



VCAL COURSE OUTLINE

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This handbook has been created in accordance with guidelines set by the Victorian Curriculum and Assessment Authority.

Catholic Regional College, Caroline Springs reserves the right to make changes to this document when they are found to be necessary. In such instances, the College undertakes to keep students and parents informed about the changes that have been made.

Please note:

The College does not endorse or encourage taking students out of school for holidays as our experience suggests that there is always an impact on student learning when a student misses classes as most learning is sequential. We do, of course, respect your right to make decisions regarding your child's attendance.

COURSE OUTLINE : **VCAL**

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CATHOLIC REGIONAL COLLEGE
CAROLINE SPRINGS

VISION

At Catholic Regional College Caroline Springs, we aim to provide a curriculum which:

- is rigorous, creative, meaningful and purposeful
- cultivates a learning and teaching culture of innovation, responsibility awareness and independence
- is developed with respect for the learner at its centre and
- aims to provide our students the opportunity to critically engage in a dialogue with the Catholic tradition and the world around them.

MISSION

Catholic Regional College Caroline Springs commits us to learning in all forms, styles and situations: formal and informal, mutual and collegial. Underpinning all that we do is the education and wellbeing of our students.

We have an obligation to provide educational experiences that ensure that:

- students have engaging and meaningful learning experiences
- students achieve to the highest of their learning potential.

VALUES

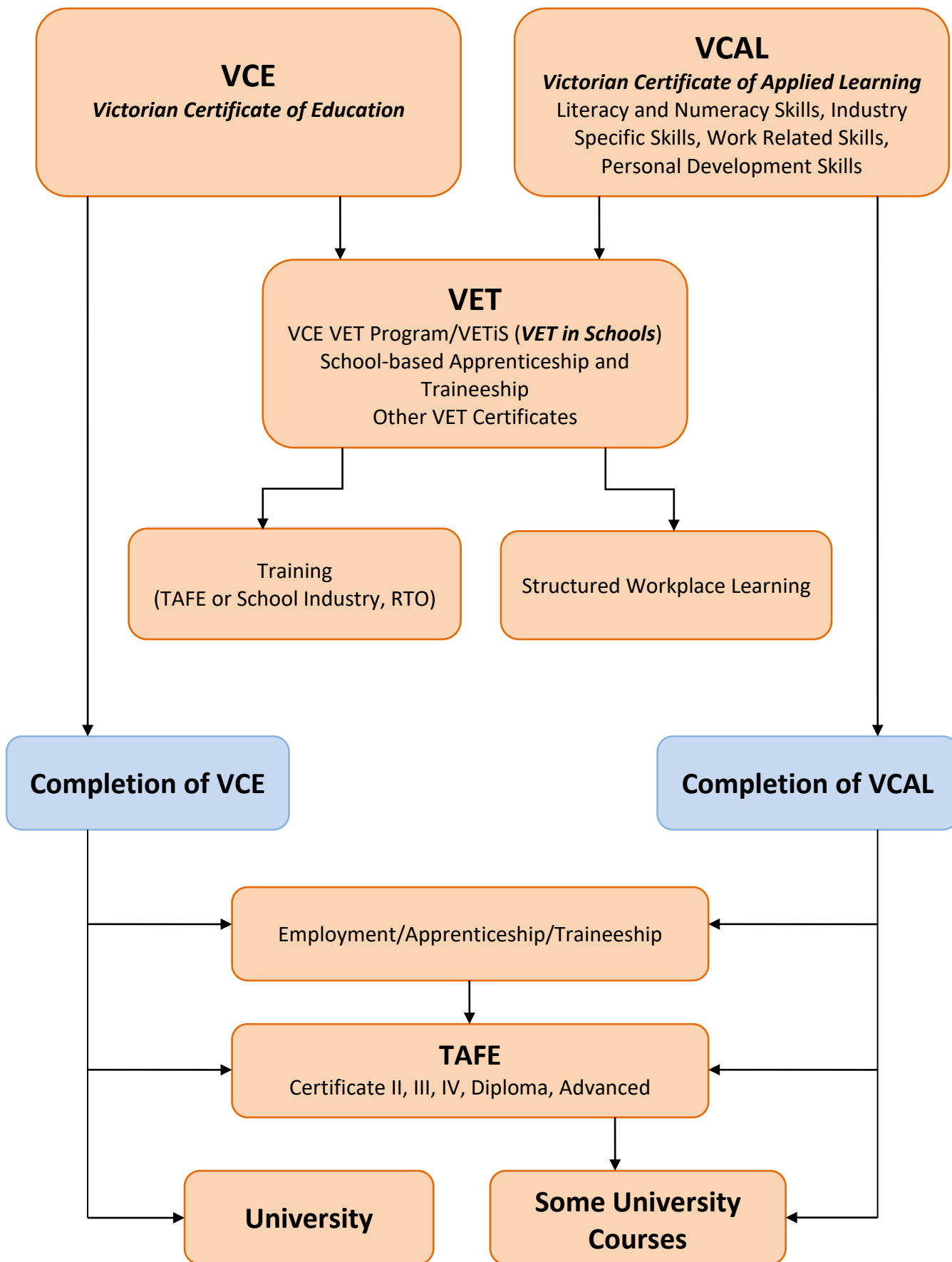
In striving to live fully and act justly, we commit ourselves to being a community which builds on four pillars:

LEARNING in all forms, styles and situations, formal and informal, mutual and collegial

STEWARDSHIP of all in and of God's creation: self, others and the world
COMPASSION which, guided by respect, moves us to action

PRAYER as a way of living and knowing.

