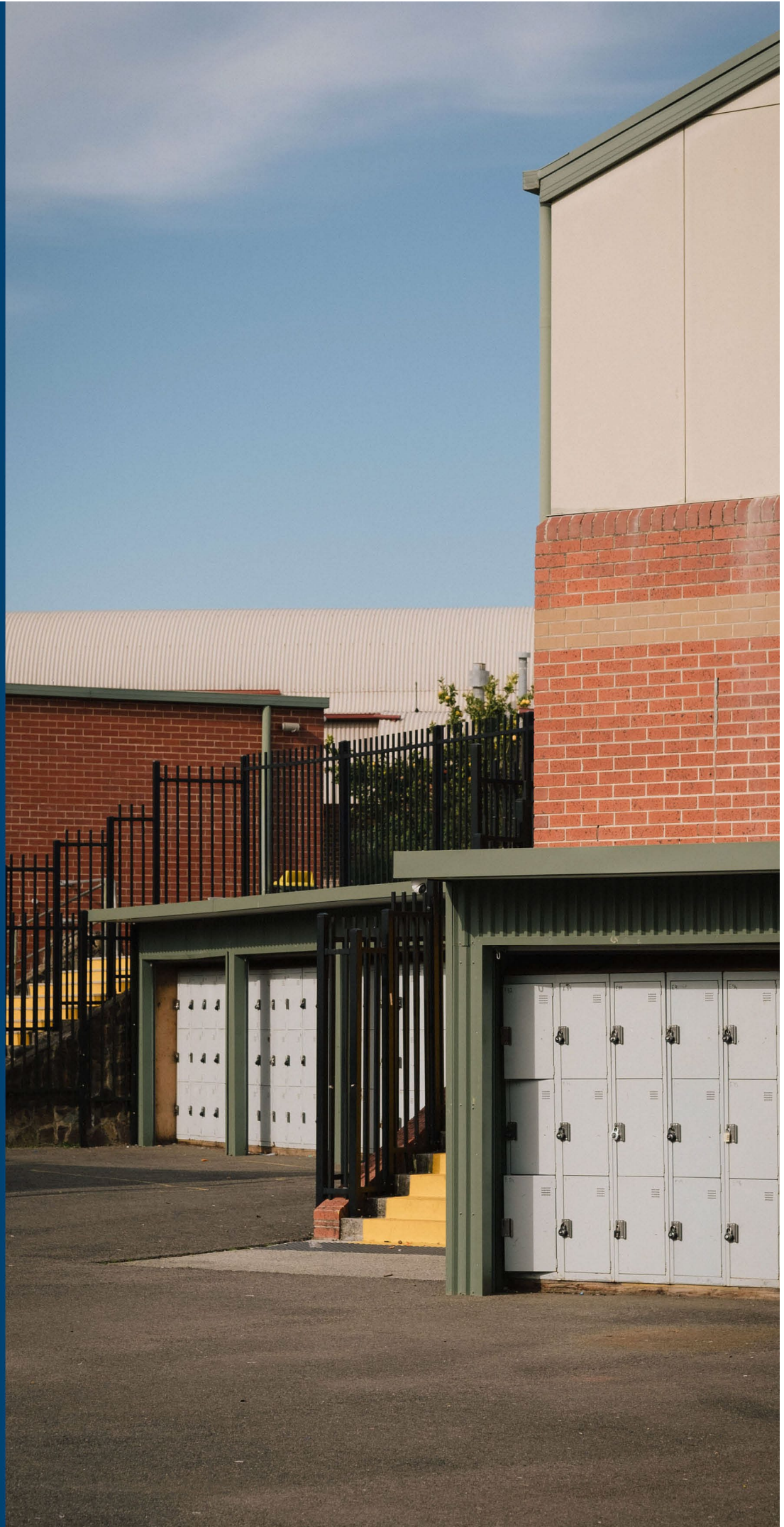




UPWEY HIGH SCHOOL

# Later Years Procedures

2024/2025



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Upwey High's Later Years philosophy is to provide equal access and opportunity for success to all students undertaking a Later Years program of study. We expect all students to aim for their Personal Best. Our school aims to offer a broad range of studies and to encourage students to strive for excellence within their studies. We aim to prepare students for post-school study, employment and participation in a global community. All Year 10, 11 and 12 students are engaged in courses which lead to the Victorian Certificate of Education or Victorian Certificate of Applied Learning as issued by the Victorian Curriculum and Assessment Authority (VCAA). Students can also achieve completion of nationally recognised VET courses.

