reasonable pathway for each student, including those who may not fit into the norm.

Students with disabilities or impairments have a right to attend a mainstream government school, and to have their individual needs addressed.

It is recognised that indigenous and non-indigenous students alike benefit significantly from programs that encompass aspects of the contemporary cultural heritage and lifestyle of Aborigines, as well as the history and traditional aspects of Aboriginal history. Furthermore, indigenous students benefit greatly from culturally inclusive school environments that recognise and support their particular needs.

Our College aims to provide a challenging and comprehensive curriculum for all students, including those that are identified as gifted and talented.

Our College will:

- Establish a Koori education program to achieve improved educational outcomes
- Promote, maintain and support the teaching of indigenous studies, cultures and languages to indigenous and non-indigenous students.
- Strengthen relationships between indigenous communities and the College.
- Provide a curriculum that would ensure that **all students** are challenged and extended to achieve the highest standards of which they are capable.
- Identify students who are gifted or talented and to ensure that they are provided with a curriculum that will encourage them to extend in areas where they are capable of performance beyond expected levels for their age, and especially where they exhibit particular talents .
- Be aware of DET's and Training policies and procedures.
- Provide all students with learning opportunities that cater for their individual needs.
- Ensure that those students who have additional learning needs have programs tailored to meet their individual requirements
- Comply with all Victorian Curriculum and Assessment Authority (VCAA) and Victorian Tertiary Admissions Centre (VTAC) guidelines and requirements.
- Encourage and support students to be successful in all aspects of the set curriculum
- Encourage and motivate students to achieve their maximum potential
- Provide clear expectations to students, their parents and the teaching staff
- Ensure students, caregivers and staff are aware of the demands of the VCE/VCAL to enable students to reach their potential.

Implementation:

Koorie Education

- Koorie Education within our school will be consistent with the 'Model of More Culturally Inclusive and Educationally Effective Schools' developed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

- A staff member will be assigned the task of coordinating and managing Koorie Education across the school, and to establish links with the wider community.
- We will provide a Koorie Educator funded through the KESO program to assist indigenous students and the overall implementation of the Koorie Education program.
- Policy, curriculum and program advice will be sought from the local Koorie Education Support Officer (KESO).
- Partnerships will be developed between the school and the community to jointly progress the standards of education, and to encourage active involvement of indigenous people in school decision-making processes.
- All staff will be provided with professional development relevant to their Koorie Education needs.
- Standards, targets, assessment and reporting will be consistent with school processes and the Koorie Assessment and Reporting Support Materials.

Gifted and Talented Students

- A staff member skilled in identifying and responding to students with special talents will be appointed to coordinate the College's gifted and talented students program.
- The appointed staff member will take an active role in the local Gifted Education Network and may choose to access accredited service providers (available from DET, Gifted Education Section) to assist in the development of programs for gifted and talented students.
- Students who are gifted or are high achievers will be positively valued and supported and their needs will be recognised. Staff awareness will be facilitated through appropriate professional development activities.
- A variety of identification tools will be utilized to identify students of above average ability which may include input from teachers, parents, peers, students, professional consultants and results from standardised tests and evidence from other indicators
- A program support group involving the ALPS coordinator, staff and parents will collaboratively determine appropriate programs and strategies for individual students and monitor the students' progress toward predetermined goals.
- The school, where possible, will provide flexible programs which may include:
 - *Differentiated curriculum*
 - *In-class enrichment and extension for individuals who require extension in one or more content areas. This may include independent study, contract work or acceleration through the curriculum, (subject, curriculum content or year level)*
 - *Withdrawal for enrichment or extension activities*
 - *Individualised programming*
 - *Mentors for students who have a strong interest and potential ability in a particular field which may be outside the regular school curriculum*
 - *Access to school based programs and out of school programs including those on the Internet.*
 - *Provision of varied teaching strategies (de Bono, Bloom's Taxonomy, Gardner's Multiple Intelligences etc)*
 - *Special ability groupings*
- Gifted students programs and activities outside the classroom will also be provided to enhance and extend the educational program of individual students or groups of students.
- Appropriate materials/resources would be developed and provided to ensure that all students are challenged and extended to achieve the highest standard of which they are capable of.

- Staff will be encouraged to attend appropriate professional development activities so that they could develop adequate skills to cater for the needs of all students in their class.
- Communication links with the local gifted education network will be fostered so that appropriate professional development activities and support for teachers could be accessed.
- A Gifted and Talented students program budget will be developed by the program Coordinator in consultation with classroom teachers and program support group members.

Additional Learning Needs

- All students with additional learning needs are able to enrol at the College.
- Staff will be assigned the responsibility to coordinate the additional learning needs program for the College including the coordination of applications for funding, the coordination of Program Support Groups, the development and implementation of program budgets, coordination of staff professional development and all other issues related to students with additional learning needs and their respective program needs.
- The appraisal process for applications will occur at the earliest opportunity to provide the maximum potential for applications to be successful, and to ensure a smooth transition for new students into our school setting.
- The Program Support Group process will be fully explained to all parties.
- Program Support Groups will be established for all eligible students to construct individual learning plans.
- Program Support Groups will review individual learning plans and will make recommendations to the principal regarding the development and implementation of individual student programs including student achievement goals, timelines and methods of evaluation, the use of support staff and external consultants, and the use of any additional resources required. All meetings will be documented and available to all members.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- All curriculum programs will be inclusive of all students.