SENIOR LEARNING PATHWAYS



INTRODUCTION

The Catholic Regional College Caroline Springs VCAL student handbook provides information for students who are choosing to pursue a managed pathway of VCAL at Year 10. It covers school policies and important information about Foundation VCAL studies which is relevant for students and parents. Catholic Regional College Caroline Springs provides course selection and careers advice to all students. However, it is important that, before committing to a VCAL course, students and parents avail themselves of other information beyond this guide. These additional sources may include past and present students, current teachers, other parents, employer groups, tertiary institutions and career centres.

Students and parents are encouraged to address any questions about the contents of this handbook to a member of the Learning and Teaching team.

Students need to be aware that the move into senior secondary education has additional responsibilities for students and increased expectations. For example, skills such as time management and organisation will be dependent more on the student's own self-discipline and self-motivation than in previous years.

What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is an accredited certificate administered by the Victorian Curriculum and Assessment Authority, and is a hands-on option for students. The VCAL curriculum is offered at three levels: Foundation, Intermediate and Senior.

Catholic Regional College Caroline Springs is offering the Foundation VCAL level to Year 10 students, who are interested in pursuing a pathway that will lead them into a traineeship, apprenticeship, TAFE studies or employment after completing Year 12.

The VCAL 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.

At Year 10, the Foundation VCAL offers opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes. Students will be provided with information and opportunities related to career and pathway choices.

Aims of the Qualification

The VCAL qualification aims to provide skills, knowledge and develop attitudes to enable students to make informed choices regarding pathways to work and further education. The VCAL program pursues the development of knowledge and employability skills that help prepare the student for employment and for participation in the broader context of family, community and lifelong learning. The development of knowledge and skills is targeted for each student so that they are able to make informed vocational choices within the specific industry sector and/or to facilitate pathways to further learning.

VCAL is not for all students. It is generally for those that want to work towards further education and training such as through an apprenticeship or traineeship, or pursue a pathway towards employment. It is for students who are highly motivated, industrious and have initiative. Students need to be hardworking in classes and demonstrate that they can make progress towards working independently.

VCAL is for students that are working to the best of their ability.

All VCAL students have the opportunity to have a positive impact on not only other students and the College in general but on themselves. We are challenging the VCAL students to participate and integrate with College life and understand that VCAL is about career pathways, but also carries the responsibilities of leadership. In VCAL students connect with their communities and gain real life experiences. Real life tasks are used to achieve learning outcomes from a number of the VCAL strands. Learning is at times integrated across a number of units.

PROGRAM OVERVIEW

VCAL curriculum strands

A VCAL learning program comprises four compulsory curriculum strands. The four strands are:

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

The units and modules selected in each curriculum strand are comprised of accredited VCAL units or Vocational Education and Training (VET) programs. The units and modules chosen will allow student career and pathway needs to be met and partnerships with Registered Training Organisations (RTOs), employers and other organisations to be developed.

Strand 1 – Literacy and Numeracy Skills (LNS)

This will include the VCAL Literacy Skills and VCAL Numeracy Skills units.

Strand 2 – Industry Specific Skills (ISS)

This strand includes accredited VET curriculum, units/modules from VET programs or VCAA VCE VET programs.

Strand 3 – Work Related Skills (WRS)

In order to develop employability skills VCAL students are able to participate in structured workplace learning. Structured workplace learning placements will be undertaken to meet some of the learning outcomes in the Work Related Skills units.

Strand 4 – Personal Development Skills (PDS)

The Personal Development Skills units will incorporate local and community-based projects, personal development, health and wellbeing, family, education programs and a range of structured activities to help develop self-confidence, teamwork and other skills important for life, employment and active citizenship. All students at Catholic Regional College Caroline Springs undertake the study of Religious Education. This requirement will be met through identifying common themes undertaken through the VCAL Personal Development Skills Strand.

VCAL STRUCTURE

To be awarded the VCAL, students need to successfully complete a learning program that contains a minimum of 10 credits (units). The program must include:

- a minimum of one credit for each of the VCAL curriculum strands:
 - Literacy and Numeracy Skills
 - Industry Specific Skills
 - Work Related Skills
 - Personal Development Skills
- a minimum of two VCAL units
- one credit for Numeracy
- six credits at the award level attempted (Foundation, Intermediate or Senior) or above this level
 - **one of these credits must be for Literacy and one for Personal Development Skills.**

Sample Year 10 Foundation VCAL Timetable

* See VCAL unit descriptions in appendix

VCAL Delivery modes

The VCAL allows for a range of delivery modes in a variety of settings. Delivery modes may include but are not limited to:

- applied learning linked to community, work or school activities
- classroom delivery based on whole class, small groups or individual activities
- flexible delivery such as distance learning and online learning. Learning activities including projects must promote and support applied learning and encourage the integration of units and learning outcomes. The teaching/learning methods employed should allow for individual differences in learning styles.

VCAL Educational and delivery practices

The VCAL program is underpinned by the following curriculum principles:

- student-centred approaches and decision making regarding program design, delivery and evaluation
- opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
- program delivery that builds resilience, confidence and self-worth
- learning environments that strengthen connections with the community
- program design that allows students to enter and exit learning programs at each level to pursue a range of pathway options.