## **Enrolment**

Enrolment in a Later Years course of study is conditional upon completion of the course counselling process with a Team or Assistant Team Leader and the filling in of forms as required for data entry into the Victorian Assessment Software System. Upwey High School, as per all VCE, VCAL and VET providers, uses this data system to enrol students and record results.

## **Authentication and Attendance**

In accordance with the Victorian Curriculum Assessment Authority requirements, Upwey High School sets minimum class time and attendance rules. These are aimed to allow sufficient class time for all students to successfully complete required tasks and set work and to allow teachers to authenticate student work. Students are encouraged to attend all scheduled classes, whether participating in VCE, VET, VCAL or other timetabled classes. Students must provide acceptable explanations and/or supporting evidence for non-attendance.

- All students must attend a minimum of 90% of scheduled classes to guarantee satisfactory completion of each unit of work
- The school will communicate to parents/guardians on the day of the student absence
- Team Leaders, will be responsible for checking attendance and supporting students to improve their attendance
- Attendance will be checked daily
- Daymap Roll Marking will be used as the record of attendance
- A text message will be sent to parents on the morning of an unknown absence
- The Attendance Officer will contact parents on the first day of consecutive absence
- Team Leaders will make daily checks on attendance. Team Leaders will make contact with parents/guardians for all students whose attendance falls below the required level after each check is completed
- Students who fall below the required 90% will be required to attend an attendance panel to explain their absence, develop an Attendance Improvement Plan to avoid receiving an 'N'. The Panel will consist of the relevant Team Leader and Assistant. Should there be no improvement subsequent panels will consist of the Team leader, Assistant Principal and Pathways Coordinator.
- Absences due to school-based activities will not be included in the attendance check

- Special Provision is available in cases of extended absence due to illness or special circumstances. The student is responsible for applying for Special Provision
- Written explanations from parents/guardians will be accepted to explain absences. However, a Medical Certificate is required for missed SACs and SATs at Year 11 and 12
- Explanations of the attendance requirements will be made available to staff, students and parents. The procedures will be set out in Information Handbooks and will be explained verbally to students at Information evenings and Assemblies
- All notes to explain non-attendance or missed SACs and SATs MUST be passed to the Team Leader or Attendance Officer immediately. Absences may be approved for the following; School related activities, illness, Family Commitments or at the Assistant Principal's discretion
- The Attendance Officer, Team Leaders or Assistant Principal are responsible amending school rolls to show approved absences

## **Authentication**

For Coursework assessment, Authentication Records are not required since Coursework tasks are completed in class and within a limited timeframe. Authentication sheets must be maintained for those studies in which a SAT (School Assessed Task) is completed by the students. Authentication sheets will be maintained by the subject teacher. A student's work cannot be authenticated where the requirements of the attendance policy have not been met.

- Student must work effectively in class. Failure to complete the majority of work during class time means that the teacher cannot Authenticate the work. Teachers will refer students who do not work effectively during class time to an Authentication panel.
- Where a teacher is in doubt as to the authenticity of the work, the teacher should consult with the Assistant Principal or Team Leader to initiate procedures for resolution of the problem.

Where a student has breached the attendance rules set out above, the unit result may be given as N (Not Satisfactory). This will be recorded on both school-based reports and in submission of results to VCAA. The school will assign N to one or more of the outcome results in any VCE unit studied. The Later Years Team Leader has responsibility for these actions. The student and his/her family have the right of appeal if a unit is failed due to attendance issues. The appeal will take the form of a meeting between the student, parent/guardian, the Later Years Team Leader and a member of the Principal Class. The Later Years Team Leader and Assistant Principal will make the decision based on the appeal's findings.

## **Absence during Assessment Tasks**

Students are expected to attend assessment tasks even if there are difficulties in doing this (e.g. due to illness, family problems, etc). Under these circumstances, students will be eligible for special provision and teachers will make a professional judgment with regard to this disadvantage, in consultation with an Assistant Principal or Later Years Team Leader.

