

Julia Gillard Community College Policy & Procedure

Policy name	School Curriculum & Teaching Policy
Responsible person	Principal
Staff involved	Assistant Principal, Teachers, Student Wellbeing Officer, Pathways Counsellor, Education Support Officers, School Admin Officers
Review dates	Accepted: 13 Sept 2024 Review Date: Semester 2, 2025

1. Introduction

Julia Gillard Community College (the **School**) is an independent specialist senior secondary school located in the Werribee CBD.

The School delivers the Victorian Pathway Certificate (VPC) and the VCE Vocational Major Certificate (VCE VM) for students aged 15-19 years.

The VPC and VCE VM are senior secondary certificates of education recognised within the Australian Qualifications Framework (AQF). The VPC and VCE VM can include components of accredited Vocational Education and Training (VET) qualifications from within the AQF.

2. Purpose

This policy provides the framework for the planning and delivery of the VPC and VCE VM Curricula and reporting on student outcomes.

3. Scope

This policy applies to Julia Gillard Community College teachers, students, and Parents/Carers.

4. Definitions

Assessment - the purpose of VPC/VCE VM assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgement about whether they have met the requirements of that learning outcome.

Career Action Plan is an individually tailored document for each student that outlines their planned further education, training, or employment choices.

Curriculum the planned and structured set of learning experiences and educational goals that are designed to be delivered to students enrolled in the VPC and VCE VM.

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Individual Learning Plans are used to document the needs of the learner. An ILP contains details relating to the learner's background, initial assessments, previous learning, and current areas of study.

VCAA means the Victorian Curriculum and Assessment Authority.

5. Responsibilities

The Principal, with support from the Assistant Principal and teaching staff, is responsible for ensuring that all aspects of the curriculum and assessment comply with:

- Victorian Curriculum and Assessment Authority (VCAA) requirements;
- VRQA Guidelines to the Minimum Standards and Requirements for School Registration; and,
- the School's policies and procedures.

6. Communication

This *Curriculum and Teaching Policy* is available on the School website, Sentral and hard copies can be obtained from School Reception.

7. Policy

Students and their needs are at the centre of curriculum planning and delivery.

This Policy provides a framework for the implementation of the mandated VPC/VCE VM Curriculum, how student learning will be organised, taught and assessed and how students will be supported to achieve their goals.

7.1 The Victorian Pathway Certificate and VCE Vocational Major Certificate

The Victorian Pathway Certificate and VCE Vocational Major Certificate are based on applied learning, and designed to:

- give students practical work-related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for work and life; and,
- provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education;

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment, and certification of the VPC and VCE VM.

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7.2 Applied Learning

The School's curriculum is flexible, applied and student-centred. It includes learning experiences that are practical, experiential, contextualised to real situations, and personalised to the learner's needs. The curriculum has a focus on real life application and considers different learning preferences.

Applied Learning in the VPC/VCE VM curriculum includes:

- learning in classroom contexts;
- learning in community contexts;
- adult learning in vocational learning contexts;
- work based learning in workplace settings; and,
- project based learning involving 'real world' issues.

Teachers, in consultation with the Principal, will develop learning programs at each level that:

- provide opportunities for students to develop skills and knowledge, including employability;
- provide skills, through learning experiences relevant to students' personal experiences, cultural backgrounds and further study and/or employment goals;
- provide a holistic approach to the development of skills and ensure that students are able to identify and apply these skills within authentic social and working environments;
- provide a holistic and alternate approach in supporting students with identified learning welfare and social needs;
- support students to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning; and,
- meet VCAA accredited curriculum learning outcomes.

7.3 Curriculum planning

VPC/VCE VM Studies

VPC/VCE VM units are selected at each level from the following studies:

- Literacy;
- Numeracy;
- Personal Development Skills;
- Work Related Skills; and,
- Industry Specific Skills (VET).

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Teachers plan units accordingly for each term. A Leading Teacher/Assistant Principal evaluates the unit outlines and works to support the Teacher through the process of implementation.

VCAA Documents

The Principal will ensure that the following VCAA documents are available to all teachers and staff (hard copy and electronic):

- VPC/VCE VM Administrative Handbook;
- Important Administrative Dates;
- Curriculum Planning Guides/Unit Outlines;
- Assessment and Planning Guides; and,
- Sample Assessment Task Templates (SATTs).