VET REQUIREMENTS

The aim of the VCAL is to provide students with a hands-on practical learning experience which prepares students for work or further education and training. At Catholic Regional College Caroline Springs, students are required to undertake a Vocational Educational (VET) program as part of their Foundation VCAL certificate, in order to meet the Industry Specific Skills strand component. In addition to the VET offered onsite, students select from the VET certificates offered at our partnering school Catholic Regional College Sydenham.

Vocational Education and Training programs are conducted under the auspices of various Registered Training Organisations. In order to be eligible to successfully complete the requirements of the program, students are permitted to be absent from no more than two weekly sessions (or the relevant time equivalent). Failure to abide by this commitment may result in student withdrawal from the program.

In order to be able to continue into the second year of a VET program students must demonstrate competency for at least 75% of the combined nominal hours for all units of competency within the program.

At Catholic Regional College Caroline Springs, VET is a compulsory part of VCAL. Parents are expected to contribute to the cost of VET fees (full costs can vary from approximately \$100 to up to \$3000 for a VET program). If students are withdrawn from the program or do not complete the scheduled VET program for any reason parents are still liable to contribute to the cost of the program.

VET programs on offer at CRC Sydenham	Levy	VET programs on offer at CRC Sydenham	Levy
Applied Fashion-Year 1	\$235	Allied Health	\$200
Beauty Services-Year 1	\$350	Hospitality-Year 1	\$220
Dance-Year 1	\$250	Laboratory Skills-Year 1	\$50
Food Processing (Retail Baking)	\$120	Music Industry (Performance)-Year 1	\$130
Furniture Making	\$350	Music Industry (Sound Production)-Year 1	\$200
Signage	\$80	Picture Framing-Year 1	\$80
Creative Digital Media	\$100	Sport and Recreation-Year 1	\$300
		Community Services- Year 1	\$170

*See VET program descriptions in appendix.

Structured Workplace Learning (SWL)

Through Foundation VCAL offered at Catholic Regional College Caroline Springs, students are able to undertake structured workplace learning which is on-the-job training during which a student is expected to master a set of skills or competencies, related to the VCAL course (or their VET program). Students access a variety of workplace learning activities while they are still at school to assist in their development of a realistic understanding of the world of work. These include addressing employer expectations, developing employability skills, exploring possible career options, and activities aimed to increase their self-understanding, maturity, independence and self-confidence.

Students must meet the necessary occupational health and safety preparation requirements before undertaking SWL.

Folio of Evidence

A 'Folio of Evidence' must be submitted at the end of each semester for verification of the evidence that demonstrates competency for each VCAL unit.

It is the student's responsibility to assemble and maintain this 'Folio of Evidence' for each VCAL unit, by keeping and filing all pieces of work when assessed and returned to the student.

Assessment checklists will be issued to enable students to assemble and maintain their 'Folio of Evidence' for each VCAL unit. A 'Folio of Evidence' should include:

- All assessment tasks
- All classroom learning activities
- Photo journal of activities
- Power-point presentations, posters
- School recognition of student participation, college newsletters, photographs
- Community recognition, newspaper articles, photographs, club activities.

Attendance Requirement

The School requires regular attendance.

Therefore:

- Students must be in school throughout the hours of a normal school day
- Students are to attend all timetabled periods. In addition to VCAL classes this includes all Homeroom sessions, Assemblies and scheduled learning activities
- Students are expected to attend VET and work placement
- Students are to be punctual to school and to class
- Appointments are expected to take place out of school hours. If this is not possible, advance notice is required Appointments for driving lessons and tests and other such activities are not permitted during school hours
- No student may leave the school grounds without the prior approval of the Deputy Principal/Wellbeing Leader. If such permission has been granted, the student must sign out at Student Reception and sign in again when he/she returns. In cases of illness, students must attend Sick Bay and the School Nurse will give permission to leave the school if appropriate
- Any student arriving at school late or leaving school early MUST sign in/out at Student Reception.

Assessment Results

Within the VCAL program students do not receive a summative assessment expressed as a letter grade.

Students' reports will have S/N which will reflect learning outcomes/competencies attained. VCAL unit results are reported as S (Satisfactory) or N (not yet complete).

Assessment for VET is based on the demonstration of competency in units/modules. At Catholic Regional College Caroline Springs there are three results reported as follows:

- Not Yet Competent (NYC)
- In Progress (IP)
- Satisfactory (S).

REPORTING

Introduction

Reporting is the process by which assessment information is communicated in ways that assist students, parents and the College in making decisions. It provides information about what students know and can do along with recommendations for the future.

Assessment Tasks – results and feedback

Teachers will create assessment tasks in SEQTA (the College Student Management System) for the units. This will include all task details:

- Topic
- Task Title
- Task Description
- Marking Style and Submission Method
- Start and End Date
- Written feedback for each Assessment Task may be provided in the “Teacher Comment” text box on SEQTA in the form of a brief written comment.

SEQTA Engage

Parents are able to access Learning Area tasks (Homework and Assessment tasks). Teachers are required to post results on SEQTA within 2 weeks of the task. Written feedback should also accompany each task. Students and parents will access the following:

- Task Result – Satisfactory / Not yet complete
- Task Feedback

Principles

As part of the educational process parents/guardians are kept informed of the achievements and needs of their sons/daughters over a designated time period. This may be in the form of written or verbal communication.