The procedures relating to non-attendance for assessment is found in Section 2: Assessment Procedures

## Assessment Procedures: Years 10–12

Outcome Tasks (School Assessed Coursework or School Assessed Tasks) will be presented to students enrolled in Units 1–4 studies as prescribed by VCAA (Victorian Curriculum Assessment Authority). SAC tasks for Year 10 will mirror those in VCE and follow the same process and procedures. The processes outlined below are to ensure that a consistent, fair and clear set of rules apply to all students, thus allowing them to maximise their opportunities for success and achievement. Students are advised to follow these processes to enable satisfactory completion of all work, and thus safeguard success of the unit of study. Teachers will follow these processes at all times.

- A Course Outline must be prepared for each unit of study. This is to be discussed with and checked by the relevant Domain Leader. The Course Outline will indicate intended dates of each Outcome Task and Work Requirement (according to the Week of the Semester).
- The classroom teacher must distribute a copy of the Course Outline to each student at the commencement of the unit. A copy of the outline should be posted to the Course Outline Tab in Daymap. The Domain Leader must ensure a copy to the Course outline is put in the relevant section on the Domain site on Daymap.
- Prior notification of the date of the SAC/SAT and Work Requirement Tasks (Coursework) must be given to all students.
- Students must be provided with the details of each SAC/SAT or Work Requirement Task (Coursework) and its accompanying Criteria Sheet. In test situations, allocated marks constitute the required criteria.

### Work Requirement Tasks

1. Adequate prior notification of any Work Requirement must be given to students – in most cases this would be a minimum of one week.
2. Subject teachers will manage the completion of all Work Requirements. Teachers will document the process of organising completion of each Task with the students. If a student misses the initial opportunity for completion of the Task, teachers will:
  - Teacher informs parent and student and Team Leader of non-completion of Work Requirement by due date and arranges an alternative time to complete the task. This contact is entered as **After School Catch Up Learning** in Daymap by the teacher. Both student and parent will receive this communication via Daymap email.
  - Students are encouraged and expected to take initiative for the second opportunity to complete the Work Requirement. Work may be submitted to the classroom teacher prior to the After School Catch Up Learning session
  - Work Requirements received up to one week late will be accepted, and assessed according to the assessment criteria and if satisfactory, will be awarded a 'Satisfactory'. A comment of 'Late submission- Satisfactory' will be given on Daymap.

- Students who do not submit or satisfactorily complete a Work Requirement by the required After School Catch Up Learning Session will be required to attend the session as supervised by the Team or Assistant Team Leader.
  - Team Leader and/or Assistant Team will inform classroom teacher of attendance or non-attendance and provide work to classroom teacher
  - Classroom teacher will complete Daymap comment.
  - All Work Requirement Tasks leading to a SAC on an outcome are to be completed before the SAC is attempted. It is a requirement that in order to achieve a Satisfactory grade for an Area of Study, the student is required to achieve a S for the Work Requirement. A student with a N for the Work requirement **will not** receive a Satisfactory grade by just attempting the School Assessed Coursework (SAC)
3. If the Work Requirement Task is completed to a satisfactory standard an 'S' may be granted provided the student has fulfilled attendance requirements.
- Exceptional circumstances may be taken into consideration. These will be considered by the assistant Team Leaders, Later Years Team Leader and a member of the Principal class, and will be dealt with on a case by case basis. Parents/Guardians must inform the school immediately if these circumstances exist, and apply for special consideration of their case through their respective Team Leader.
  - In the case of extended tasks, such as folios, design briefs and other practical tasks, only the work submitted by the original due date will contribute to the scored result. Work submitted after this deadline will contribute to the requirements for satisfactory completion, but will not be graded or given a numerical score.