Current versions of these documents are located on the VCAA website:
www.vcaa.vic.edu.au/administration

The Principal will ensure that all teachers and staff have access to all relevant School documents that are required including policies and procedures, and forms.

VCAA Notices and Bulletins

The Principal and the Assistant Principal are subscribed to receive VCAA Bulletins.

The Assistant Principal will monitor the VCAA website weekly for any updates to ensure ongoing compliance with VCAA requirements.

VCAA Notices and Bulletins are published through their website: VCAA Bulletins and Notices.

Updates are communicated to teachers and staff via email and during team meetings.

7.4 Reviewing curriculum and teaching practice

Professional Learning Community

The School will use a Professional Learning Community (PLC) approach to improving student outcomes. A PLC will be composed of team members who work interdependently to achieve common goals linked to the purpose of learning for all. The PLC will be dedicated to the idea that the School exists to ensure that all students learn essential knowledge, concepts and skills.

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The PLC will meet regularly to review and develop learning program teaching and assessment practice across all studies including core skills of literacy, oral communication and numeracy.

The PLC will provide an opportunity for School staff to work collaboratively at the school level to improve student outcomes. The PLC will create a culture that is focused upon:

- continuous improvement by linking needs of students with professional learning; and,
- enhancing professionalism and fuelling collaboration amongst teaching staff.

The PLC will work collaboratively to answer the critical questions about the teaching and learning in their own classrooms:

- What is it we want our students to know? (Curriculum)
- How will we know if our students are learning? (Assessment)
- How will we respond when they don't learn? (Instruction/Intervention)
- How will we enrich and extend the learning for students who are proficient?

The School will maintain an effective PLC by applying the following principles:

- student learning focus: school improvement starts with an unwavering focus on student learning;
- collective responsibility: for every student to achieve, every connected adult must take responsibility for their learning;
- instructional leadership: effective school leaders focus on teaching and learning; Collective efficacy: Teachers make better instructional decisions together; and,
- adult learning: Teachers learn best with others, on the job.

7.5 Engaging Students

The purpose of the School is to provide a safe and inclusive learning environment for young people who may have been disengaged or are at risk of disengaging from education. Many of the School students have experienced, or are experiencing, mental health issues and disrupted learning.

Curriculum planning and delivery, therefore, has a focus on engaging students, encouraging them to participate in their own learning, and assisting them to achieve their educational goals.

During the enrolment process, we gather information relating to a student's educational history, mental health, medical conditions, disabilities, and any other conditions that may impact on their participation in learning.

The information we gather is used develop strategies that we can implement to encourage students to regularly attend classes, participate in classroom and off-site activities relevant to the curriculum, complete assessment tasks and achieve their educational goals.

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The School will work with Students to develop a program that is appropriate for their interests, abilities and strengths.

Strategies to engage and support students include:

- Providing additional areas of study that support the curriculum: for example creative arts, IT/computing and physical education;
- Goal setting;
- Career planning and coaching;
- Development of individual learning plans;
- Language, literacy and numeracy support; and,
- Reasonable adjustments for students with a disability.

7.6 Individual Learning Plans

Individual Learning Plans (ILP) are used to document the needs of the learner. ILPs contain details relating to the learner's background, initial assessments, previous learning, and current areas of study. The ILP will also contain information and evidence relevant to the learner's unique contexts, including any specific issues which might impact on their learning and information on their hobbies and personal interests.

This information is contextual and aids the main function of an ILP, which is to plan, through the setting of appropriate targets and achievement of relevant goals, a route through the program of instruction which is specific to that learner and their needs.

Included within each Student's ILP is a list of mutually agreed upon personal goals. The setting of goals offers ways in which the School can both enable and evidence achievement at individual learner, class, year group, and whole school levels.

Furthermore, goals not only provide a benchmark for measuring a desired level of achievement, but also can be motivational, as well as offering the potential for staged progression onto further targeted goals.

Targeting involves identifying actions at the appropriate level of detail and attainment that are personalised to the student concerned. For the target setting to be effective and meaningful, there needs to be ownership of targets; one way to accomplish this is to have targets discussed and agreed with the learner. If such ownership is generated, then there are benefits across the student's approach to learning.

Students along with their teachers will establish goals using the following guidelines:

- **Specific:** a particular area for improvement is identified;
- **Measurable:** an indication of progress, or a specific quantity is identified which is measurable;
- **Assignable/Agreed/Achievable:** the target must be agreed to by the learner;
- **Realistic:** the target must consider available resources; and,

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- **Time-related:** a temporal target gives a completion date.