Staff may telephone parents/guardians, or meet with them regarding learning progress or behaviour issues, after consultation with the Homeroom teacher and the Wellbeing Leader.

Interim reports are made available to parents online via the SEQTA at the end of first and third terms. They are intended to give parents/guardians a general idea of performance and effort in each unit.

Parent Teacher Interviews are conducted during Terms 2 and 3. The dates of these Parent/Guardian and Teacher Interviews are published on the College Calendar of Dates in the College Newsletter. Students are expected to be in attendance at interviews with their parents/guardians. These interviews are intended to enable parents/guardians, together with their son/daughter, to receive feedback well before end of semester reports are completed.

Semester Reports are available for parents/guardians to view online via SEQTA at the end of Semester 1 and Semester 2.

REPORT DETAILS VCAL & VET

The following information is provided to parents on Semester Reports.

VCAL

VCAL Level

Foundation - focus is on knowledge and employability skill development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

Learning Outcomes

What a student must know and be able to do in order to satisfactorily complete a unit.

S: Satisfactory

NYC: Not yet completed

IP: The achievement of the learning outcome is currently "In Progress".

NYD: Not yet delivered- to be delivered during semester 2.

Current Progress

The current progress in the learning program is recorded as S or N.

S: Student has satisfactorily completed the requirements of the unit.

N: Student has not yet completed the unit.

IP: The unit is currently "In Progress".

Work Habits

These comments describe a student's approach to their study as demonstrated to the teacher. They are assessed using the following descriptors: *Always, Usually, Sometimes, Rarely.*

Unapproved Absences (minutes):

The number in this field represents the number of minutes missed for reasons that are not approved in this unit of study for the semester.

Late Arrivals to Class

Number of lessons for which the student has been recorded late to class.

VET

Units of Competency

A unit of competency specifies the knowledge and skills, and the application of that knowledge and skills, to the standard of performance expected in the workplace. Students must demonstrate these standards via Learning Tasks in order to be assessed as having demonstrated competency.

- S:** Satisfactory (Competent) – student has demonstrated appropriate skills and knowledge within the learning requirements of the unit.
- N:** Not Yet Competent - student has not yet demonstrated appropriate skills and knowledge within the learning requirements of the unit.
- IP:** In Progress – the delivery / assessment of the unit is in progress.
- NYD:** Not Yet Delivered - to be delivered during semester 2.

Unapproved Absences (minutes)

The number in this field represents the number of minutes missed for reasons that are not approved in this unit of study for the semester.

Late Arrivals to Class

Number of lessons for which the student has been recorded late to class.

THE ROLE OF THE PARENT / GUARDIAN

The prime responsibility for the satisfactory completion of the senior years of schooling rests with the student. However, parents/guardians (and teachers) also have a role to play in the final years of the student's secondary education. Formal education is carried out through the school. This process continues in the home setting, especially with regards to attitudes and values. In the home the education may occur in a setting that is less formal, and less structured but no less valuable.

Parental support may be offered in a variety of ways such as in the following examples.

Discussion

Regular discussion between parents/guardians and students may identify areas of satisfaction or areas of concern. Such discussion may resolve a problem or may lead to some process to attempt solutions. Discussion topics might include:

- *How does the student evaluate his or her own progress?*
- *What is a reasonable balance between school commitments, family commitments, sport, employment, social activities, etc.?*
- *What is a reasonable amount of homework for a student?*
- *What strategies does the student employ to deal with hectic schedules of outcomes?*
- *What type of encouragement and discipline from the parent/guardian will benefit the student?*

Study Environment in the Home

Ideally, students will be able to do their schoolwork in an area that is free from noise and household distractions. Health issues may be addressed by the provision of good quality lighting and ventilation, as well as suitable ergonomic furniture.

Liaison with School

Parents/guardians are welcome to contact the school at any time. In most cases the first contact should be made with the student's tutor. This may then lead to further contact with appropriate personnel such as teachers, Pathways Leader and Learning and Teaching Team.

PATHWAYS AFTER SATISFACTORY COMPLETION OF THE VCAL

The Foundation VCAL is designed to develop and extend pathways for young people. On completion of Foundation VCAL, students will be able to make more informed choices about their future education, training and employment pathways.

Meaningful pathways are created through linking student aspirations and future employment goals to the choice of accredited curriculum in individualised ways, as well as connecting local community partnerships with Foundation VCAL learning programs for work and industry experiences, active participation in community and to support young people.

The ability to include curriculum from across education sectors in VCAL learning programs connects students with broader options for work, further education, and active community participation.

Successful partnerships in the VCAL work at building a culture of collaboration, crossing bridges between schools and other providers. Achieving the pathways that arise from these partnerships relies on strong cooperative relationships and commitment to:

- a shared understanding that 'learning does not stop at the school gate'
- personal, current, working knowledge of cultures of both TAFE institutes/ACE organisations and schools, with easy movement between the sectors
- a 'whole community' approach, with shared leadership, pooling resources and expertise and letting go of exclusive ownership of learning programs.

Pathways from a Foundation VCAL certificate completion can include the following transitions:

- Intermediate Level VCAL
- Commencement of VCE at Year 11
- Apprenticeships (including traineeships)
- Study at TAFE
- Employment.

SATISFACTORY COMPLETION OF VCAL VET UNITS

To satisfactorily complete VCAL and VET units the following conditions must also be met:

- Attendance requirements must be met according to the College and VET provider guidelines
- Students must achieve competency in all set modules of the VET program and
- Students are to participate in Work Placements, where placements are used to meet some of the learning outcomes towards their VCAL program.