## **SAC/SATs**

1. SAC tasks are to be in line with requirements of the VCAA Study Design and Assessment Handbook
2. All initial SAC/SATs are to be completed two weeks before the exam period (In Units 1, 2 and 3) to allow catch up or redemption in the week before the exams. Dates will be published by the Later Years Team Leader before the commencement of the Units 1, 2 and 3. All Unit 4 Assessment is to be completed by Week 9 of Term 3. This allows for students to focus on achieving success in the end of year exams and an altered timetable will operate for Unit 4 students in the week leading to and after the September holiday period.
3. Tasks across multiple classes are to be the same and completed in the same week for Units 1-2 and on Wednesday period 5-6 for Units 3-4
4. Students who miss a SAC will sit an alternate task equitable with the initial task. The 're-sit' task will differ from the original task in order to ensure equity and probity
5. If a student misses a SAC the teacher will inform an assistant Team Leader who will book them into 'Catch up' on an allocated afternoon at the earliest opportunity. Parents, classroom teachers and the student will be advised by a Daymap note (*Missed SAC*) emailed to them

6. When the student sits the SAC they will fill out the School Internal Special Provision Application and this will be assessed by the Later Years Team Leader. If the reason is deemed satisfactory the Leader will inform the subject teacher that a score can be awarded
  - Medical certificates dated appropriately and Statutory Declarations are such evidence
  - Under exceptional circumstances the non-submission of a medical certificate will be taken into consideration. These will be considered by the House Leaders, VCE Team Leader and a member of the Principal class, and will be dealt with on a case by case basis. Parents/Guardians must inform the school immediately if these circumstances exist, and apply for special consideration of their case through the Year 11 and 12 Leader
7. If this alternative task is satisfactorily completed, the reported result will be recorded as 'S', but a zero numerical score will be given in these cases. (If an original task was unsatisfactory, and a numerical score was recorded, that numerical score will remain once an alternative task has been satisfactorily completed.)
8. If the student does not comply with this process, the unit result will be recorded as N (Not Satisfactory)
9. Students may be awarded an 'N' grade by their teacher if it is adjudged that the 'Coursework' is not complete to a satisfactory standard
10. Subject teachers will inform Parents, students and Team Leaders and make a note on Daymap (*Assessment*)
11. Only one opportunity to redeem will be given for each outcome, following the procedure outlined above. Work Requirements that are below standard follow the same procedure. Students are given ONE opportunity for resubmission following the same procedure
12. Consideration when preparing work on computers  
A student who uses a computer to produce work for assessment is responsible for ensuring that:
  - there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
  - hard copies of work in progress are produced regularly
  - Each time changes are made, the work is saved onto a backup file. The backup file should not be stored with the computer.

**Computer/printer problems will not be accepted as a reason for non-submission of a SAC or SAT by the due date.**

13. The Sports Coordinator must notify the Team Leaders immediately if sports events are scheduled at short notice that involves Later Years students. This notification should include the names of participating students and the date of the competition. The Year 11 and 12 Team Leaders then have the responsibility of notifying class teachers of the students involved and date of competition



14. Teachers should provide formal feedback to students regarding SACs and SATs and keep a record of the written feedback given. Daymap will be used to provide feedback to students.

SACs and SATs may be returned to students **once all students in the Study have completed the task** and the SAC has been moderated. The SAC/SAT grade may be reported to students as a numerical grade on Daymap as a SAC/SAT. The feedback should be in the form of (a) elements of the task the students did well (b) suggestions for improvement and (c) an indicative score. A grade should NOT be given. The SAC grade may be reported to students as a numerical grade with a clear disclaimer that it is a raw score that may change during VCAA statistical moderation.

The following definition of 'statistical moderation' can be provided to students:

"The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each schools' coursework scores for that study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study."

## Maintenance and Analysis of Results

Student assessment results and data are maintained and stored by each subject teacher through the school's Learning Management System; Daymap. All scores are to be entered on Daymap for the Assistant Principal to collate data of results for all classes and for individual students. This data should be used to address improvement in learning outcomes at Upwey High School. Subject teachers are also required to submit scores and grades to the VASS administrator in order to enter data onto the VASS system.

All teachers in all studies are provided with results of student achievement via the VASS VCE Data Service in February of each year. Professional learning in using data to improve student achievement is provided annually for all staff in order to improve learning outcomes.

The Later Years team, led by the Assistant Principal engage in annual monitoring of student data from a range of sources. This includes achievement data, engagement and well-being data including attendance, participation and completion rates and exit destination data.

## Satisfactory Completion

See also: Extension Procedures, Appeals Procedures

For satisfactory completion of a unit students must satisfactorily complete each of the outcomes for that unit as specified in the Study Design.