SMART targeting is simple, easy to remember, and flexible in its approach to student achievement.

7.7 Career Education: Pathway and Transition

Student pathways and transitions focus on levels of participation in education and training, and the provision of programs, support, and advice to students regarding appropriate pathways and transitions.

The Assistant Principal working with the Pathways Counsellor ensure that Career Action Plans are developed and implemented for every student who attends the School.

Students need to be able to critically examine their career goals and have sound knowledge of the requirements for their planned further education, training or employment choices. They need to be aware of alternative pathways to achieve their preferred future and prepare at least one optional career choice.

Students will need to tailor their Career Action Plan to their needs. For those students choosing to progress to further education, their plan will focus on short-term goals that address selection requirements and processes. For those young people who intend to enter the workforce either for employment or training, including those deferring, the focus is on developing the skills and materials to seek employment including updating their résumé and preparing for job interviews.

In developing their Career Action Plan, students will focus on the strategic steps to achieving their pathway plan with emphasis on the academic, financial, and individual demands of their goals. The students should be able to identify and document experiences and activities that demonstrate their skills, abilities and attributes. Students should be capable of effectively using a range of career resources and be making effective use of their allies.

The School will provide weekly lessons dedicated to career education activities and development of the Career Action Plans. Our career education program includes the following:

- self-development;
- career exploration;
- career management;
- Structured Workplace Learning;
- industry excursions; and,
- partnerships with LLEN.

7.8 Students at risk of non-completion

Every effort will be made to assist students to complete their VPC/VM successfully and within the expected timeframe. The School will regularly assess and monitor student attendance and completion of assessment tasks for each unit to identify students who are

This document was created and accepted by the Board of Governance of the Wyndham Community and Education Centre Inc on 13/9/24

Version: 2024v1

Document number: 012

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potentially at risk of non-completion of a unit and implement intervention strategies. This may include:

- development and implementation of an individual support plan;
- meeting with the Student Wellbeing Officer to identify strategies for improving study habits and time management;
- discussion with Parents/Carers ;
- assigning an Education Support Officer, as an additional support in the classroom;
- re-submission of assessment tasks; and,
- any other support as deemed appropriate.

7.9 Assessment

The purpose of VPC/VCE VM assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgement about whether they have met the requirements of that learning outcome. These requirements are clearly outlined in the elements of each learning outcome.

Assessment of students' learning will correspond and be reflective of the curriculum covered in class. Teachers will use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Evidence of achievement can include, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

To ensure the integrity of assessment, Teachers develop and administer assessment activities guided by the VPC/VCE VM Principles of Assessment.

7.10 Quality assurance processes

Quality assurance of VPC/VM units is the process that ensures there is a common understanding and consistency among teachers regarding assessment judgements and the design of assessment tasks.

The School participates in Quality Assurance (QA) to ensure that assessment tasks will achieve the learning outcomes for which they are designed and that a student's work is at the appropriate level.

7.11 Reporting Student Achievement

The School will provide written reports and the end of Term 2 and Term 4. The written reports will be made available to Parents/ Carers through Sentral and/or in printed versions will include information on each students':

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- progress towards learning outcomes;
- attendance and punctuality;
- class participation and effort; and,
- areas for improvement.

7.11 Data collection and analysis

The Principal is responsible for the collection, monitoring and analysis of student results for the purpose of planning for and achieving improvement in student outcomes. The monitoring and analysis of student data relates to participation and completion rates and student outcomes and pathways.

The school will utilise a range of tools to assist with the collection of data.

Information gathered through the collation and analysis of data will be used to inform improvements to the planning, delivery, and assessment of the curriculum.

Student learning outcomes data will be reported in the Annual Report to the School Community and also available on the State Register maintained by the Victorian Registration and Qualification Authority and on the School website.

Related Documents

Legislation: Education and Training Reform Act 2006 (Vic), Education and Training Reform Regulations 2017 (Vic)

Policies: School Student Enrolment Policy, School Assessing & Monitoring Student Progress Policy, School Records Management Policy.

Other: VRQA Guidelines to the Minimum Standards and Requirements for School Registration, Victorian Curriculum and Assessment Authority (VCAA) VCE and VPC/VM Administrative Handbook.