VCE Requirements

STUDENT PROGRAM SELECTION AND SATISFACTORY COMPLETION OF THE VCE MINIMUM REQUIREMENTS

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include:

- Three units of the common study of English/English ESL (Units 1, 2, 3 or 4)
- Three sequences of Units 3 and 4 studies other than¹ English, which can be VCE VET sequences

Please note that VTAC advises that for the calculation of a student's ENTER, satisfactory of both Units 3 and 4 of English ESL is required.

SATISFACTORY COMPLETION OF UNITS

This section deals with the Victorian Curriculum Assessment Authority (VCAA) policy and procedures relating to achievement of learning outcomes, for the purposes of determining satisfactory completion of a unit. For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit.

WHAT THE STUDENT MUST DO

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules.

If all outcomes are achieved, the student receives **S** for the unit.

A student may not be granted satisfactory completion if:

The work is not of the required standard;

- The student has failed to meet the school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- The work cannot be authenticated;
- There has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives an **N** for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded **N**.

SCHOOL RULES

In addition to observing these rules of the VCAA, students must also observe the rules of their school.

COMPUTER WORK

A student who uses a computer to produce work for assessment is responsible for ensuring that:

There is an alternative system available in case of computer or printer malfunction or unavailability

- Hard copies of the work in progress are produced regularly
- Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.

ASSESSMENT OF UNITS 3 AND 4

For each study, student's levels of achievement for Units 3 & 4 sequences will continue to be assessed using school-based assessment and external examinations.

Each study will continue to have three assessment components, either one school assessment and two examinations or two school assessments and one examination.

There will be an increase in the weighting of examinations in some studies.

These assessments will be reported as grades A+ to E; UG. Examination grades and school assessment grades will continue to be reported separately.

SCHOOL ASSESSED COURSEWORK (SAC)

Coursework assesses each student's overall level of achievement on the tasks designated in the study design.

The study design specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed mainly in class time.

Results of coursework count towards a student's Study Score in each VCE study and ultimately towards the students Equivalent National Tertiary Entrance Rank (ENTER).

It is compulsory that students attend all classes where School Assessed Coursework is being assessed. If students are unable to attend the classes due to serious circumstances they should refer to the selection on Special Provision later in this handbook.

SCHOOL ASSESSED TASKS (SAT)

School-assessed tasks are designed to assess specific sets of skills. Assessment of student's levels of achievement on school-assessed tasks will be on the basis of teacher ratings on criteria specified by the VCAA. Schools will provide to the VCAA a score obtained by summing the criteria ratings.

To ensure state-wide comparability, school's assessments will be monitored using the GAT and where necessary reviewed by the VCAA.

EXAMINATIONS

All studies will have examinations as part of their assessment. The two examinations periods will be in June and November. Some LOTE studies have oral examinations in October.

AUTHENTICATION

Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts until further evidence is provided.

VICTORIAN CURRICULUM ASSESSMENT AUTHORITY RULES

1. Students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader.
2. Students must acknowledge all resources used, including:
 - Text and source material
 - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. reading, viewing or note taking) but which has been transformed by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- Use of, or copying of, another student's work. Students must ensure that all unacknowledged work submitted is genuinely their own,
- Actual corrections or improvements made or dictated by another person.

4. Students must not submit the same piece of work for assessment more than once.
5. Students who knowingly assist other students in a Breach of Rules may be penalised.
6. Students must sign the **Authentication Record for School-assessed Coursework** at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

Teachers may require students to submit classwork, complete tests, or undergo interview to prove authentication.

SUBMISSION DATES

- The classroom teacher will set deadlines for submission of work
- If you are unable to meet an initial deadline, approach the teacher before the deadline to negotiate a possible extension.
- If a student feels they cannot complete the required work by the set date, they must apply for an extension before the due date.
- If a student does not submit the work by the due date and has failed to apply for an extension, a non-submission of assessment task letter will be sent home to parents, which will need to be signed by classroom teacher, student, YEAR LEVEL CO-ORDINATOR, and parent confirming the non-submission of work.
- Provided the student has negotiated with their classroom teacher, work submitted after the due date can obtain an S if it is up to standard but will not receive a grade.