Satisfactory completion of an outcome means:

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

- There has been no substantive breach of rules and student has satisfied the 90% attendance requirement.

## **Extension Procedures**

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

The process for students to obtain an extension is:

- Student completes an Application for Extension in writing before the due date of the assessment
- Consultation will then take place between the student, classroom teacher and Assistant Principal or Team Leader
- Classroom teacher, Assistant Principal and Team Leader will then make the final decision and notify student.

## **Redemption Procedures**

- Students may only redeem an 'N result' and convert it to an 'S result' for learning outcomes and work requirements. It is not possible to change a mark for a SAC or SAT
- Redemption may include re-submission of a task or completion of an alternative task
- Arrangements for redemption are to be made between the students and the VCE Team Leader based on advice from the classroom teacher.

## **Appeals**

Students have the right to appeal decisions about:

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

Process for conducting Investigations into breaches of School based assessment

Upwey High school is responsible for ensuring students abide by the VCAA rules for School-based Assessment in VCE and Vocational Major and the Australian Quality Training Framework (AQTF) for VET studies. Upwey High School will investigate any breaches of these rules, applying appropriate penalties and consequences if necessary.

At the beginning of the school year, all Later Years student at Upwey High School sign a declaration that they abide by the rules and instructions relating to the VCE, VET and VCAL Assessment program. This includes all School-based Assessment.

### **Investigation of breaches of Assessment Rules**

Where a teacher believes a breach of VCAA assessment rules has occurred in School based Assessment or there is an alleged breach of authentication rules, the Principal or delegate should appoint a panel to investigate the allegations. This panel will consist of the Assistant Principal- Later Years, Later Years Team Leader and one other appointed person. A member of this panel will be appointed to undertake a preliminary investigation into the allegations. An interview may take place with parties such as the study teacher, assessment supervisors, student with whom the allegation has been made and other students. If this investigation suggests there is substance to the allegations, the matter will be referred to a hearing of the full appointed panel. All records of investigation should be kept and may be used at any later hearing. The student's parents or guardians may be advised of the nature of the allegations at this point of the investigation. The school may contact the Senior Investigator, Legal Services, VCAA, to discuss any aspect of the allegation or investigation.

### **Student appeals to School based Assessment procedures**

Where a student believes the procedures for school based assessment were not carried out as per Later Years procedures, a student may lodge an application to the VCE Team Leader appealing a decision. The student, or parent or guardian of a student, must lodge a written appeal to the VCE Leader within 7 days of the alleged breach or the completion of the School based assessment. The Principal or delegate will immediately form a panel to investigate the alleged breach. This panel will consist of the Assistant Principal- Later Years, Later Years Team Leader and one other appointed the person. A member of this panel will investigate the allegation, conducting interviews with class teachers, assessment supervisors, the student who lodged the appeal or other students. If this investigation suggests there is substance to the allegation, the matter will be referred to a hearing of the full appointed panel. All records of investigation should be kept and may be used at any later hearing. The student's parents or guardians may be advised of the nature of the appeals at this point of the investigation. The school may contact the Senior Investigator: Legal Services at VCAA to discuss any aspect of the allegation or investigation.

### **Hearings**

The panel undertaking the hearing must understand the purpose of the hearing and have sufficient knowledge of the study to allow full participation in the discussion and decisions.

The Later Years Team Leader will give the student 24 hours written notice of the hearing. This notice will state; the allegation or breach, the purpose of the hearing, the date, time and place of

the hearing, the composition of the panel, advice that a parent/guardian or relevant person may accompany the student to the hearing in a support role (not an advocate) and the name of a person the student may clarify procedures with.

During the hearing, the panel must present any evidence collected earlier to support the case, give the student an opportunity to be heard and pose questions in such a way that allows the student to feel comfortable as possible given the circumstances.

The outcome of the hearing will be reported to the Principal within 24 hours of the panel's findings. This outcome will include the recommendations of the panel. The Principal has the power to determine what action should be taken.

All evidence from the hearing and investigation must be maintained by the school.