Awarding of a Not Yet Complete (N) result.

In any case where a student is awarded an N, the subject teacher will issue an N letter for the unit. This letter provides both the student and their parent/guardian with written notification and explanation of the N result for that unit. When an N result is recorded this must be reflected on the report and VASS.

Withdrawing of a Not Yet Complete (N) result

Students may have an N result withdrawn in the following circumstances:

- Work that was not yet completed is resubmitted and is satisfactorily completed, or the student demonstrates competency in the context of a VET unit
- Unapproved absences are approved in consultation with the Pathways and Learning and Teaching Leader.
- In this instance, the teacher must complete a VCAL/VET Withdrawn N letter on the student's profile. Where appropriate the student's VASS statement must be changed to reflect this outcome. If the change in outcome is completed after Semester 1 reports have been published, the N result will still appear in the report.

Academic 'At Risk' Students

If a student receives an 'N' result/s in Foundation VCAL, the following process will occur:

- The Learning and Teaching Leader will discuss the concern with the student and parent/guardian.
- The student will be placed on a student learning management plan that will specify conditions that must be adhered to in order to ensure their future progression.
- All students who are deemed to be 'at risk' due to concerns over their academic progress will be placed on a student learning management plan outlining how the student must satisfactorily fulfil the study requirements of the College.

Authentication of an Assessment Task

- In order to attest that the work is genuinely the students, teachers must both monitor the development of the work during class time, and apply the procedural requirements for the conduct of the task as outlined in this policy
- Following the interview, a letter will be sent to the student's parents, informing them of the outcome of the interview.

Suspected Breach of Authentication Rules

- In the event of an authentication problem, the teacher informs the Learning and Teaching Leader who will establish the Panel and notify the student's parents in writing of the interview, as per the VCAA Administrative Handbook
- Students will be requested to attend an interview and complete a supplementary assessment task to demonstrate their understanding of the work
- Students will be notified of when and where the interview will take place.
- The onus is on the student to provide evidence that the work submitted is their own work and they may be asked to:
 - Provide drafts and other evidence of the development of the work
 - Discuss content of the work with their teacher and demonstrate their knowledge and understanding of the work
 - Provide samples of other work or complete, under supervision, another supplementary task related to the original task under supervision
 - Attend a formal interview
- Following the interview, a letter will be sent by the Learning and Teaching Leader to the student and the student's parents/guardians, informing them of the outcome. A record of the interview is to be kept on file. When the decision of the interview committee is an 'N', the student does not, in this instance, have the right to apply for special provision. However, the student does have the right to appeal to the VCAA.

If Assessment Tasks are Unable to be Authenticated

The Principal has the power to:

- Give the student the opportunity to resubmit the assessment task
- Refuse to accept the part of the Assessment Task, which infringes the rules, and submit a result solely on the remainder of the task. This may lead to an N awarded.
- Refuse to accept any of the Assessment Task and award an 'N' (not yet complete) for the Assessment Task and therefore an 'N' for the learning outcome
- Cheating will not be tolerated under any circumstances.

Authentication of work produced using computers

When a student uses technology to submit an Assessment Task, it is the student's responsibility to ensure that:

- There is an alternative system available for use in case of computer or printer malfunction or unavailability
- Changes are saved on back up disc/USB; hard copies of the work in progress are produced regularly to meet drafting and authentication requirements.

Lost / Damaged Work

- If a student's work is lost or damaged by the student or teacher, evidence of production, i.e. notes and rough drafts must be produced. It is a requirement of students undertaking Assessment Tasks that they keep such evidence of production for the duration of the year. In the event that work is lost or damaged, a complete written statement describing circumstances of the incident must be provided to the Learning and Teaching Leader as soon as is practicable after the loss or damage occurred.

Please Note: Work lost due to computer / memory device failures etc. are not grounds for an extension of work or to appeal an 'N' result due to non-submission.

Special Provision

- Special provision is designed to allow students who are experiencing significant hardship to achieve Satisfactory completion of the unit learning outcomes
- Students may apply for the granting of special provision in extenuating circumstances only
- Students are eligible for Special Provision if their ability to achieve Satisfactory completion is adversely affected by:
 - Illness – acute and chronic
 - Impairment – long term
 - Personal circumstances.

Application for Special Provision

- Special provision is available to any VCAL student who has experienced or is experiencing significant hardship because of illness (acute and chronic), impairment or personal circumstances. If this significant hardship has prevented a student from completing work by a due date and/or has affected the student's performance in an assessment task, or applied task, they should apply for Special Provision. To do this, a form must be obtained from the Learning and Teaching Leader and is the responsibility of the student. In addition to completing this form, documented evidence must be presented, i.e.: a letter from a medical practitioner, social worker, school counsellor etc.
- 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 or other teacher related difficulties
 - Are affected by faulty technology in the preparation of work.

GLOSSARY OF TERMS

Assessment Tasks - Tasks used to assess students' achievements of unit or learning outcomes.

Outcomes - Achievement requirements for a Unit. Students are required to demonstrate achievement of all outcomes in the unit. The only exception at the Foundation VCAL level is the Numeracy Skills unit where students must demonstrate competence in five out of the six learning outcomes to be credited with this unit, although they should cover all the learning outcomes in the teaching/learning context.