EXTENSION OF TIME TO COMPLETE SAC or SAT

1. If you apply for an extension of time for a SAC or SAT, you must provide evidence of illness, personal hardship, unfamiliarity with English or other serious cause.
2. Before the due date, see your class teacher and discuss the reasons for needing an extension,. A further submission date may be organised between the student and the teacher, which will be recorded by the teacher.
3. If a teacher has not agreed to the extension then you must discuss the situation with your Year Level Co-ordinator and complete an official form (on Page 13 of this handbook)
4. The class room teacher and the Year Level Co0ordinator will meet to discuss the extension.
5. If the extension is not granted the classroom teacher will notify the student and the Year Level Co-ordinator will contact parent/s to discuss the issue in an interview with the classroom teacher, and two of Year Level Co-ordinator, YLC Leading teacher or a Principal class member.

ABSENCES ON DAYS OF SCHOOL ASSESSMENT

Attendance by students on days of school assessment is compulsory. Students absent on these days will only be considered for rescheduling an assessment under extreme circumstances. All applications for rescheduling of an assessment should be accompanied by appropriate and current documentation. On return to school you must see your Year Level Co-ordinator to apply for such an application.

SPECIAL PROVISION

A student is eligible for Special Provision for:

- SAC's, SAT's & Exams
- Any student who does not attend a SAC or SAT due to illness or other medical reasons, must provide a medical certificate for that day.

If during the completion of any of these tasks, he or she is:

- Affected significantly by illness, by any factors relating to personal environment or by other serious cause
- Prevented by illness, by any factors relating to personal environment, or by other serious cause from completing a task for graded assessment
- Disadvantaged by any physical disability or impairment.

Students who are eligible should discuss the matter with their Year Level Co-ordinator as soon as possible.

Students do **not** have grounds for Special Provision if they:

- Are absent from school or study for prolonged periods without evidence of significant hardship
- Are comparatively unfamiliar with the English language as their only disadvantage
- Are affected by teacher absence and other teacher-related difficulties
- Misread an examination timetable or an examination paper.

How to apply

The student must notify the school of circumstances which might entitle him or her to Special Provision. The student should notify their Year Level Co-ordinator and complete a Special Provision application. All applications should be accompanied by appropriate and correct documentation, which might include medical certificates, medical reports or reports from social workers, youth workers or other professionals.

STUDENT RESPONSIBILITIES

- Students must maintain an 90% attendance in each individual class
- Students must ensure that all unacknowledged work submitted for school assessed work is genuinely their own work
- Students must acknowledge all resources used.
- Students must not receive undue assistance from any other person in the preparation and submission of work.
- Students must produce appropriate evidence of the development of SAT's or SAC's from planning and drafting, through to the final piece of work.
- Students must not submit the same piece of work for assessment more than once.

VCAL Requirements

VCAL (Victorian Certificate of Applied Learning)

VCAL aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work, training and further education. The VCAL has three award levels:

- Foundation
- Intermediate

- Senior

Each of the 3 award levels has a nominal duration of 1000 hours. Each VCAL unit is 100 nominal hours in length. Each unit successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

The three qualification levels provide flexible entry and exit points for a range of students' abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

The VCAL units include:

- Work Related Skills/Structured Workplace Learning (SWL)
- Personal Development Skills
- Literacy Skills – Reading and Writing
- Literacy Skills – Oral Communication
- Numeracy Skills
- Industry Specific Skills, Usually VET studies.
- VCE Units

ASSESSMENT IN VCAL

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes.

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit. They may include but not limited to the following:

- Student self-assessment
- Teacher observation
- Reflective work journals
- Student log books
- Oral presentations
- Written text
- Oral explanation of text
- Discussion
- Debates
- Role plays
- Folios of tasks or investigations
- Photos

ATTENDANCE in VCE and VCAL

You must bring a note from home for each absence, including VET and work placement. **This must be handed to the Attendance Officer the next morning that you return to school.** If this is not done then a phone call to your parent/guardian will be made for an explanation of your absence.

Students are expected to attend all time tabled classes, VET and work placement. Any absences may lead to an inability to authenticate work. Failure to attend **a minimum of 90% of lessons** for a subject will result in an unsatisfactory result.

Lateness to class will not be tolerated. There will be sanction for lateness including detention. Students who are repeatedly late to class may need to be interviewed with their parents to determine strategies to assist them to attend class punctually.

Attendance at your VET school and work placement is compulsory. If you are going to be absent for any reason you must notify the VET school or your employer and VCAL Coordinator before 8.30am that morning.

APPEALS in VCE and VCAL

Students have the right to appeal decisions about:

- Non Satisfactory Completion
- Special Provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules

The process for appeals is as follows:

- Student notifies the co-coordinator 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, co-coordinator 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.

For more clarification and information, please go to the following websites;


- www.vcaa.vic.edu.au
- www.vtac.edu.au

Links:

<http://www.mceecdya.edu.au/mceecdya/>

Evaluation

This policy will be reviewed as part of the College's four year review cycle.

Date Implemented	Week 3 – Tem 2 – 2014 – Version 1
Approval Authority (Signature and date)	 29 th May, 2018
Dates Reviewed	Week 7 – Tem 4 – 2014 – Version 2 Week 7 – Term2 – 2018 – Version3
Responsible for Review	Teaching and Learning Committee
Next Review Date	Week 3 – Term 4 - 2019