### Penalties and Appeals

The Principal may decide to do one of the following:

- Reprimand the student
- Give the student the opportunity to resubmit work for satisfactory completion
- Refuse to accept the work that infringes the rule and make a decision on the award of an S or N on the remainder of any work.
- Refuse to accept any work if the infringement is judged by the principal to merit such a decision. For student breaches, this will result in awarding an N for the Outcome and a NA for scored assessment. This will result in N for the study for the unit. For school breaches, the decision of future action will take into consideration maintaining the integrity of the assessment for all students in the study and supporting the student's right for fairness and equality of assessment.

Notification of the Principal's decision and consequences must be provided to students within 14 days of the decision being made.

An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision of the school.

## Special Provision

Special Provision enables students whose learning and assessment programs are affected by:

- illness
- impairment or
- personal circumstances.

A student who believes he or she may be eligible for Special Provision should apply for Special Provision through the Head of School. This must be done as soon as possible. Documentary evidence will be required to support the application.

**There are four forms of Special Provision for the VCE:**

- Curriculum delivery and student programs – for example, where a student may be given assistance by an aide, or allowed to use technological assistance
- School-based assessment – where the school may vary the assessment arrangements for an individual, such as rescheduling a task; allowing extra time for a task to be completed; sitting an alternative task
- Special Examination Arrangements – for example, where a student may be given extra time to complete an exam, or permission to use technology
- Derived Examination Scores – where a student's exam score is unlikely to be a fair or accurate indication of their learning or achievement in the subject, the VCAA may calculate a score based on other assessment the student has done.

It is the student's responsibility to apply for Special Provision and to supply the supporting documentation. Any student who believes they may be eligible should speak to the Head of School.

The student's Statement of Results does not indicate that Special Provision has been made.

## **Release of Results**

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

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or N decisions and/or written comments on students' performance against each outcome
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the Unit teacher.

When providing marks, teachers must advise students that their total course work scores may change following statistical moderation.

Teachers may disclose to students, their grades for SATS. Again, these may change as a result of statistical moderation.

## **Release/Storage of Student Work**

It is expected that students will retain all work completed during a year, until the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling.

Any student work assessed as N, or about which any concerns are held, should be retained by the teacher in original or photocopied form. Teachers should retain a representative sample of student work for each outcome to assist in the review of school courses and for Mentor Texts.

## Examinations

### Year 12

All studies will hold an end of year examination as prescribed by the VCAA. Internal exams may also be held at the start of term 4, as practice for the external end of year exams.

Examination Timetables will be published at the earliest available opportunity.

Students who have applied for Special Provision will have arrangements organised as appropriate.

All examinations MUST take place on the day scheduled in the timetable. It is not possible to reschedule an examination to another day. Students are therefore expected to attend examinations even if there are difficulties in them doing this (e.g. due to illness, family problems). Under these circumstances, students may be eligible for Special Provision and special arrangements such as an extension of time, or a separate examination room may be made available (with the approval of the VCAA). Applications for Special Provisions are to be made to the VCE Team Leader.

Details of conditions, rules, approved materials etc. will be provided by the VCAA via a student information booklet prior to the June examination period.

### Year 10 and 11

Students will be expected to sit an exam in all Study Units at the end of each semester. All exams at Year 10 and 11 are to be of 90 minutes duration plus ten minutes of reading time. The English exam at Year 10 and 11 is 120 minutes in length. Exams are not to be counted as SAC Tasks. A Year 10 and 11 examination period will be set aside for these exams, and an examination timetable published and distributed to Year 10 and 11 students. The Unit teacher will carry out assessment of each exam.

## General Achievement Test – the GAT

All students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT) in June. Exemptions from the GAT may be given only in exceptional circumstances.

A sentence on the student's Statement of Results will indicate whether the student has obtained results in the General Achievement Test. A statement of GAT results is mailed to each student with all the other VCE results, but it does not count for tertiary selection.

As the GAT is used as a comparison for SAC's and SAT'S, students should be aware of its significance in these studies.

## ATAR score

All students will have a study score calculated for them in VCE and scored VET studies, regardless of the assessment process used. Exemptions apply for students who have organised a non-Scored VCE through the VCE Team Leader. The ATAR will be calculated from the individual study scores. ATAR scores are ONLY USED by the Victorian Tertiary Admissions Centre (VTAC)

and other national tertiary entrance organisations in determining eligibility for entry into tertiary courses.

They are not an indication of a pass or fail at VCE (see Satisfactory Completion).