Quality Assurance - The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels.

Satisfactory Completion - Satisfactory completion of all Units will be based on completion of all the outcomes prescribed for the Unit.

Semester - Equivalent to half a school year, or approximately two terms.

Special Provision - Where illness or other factors affect performance, students may seek special provision.

Structured Workplace Learning - On the job training during which a student is expected to master a set of skills or competencies, related to an accredited course. These courses are generally Vocational Education and Training programs or VCAL units.

VCAA- Victorian Curriculum and Assessment Authority; authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria.

VCAL - Victorian Certificate of Applied Learning.

VET - Vocational Education and Training.

POLICIES AND PROCEDURES

CHILD PROTECTION AND SAFETY POLICY

Statement of Commitment to Child Safety

Child abuse includes sexual offences, grooming, physical violence, serious emotional or psychological harm, serious neglect and a child's exposure to family violence. Catholic Regional College Caroline Springs is committed to the protection of all children from all forms of child abuse and demonstrates this commitment through the implementation of a comprehensive Child Protection Program designed to keep children safe.

At Catholic Regional College Caroline Springs we have a zero tolerance for child abuse and are committed to acting in children's best interests and keeping them safe from harm. The College regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.

Child Safe Principles

The College's commitment to child safety is based on the following overarching principles that guide the development and regular review of our work systems, practices, policies and procedures to protect children from abuse.

1. All children have the right to be safe.
2. The welfare and best interests of the child are paramount.
3. The views of the child and a child's privacy must be respected.
4. Clear expectations for appropriate behaviour with children are established in our Child Safety Code of Conduct and Staff and Student Professional Boundaries Policy.
5. The safety of children is dependent upon the existence of a child safe culture.
6. Child safety awareness is promoted and openly discussed within our College community.
7. Procedures are in place to screen all staff, Direct Contact Volunteers**, third party contractors and external education providers who have direct contact with children.
8. Child safety and protection is everyone's responsibility.
9. Child protection training is mandatory for all Federation of CRC Council members, staff and Direct Contact Volunteers.
10. Procedures for responding to alleged or suspected incidents of child abuse are simple and accessible for all members of the College community.
11. Children from culturally or linguistically diverse backgrounds have the right to special care and support including those who identify as Aboriginal or Torres Strait Islander.
12. Children who have any kind of disability have the right to special care and support.

**Direct Contact Volunteers are those volunteers that are involved in providing support, guidance and supervision directly to students and could potentially have direct unsupervised contact with students during the normal course of providing the volunteer service.

Examples of Direct Contact Volunteer activities may include volunteers involved in College camps and excursions, coaching sporting teams or assisting in learning activities.

INDIVIDUAL DIFFERENCES AND LEARNING NEEDS POLICY

Introduction

Students exhibit a range of talents, possess different learning styles and will progress at different rates along the developmental continuum. Whether it be intellectual, social/emotional or physical development that needs support, Catholic Regional College strives to accommodate all student needs through ongoing support.

Objectives

Catholic Regional College offers a broad and inclusive curriculum, which caters for the needs of all students, allowing them to develop their talents and achieve to their full potential. Individual differences are respected and valued with the students being offered a learning environment in which they can develop a healthy self-regard and confidence in their talents.

Principles

Catholic Regional College:

- Identifies areas of need and strives to improve the learning outcomes of the students, by providing professional development and specialist support staff to aid the classroom teacher in catering for individual differences.
- Encourages and supports subject teachers in their endeavour to adapt teaching styles, adjust programs and in some cases modify assessment to ensure all students have access to the learning program.
- Provides support for all staff, encouraging sharing of knowledge and expertise, experience, strategies and ideas for catering for individual differences.
- Strives to identify students with learning difficulties, highly able students and those with disabilities as early as possible to ensure quality programming and learning outcomes for all students.
- Supplies resources, environmental change (structural and social), and technical assistance to ensure those with learning difficulties are supported in their learning.
- Student Support Leaders support teachers in devising teaching and learning strategies to meet a wide range of educational needs and talents.
- To allow for individual differences, the Student Support Team provides support for all students. Strategies to support students with additional learning needs are implemented across the school. Individualised Learning Programs (ILP's), Parent Support Groups (PSG's), Vocational Preparation programs, English as Additional Language (EAL) assistance, New Arrivals programs and school counselling are areas of focus at Catholic Regional College.
- Student Support Leaders assist staff in the identification of students in individual learning needs and consult with the student, parents/guardians, subject teachers, homeroom teachers, wellbeing leaders, learning and teaching leaders, and the Deputy Principal in an endeavour to meet the needs of each individual student appropriately.

ATTENDANCE POLICY

Rationale

Catholic Regional College Caroline Springs recognises the importance of full-time school attendance. Practices and supports are in place to monitor student attendance and respond to areas of concern through the use of SEQTA.

A school guideline and **procedure** to cover absence from assessment tasks is published and is available for staff, students and parents. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, on application from the student, **grant Special Provision** for school based assessments.

College Expectations of Attendance:

- Students are required to miss no more than 250 minutes in all VCAL subjects across one Semester.
- Staff will be required to keep a record of student absences throughout the year using SEQTA.
- Students must present their medical certificates to the Homeroom Teacher of any absence.
- Once a student has two unexplained absences, the subject teacher will contact home.
- If the student has reached three unexplained absences, an 'Attendance Review Committee' will be convened. This committee will consist of the subject teacher, Year Level Leader/s, Learning and Teaching Leader: Student Pathways, student and parent. The purpose of this meeting is to determine if the student will receive an 'N' for the subject. A record will be kept of this meeting using SEQTA.

