

Curriculum and Teaching Policy

1. Introduction

Djerriwarrh Community College (the College) is an independent specialist senior secondary school based in Melton. We deliver the Victorian Pathway Certificate (VPC) and VCE Vocational Major Certificate (VM) for students aged 15-19 years. We provide a safe and inclusive learning environment for young people who may have been disengaged or are at risk of disengaging from education. The College is committed to supporting students to reach their individual personal, social and educational potential.

The Victorian Pathway Certificate (VPC) and VCE Vocational Major Certificate (VM) are senior secondary certificates of education recognised within the Australian Qualifications Framework (AQF). The VPC and 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 VM Curriculum and reporting on Student outcomes.

3. Scope

This policy applies Teachers, Students and Parents/Guardians.

4. Definitions

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| Assessment | The purpose of VPC/VM assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgment about whether they have met the requirements of that learning outcome. |
| Curriculum | The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. |
| VCAA | The Victorian Curriculum and Assessment Authority |
| VPC | Victorian Pathway Certificate |
| VM | VCE Vocational Major Certificate |

5. Responsibilities

The Principal, with support from the Compliance Manager 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
- The College's policies and procedures

6. Communication

This Curriculum and Teaching Policy is available on the College website, Compass and hard copies can be obtained from the College 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/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
- 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.

7.2 Applied Learning

Our curriculum is flexible, applied, student centred and assists our students to develop community partnerships. Applied learning is education put into practical use; learning which is experiential, contextualised to real situations and personalised to the learner's needs. Applied learning has a focus on real life application and takes into account different learning preferences.

Applied Learning in the VPC/VM curriculum includes:

- learning in classroom contexts
- learning in community contexts
- adult learning in vocational learning contexts
- work based learning in workplace settings
- 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 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 environment
- 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
- meet VCAA accredited curriculum learning outcomes

7.3 Curriculum planning

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

- Literacy and Numeracy Skills
- Work Related Skills
- Personal Development Skills
- Industry Specific Skills
- Skills for Further Study (Senior level only)

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

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

- VPC/VM Administrative Handbook
- Summary of Changes to Administrative Handbook
- Important Administrative Dates
- Curriculum Planning Guides/Unit Outlines
- Assessment and Planning Guides
- Sample Assessment Task Templates (SATTs)

Current versions of these documents are located on the VCAA website: [VCAA VPC/VM Curriculum](#)

The Principal will ensure that all Teachers and staff have access to the following College documents as required:

- All relevant policies and procedures
- Forms and documentation

VCAA Notices and Bulletins

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

The Principal and the Compliance Manager will subscribe to receive VCAA Bulletins.

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

Djerriwarrh Community College uses a Professional Learning Community (PLC) approach to improving student outcomes. A PLC is composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Our PLC is dedicated to the idea that the College exists to ensure that all students learn essential knowledge, concepts and skills.

The College Professional Learning Community (PLC) meet weekly to review and develop learning program teaching and assessment practice across all strands including core skills of literacy, oral communication and numeracy.

Refer to the Teaching and Learning Framework for more information.

The College has a Curriculum Development and Review Procedure to ensure that curriculum planning, and delivery remains compliant and relevant and continues to meet the needs of our Students.

7.5 Engaging Students

The purpose of Djerriwarrh Community College 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 our 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 the participate in their 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.

The College 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: art therapy, computing and physical education
- Goal setting
- Career planning and coaching
- Development of individual learning plans
- Language, literacy and numeracy support
- 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. ILP's 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.

Smart Goals

Included within each Student's ILP is a list of mutually agreed upon personal goals. Targets offer ways in which we can both enable and evidence achievement at individual learner, class, year group, and whole school levels. Furthermore, the presence of a target indicates a goal which not only provides a benchmark for measuring that level of desired achievement, but which 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 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 version;

- 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.
- 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 Principal and staff ensure that career action plans are developed and implemented for every student who attends the College.

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 career action 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 College provides 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
- Work experience week
- Try a Trade excursions
- Partnerships with LLEN, Employment plus, TAFE providers

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 College will regularly assess and monitor student attendance and completion of assessment tasks for each unit to identify students who are 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 Youth Worker to identify strategies for improving study habits and time management
- discussion with Parents/Guardians
- providing additional support in the classroom
- re-submission of assessment tasks
- any other support as deemed appropriate

7.9 Assessment

The purpose of VPC/VM assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgment 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/VM Principles of Assessment.

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 College 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.

7.10 Reporting Student Achievement

The College will provide written reports at the end of Term 2 and Term 4. The written reports will be made available to Parents/Guardians through Compass and will include information on the Student's:

- the Student's progress towards learning outcomes
- attendance and punctuality
- class participation and effort
- 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 Qualifications Authority and on the College website.

8. Associated documents and legislation

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| Associated policies and procedures | Data Collection and Analysis Procedure Assessment and Reporting Procedure Pathways and Transitions Procedure Enrolment Policy Records Management Policy |
| Other associated documents | Teaching and Learning Framework |
| Internal | Teaching Resources Overview |

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| Relevant legislation | <i>Education and Training Reform Act 2006 (Vic)</i> <i>Education and Training Reform Regulations 2017 (Vic)</i> |
| Other associated documents External | Victorian Curriculum and Assessment Authority (VCAA) VCE and VPC/VM Administrative Handbook VRQA Guidelines to the Minimum Standards and Requirements for School Registration |

9. Issuance and approval

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