## **Pathways, Course Selections and Course Changes**

### **The Pathways Approach**

The '*Pathways Approach*' is a key philosophy of the Later Years at Upwey High School. While it is not expected that an entire career plan is mapped out by this stage of a young adults life, the ability to plan and work towards achieving a goal is vital for young adults to achieve success. Educational research constantly points out that students achieve better when they have a goal or goals in front of them. The 'Pathways approach' at Upwey High School is to engage students in their passions, interests and talents and make plans about their learning around them.

Much of this work is supported by the organisational structure of the Later Years Team and the use of Pathways Leader, Team Leader and assistant Team Leaders who approach all student issues and concerns from the perspective of a pathway. Formally, the school requires students to complete a number of processes throughout the year to ensure goal setting and learning based around a student's 'pathway plan'. This includes a Managed Individual Pathways interview for all students in term 1 of each year, the completion of the Career Action Plan every year of the Later Years, Course Counselling and subject selection process, course Confirmation interviews with students and parents and information nights about Pathways and post schooling options.

### **Career Action Plans**

All students in the Later Years are required to maintain their **Career Action Plan (CAP)**. Students will complete two plans will in the Later Years- the Year 10 CAP and the VCE/VCAL CAP (Years 11 and 12). Time is allocated as part of the Careers in Action course and Home Group program for students to create and maintain their Career Action Plan. The Career Action Plan is a Daymap Record and is accessible to all parents through Daymap Connect- the Parent Portal via the 'Records' tab.

### **Course Changes**

Upwey High School's Later Years Philosophy is built around the 'Pathways' approach. This approach encourages students to explore their passions and interests, while ensuring any future pathways are maintained through appropriate selection of subjects. At times, students may indicate a desire to change subjects or courses. Any changes to subjects and courses requires Team Leaders or the Pathways Leader to conduct a pathways interview with the student, and at times, parents and guardians. All changes to courses and subjects can only be made when a Change of Course form has been completed. A Daymap comment **MUST** be created under the **Pathways** note for all subject changes. Students may be required to update their Career Action Plan on Daymap when requesting a subject change.

## **Early entry University Pathway**

School staff recommendations constitute a legal document. While staff will want to give you the best chance possible they must adhere to strict guidelines.

The recommendations are part of an objective process and staff completing these procedures must address

- School assessment data
- School attendance Data
- Authenticatable records of involvement in school co-curricular activities
- Any other relevant school records

Where additional information is required they may consult with your teachers and staff who have worked closely with you.

Staff rankings must be confidential. Students will not see the ranking documents. Historical data tells us that a positive ranking does not guarantee entry.

## **Non-Scored VCE**

In special circumstance, students may be enrolled in a non-scored VCE. Any student seeking a non-scored VCE must apply to the Later Years Team Leader. A Student Support Group (SSG) meeting will be convened by the appropriate Team Leader. It is an expectation that all students enrolled in the VCE at Upwey High School undertake scored assessment. Any changes to an individual student's program will be documented on Daymap and in the students file. If following the decision to support a student going to a non-scored VCE, all class teachers will be communicated with through the implementation of an Individual Learning Plan (ILP).

## **Requirements for Students Driving Cars to School**

Any student of legal driving age who intends to drive to school, either on a regular basis or occasionally, must comply with the school policy and is required to complete the Parent Permission and Student Agreement Form.

### **School Requirements**

1. Students are required to adhere to all road rules and drive in a safe and responsible manner.
2. Students are only to use their car for travelling to and from school. Students are not permitted under any circumstances to drive from the school grounds during the day.
3. Car make and registration details must be recorded with the school.
4. There is no parking for students on the school site
5. Students are not permitted to carry other students as passengers to and from school without the written permission of their parent/guardian and the passenger's parent/guardian. The school has a policy that, unless there are exceptional circumstances, no more than one passenger should travel with the driver and within legal P plate requirements.
6. Students are required to notify the school of any passenger who may be travelling with them to and from school.



7. Student drivers, a parent/guardian and, if relevant, the parent/guardian of any passenger, must sign the Parent permission and Student Agreement Form.

Students who fail to meet these obligations will be required to hand their car keys to the Assistant Principal and car parking privileges will be revoked. Any unsafe driving behaviour or breaches of road rules will be reported to the police.