ASSESSMENT POLICY

Rationale

Assessment aims to discover what a student has learned and what s/he can do with that learning. This involves measuring a student's performance on selected tasks. Different types of learning require different types of assessment task.

At Catholic Regional College Caroline Springs, assessment is a systematic process by which information is collected and analysed to inform all aspects of the teaching and learning process. Assessment includes both qualitative and quantitative descriptions of an individual's performance and provides timely feedback to students to assist them in progressing their learning journey.

Objectives

- Assessment is integral to teaching and learning and should inform further learning;
- Assessment is based on explicit criteria that must be explained to students before they begin an assessment task. These criteria are to be related to achievement of the relevant learning outcomes as outlined in the relevant VCAL Curriculum Planning Guide or VET training package;
- Assessment is to be fair and comprehensive, measuring a range of abilities and skills such as recall, comprehension, analysis, synthesis, creativity, transfer of learning to different situations, problem-solving, written communication, verbal communication and other forms of communication. A range of assessment techniques is used;
- Assessment of a student's learning is used to identify strengths and weaknesses and plan further learning for that student. A series of assessment records gives an indication of a student's progress.

Methods

- Teachers plan a variety of assessment tasks related to each objective of the course. The results of assessment are used to plan further learning appropriate to each student's needs and talents;
- Assessment task details are recorded on the College Intranet SEQTA for students to view to assist them in preparing for the task;
- Assessment task results are recorded on the College Intranet SEQTA so that students can receive feedback on their learning progress and their performance. These results will be transferred to College End of Semester Reports;
- Assessment occurs frequently and students obtain feedback on their performance in all assessment;
- To ensure appropriate and fair assessment, tasks should allow for the needs of students with special learning requirements;
- While all students need to successfully demonstrate achievement of the learning outcomes, planning for the tasks assigned to the learning outcomes will need to take into account different learning styles. This may involve consideration of approaches that can assist in overcoming learning difficulties and/or disabilities as well as relevant cultural and/or social issues;
- Assessment records and results are considered confidential. They may be released to the student and parents/guardians concerned or to other teachers for educational purposes and only in accordance with the College Privacy Policy;
- At the commencement of a unit students will be provided with an overview that specifies the relevant dates and details of the relevant assessment and learning activities;
- At least one week prior to each assessment task students must be provided with detailed

- information regarding the time, length, nature of task, procedures and criteria/rubric;
- Teachers must endeavour to provide students with feedback about performance on assessment tasks within at least two weeks of the task being completed by all students within the unit.

Assessing Learning Outcomes

Assessing learning outcomes in the VCAL is a process of collecting **evidence** about the performance of learners and making a **judgement** about whether they have met the learning outcomes, with the teacher verifying successful completion.

The elements in the [VCAL curriculum planning guides](#) are provided to further describe the learning outcomes, and are intended as a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed. The curriculum components in a VCAL learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units of competency/modules delivered in the learning program.

Satisfactory completion of a VCAL unit will be based on completion of all the outcomes prescribed for the Unit. The only exception in the context of Foundation VCAL is for the VCAL Numeracy Unit, where students must demonstrate competence in five out of the six learning outcomes to be credited with this unit, although they should cover all the learning outcomes in the teaching/learning context.

The VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. Students will receive a 'satisfactory completion' (S) or 'not yet complete' (N) result for each VCAL unit.

Students should be observed to demonstrate competence on more than one occasion and, wherever possible, in a range of contexts to make sure that the assessment is consistent, fair and equitable.

Assessment Principles for VCAL Learning Programs

Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace
- Students should be assessed across as wide a range of tasks/activities as possible, in order to increase reliability and validity of assessment. One-off assessment tasks/activities do not provide a reliable and valid measure of competence
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students
- Assessment should include assess to ICT where appropriate to the context of the activity or task
- Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions. Assessment cannot unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.

When assessing students with particular needs, the validity of assessment must be maintained.

Flexibility in assessment strategies must be maintained to ensure alternative methods are utilised to allow the demonstration of achievement of learning outcomes without disadvantaging the student.

Integrated Assessment in VCAL

Assessment in the VCAL can be integrated to focus on the assessment of integrated curriculum projects/activities rather than specific assessment tasks developed for individual learning outcomes or elements of competency. In developing an integrated or holistic approach to assessment, a number of outcomes (VCAL learning outcomes and/or VET learning outcomes) from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

In developing an integrated or holistic approach to VCAL delivery, a number of outcomes from one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

When designing assessment for an integrated project, there needs to be clearly identifiable assessment activities/tasks for each VCAL unit or VET unit of competency.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit cannot be used to demonstrate achievement in other VCAL unit learning outcomes or competency in a VET unit of competency. For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal Development Skills unit, cannot be used to demonstrate achievement of learning outcomes in the VCAL Reading and Writing unit.

When an integrated project includes VET units of competency, separate evidence is required to demonstrate competency in the VET units.

VCAL Assessment for Students with Diverse Learning Needs.