## **VCAL and VET**

### Assessment Principles in VCAL and VET

- Assessment tasks should be grounded in a relevant context and not be culturally biased
- Students should have the opportunity to demonstrate achievement at their own pace
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students
- Where possible, assessment should focus on an integrated curriculum where one or more strands be grouped into logical, assessable activities that are project based.
- Recognized Prior Learning (RPL) is applicable to students who can demonstrate prior learning and experience relevant to the VCAL strands and unit competencies in VET. Where RPL is granted, evidence must be completed and kept by the teacher and lodged with the VCAL Coordinator or VET assessor
- Students must be given more than one opportunity to demonstrate achievement of a learning outcome or competency
- Records of student results from Learning Outcomes in VCAL and VET are to be maintained by the teacher, recorded by the students on their portfolio and submitted to the VASS Administrator for recording on the VASS system. Results will also be entered on Daymap to provide feedback to students.

### **VCAL Selection Policy**

Upwey High School offers VCAL (Victorian Certificate of Applied Learning) as an alternative educational pathway for students in the Later Years. VCAL is a hands-on option for students seeking practical, work-related experience. VCAL involves work-related literacy and numeracy, as well as personal skills that are important for life and work. VCAL students attend two days of on-site schooling at Upwey High School, one day of TAFE (or equivalent) and up to two days of work placement (School Based Apprenticeship or Traineeship). This VCAL policy has been developed to ensure that all students who select this pathway are fully aware of the educational and workplace selection pre-requisites, as well as administrative and financial requirements for ongoing involvement in the program. Upwey High School has entered into a Lead School Model with a number of other secondary schools in the Eastern suburbs of Melbourne to form the *atEast* group. It is the role of *atEast* to work with Upwey High school in the organisation and delivery of the SBAT VCAL program.

## Pathways Planning and the VCAL

- The VCAL does not provide students with an ATAR score
- The VCAL is appropriate for students whose career path after school includes entry to TAFE, Apprenticeships or Employment
- VCAL tasks are recorded as S or N when students meet each Unit's outcomes. There is no graded assessment in the VCAL
- VCAL students spend **2 days** at school, in class; **2 days** per week with an employer working towards their School Based Apprenticeship or Traineeship [SBAT] and **1 day** per week in a TAFE course.
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## VCAL Checklist

Students who think that VCAL is the best course for their future pathway should address the following checklist. If their answer to all of these questions is 'yes', they should discuss the VCAL in more detail with their parents and Year level Team Leaders and/or VCAL Leader, Naidene Agostini.

Checklist questions:

- Do I work better when I am involved in practical tasks rather than academic work?
- Does my career path involve TAFE, an apprenticeship or employment, but not University?
- Am I prepared to travel to TAFE to study the course that meets my needs?
- Do I agree to pay my atEast and TAFE fees prior to course commencement?
- Do I understand that it is my responsibility to find employment in certain industries?
- Am I prepared to travel outside of the Outer Eastern area to attend my TAFE and job placement?

## VCAL Learning Outcomes Continuums

The VCAL Learning Outcomes Continuums provide teachers and students with a structured curriculum to enable learning to be targeted to each student's individual level. The continuums are actively used to inform all aspects of feedback, assessment and reporting to parents. These Learning Outcome Continuums will take the form of course and semester outlines and will be provided to students at the start of each semester. They will help students, staff and parents/carers to plan their Individual Education Plans.

## 3-way Conference for VCAL students

Every semester students are expected to meet with their teacher and parent/carer to discuss their success at Upwey High School. Students will bring along their Individual Education Plan and highlight their current learning. At the conference, teacher, parent/carer and student will work on their current Learning Tasks and talk about ideas and plan for future education/training/schooling.

## **Portfolio of Evidence**

Students in VCAL will keep a portfolio of evidence to demonstrate successful completion of their VCAL learning outcomes. A portfolio is to be maintained for each subject undertaken as part of the VCAL course. This portfolio of evidence is used in conjunction with the student's IEP to plan for successful completion of their appropriate VCAL level. Students in VET studies will maintain their work and Assessment folder as per the specified training and assessment package as set by the studies Registered Training Organisation (RTO).