- While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way
- Flexibility in assessment methods is important, particularly for students with disabilities, to allow students to demonstrate the successful completion of learning outcomes without disadvantage. In some instances the time taken to provide a response in alternative modes may be considerably longer and it may be unrealistic to expect such learners to achieve the outcomes in the stated nominal hours. Students may need an extended time to complete the learning outcomes in these cases
- When assessing students with particular learning needs the validity and reliability of assessment must be maintained.

Recognition of Prior Learning (RPL) in VCAL

- Recognition of Prior Learning (RPL) is applicable to students who can demonstrate prior learning and experience relevant to the VCAL Personal Development Skills (PDS) and Work Related Skills (WRS) units. Where students have been granted RPL, evidence must be completed and kept by the VCAL Coordinator that demonstrates successful completion of the entire unit learning outcomes.
- RPL is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, experience or general life experience. Final decisions regarding RPL for VCAL PDS and WRS units are the responsibility of the VCAL Coordinator.

A VCAL unit provides learning outcomes that enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes. The learning outcomes encompass broad generic skills important for active citizenship, work and further study. The VCAL Curriculum Planning Guides contain learning outcomes for VCAL Literacy and Numeracy Skills, VCAL Work Related Skills, and VCAL Personal Development Skills units.

Assessment of VCAL units should enable:

- an integrated or project approach to the development of assessment tasks that recognise learning that has occurred in the context of work and community settings;
- assessments that are linked at times to authentic tasks and activities;
- the opportunity to demonstrate a learning outcome successfully, on more than one occasion, and wherever possible, in a range of contexts, to make sure that the assessment is consistent, fair and equitable;
- successful completion of all learning outcomes through either the one integrated assessment task or spread over a number of different tasks;
- assessment that does not disadvantage any student and that provides a flexibility in the range of methodologies that caters to the needs of individual students.

Portfolio of Evidence

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit in the VCAL learning program. Assessment methods must be flexible, valid, reliable and fair and may include compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:

- student self-assessment
- teacher observation
- reflective work journals
- student log books
- oral presentations
- oral explanation of text
- written text
- physical demonstration of understanding of written or oral text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing of practical tasks
- photographic/video productions
- Microsoft PowerPoint presentations.

Satisfactory Unit Result

In order to demonstrate the satisfactory completion of a unit, students must demonstrate achievement of the set of outcomes/competencies for the unit as specified by the Foundation VCAL.

A student will receive an “S” (satisfactory) result for a VCAL unit or a “S” (Satisfactory) result in a VET unit when the College determines that all of the relevant learning outcomes are achieved, or competence has been demonstrated. In order to achieve this a student must:

- Complete work that demonstrates achievement of the learning outcomes/units of competency;
- Submit work on time;
- Submit work that is clearly their own;

- Observe all VCAA and College rules.

Not Yet Complete Unit Result

A student will receive an 'NYC' result for the unit when the necessary learning outcomes/competencies are not achieved because:

- work does not demonstrate achievement of the outcomes/competencies;
- the student has failed to meet a College deadline for an assessment task or learning task;
- student work cannot be authenticated;
- there has been a substantial breach of rules, including College attendance expectations.

CHANGES TO STUDENT LEARNING PROGRAM POLICY

Rationale

The College believes that every student's learning program is of equal value and that every pathway is valid. Based on unique student needs there is often a need for a change in a student's program. When a student's request for a change is processed the College will adhere to the principles outlined below.

Changes to student learning programs will endeavour to create a learning program that will allow a student to experience success and make a suitable transition to an appropriate and sustainable post-school pathway. As such, the number of course changes that students can submit will be limited so as to promote a sense of resilience.

Principles

Where a student wishes to move from the Year 10 Program to the Foundation VCAL Program, students must have shown that they meet the conditions listed below:

- attend a pathways counselling session and conduct an independent investigation of a suitable post school pathway that includes TAFE, apprenticeships/traineeships and employment;
- organise College approved Structured Workplace Learning/Work Experience Placement;
- demonstrate sound work habits and a suitability to operate within an applied learning environment;
- demonstrate that they are working towards being an independent learner, self-motivated and have a mature approach to school that will translate successfully to the workplace;
- demonstrate a commitment to enhancing their employability skills, diligent, conscientious, ability to follow instructions and cooperative with others;
- demonstrate that they are reliable and punctual in submission of required work;
- demonstrate regular attendance at school, including punctuality;
- show that they are cooperative in their dealings with all members of the school community and respectful of and compliant with the college expectations;
- demonstrate a willingness to work constructively within the established procedures of the College;
- achieved appropriate outcomes in their academic studies.

Where a student wishes to move from the Foundation VCAL Program to the Year 10 Program, students must have shown that they fulfil the below criteria:

- a demonstrated ability to experience success within Year 10 studies (the College will refer to student assessment data and academic testing data for supporting evidence);
- attended a pathways counselling session and conduct an independent investigation of a suitable post school pathway;
- a demonstrated ability to apply independent study habits required for success in the year 10

program.

Changes of individual subjects/units within Year 10/ Foundation VCAL Programs will only occur when:

- There is space in a class in the selected subject/unit
- The student has demonstrated a suitability to cope with the learning requirements of the selected subject(s)/unit(s)
- The student has completed the appropriate application and discussed the prospective change with the relevant staff at the College as indicated on the application form
- Has fulfilled the prerequisites;
- Will only be processed after the student and parent/guardian have completed the relevant Course Change Form;
- Will occur, where possible, at the end of Semester 1, to take effect in semester 2.

Assessment Policy 2019 Attachment