# Al-Taqwa College

## VCAL Handbook 2018-19
### School Policy Information for Staff

# PREFACE

The following information is an outline of the Al-Taqwa College rules, processes and expectations regarding delivery of the Victorian Certificate of Applied Learning (VCAL) to Year 10, 11 and 12 students.

Staff need to be aware of the expectations placed not only on the students, but also on themselves in terms of professional responsibilities for the effective and efficient administration of the VCAL program.

Al-Taqwa College expects staff to, at all times, be informed of the requirements of their particular subjects, and therefore keep abreast of all the relevant rules, expectations and amendments for their Study Design.

The rules and processes outlined in this Handbook are intended for all staff to follow and implement without prejudice to any student.

# ADMINISTRATION DATES

Staff and students will be kept informed of important administrative dates via the 'VCE/VCAL Important Administrative Dates' flyer.

VCAL staff should be aware of the *VCAL Administrative Handbook* and the *VCAA Bulletins* published regularly online. The VCAL Coordinator will inform staff of relevant information where subject-specific notes are published.

For up to date information, use the VCAA website (www.vcaa.vic.edu.au) which provides electronic versions of all *Bulletins*, the *VCAA Administration Handbook* and other resources.

# IMPORTANT NOTE

This Handbook provides a summary of the major points contained in the *VCE and VCAL Administrative Handbook 2017* and as such is not designed to be fully comprehensive. It is strongly suggested that teachers review the *VCE and VCAL Administrative Handbook 2017* for specific policy details and requirements.

In addition, this Handbook should be read as an addendum to the *Al-Taqwa VCE Staff Handbook* which contains generic policy information about all VCE, VCAL and VET programs.

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# 1. VCAL OVERVIEW

The Victorian Certificate of Applied Learning (VCAL) is a 'hands on' option for students in Years 10, 11 and 12. Like the Victorian Certificate of Education (VCE), the VCAL is a recognised senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands on learning'. Students who do the VCAL are more likely to be interested in training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

The VCAL framework qualification enables accredited curriculum from a range of sources to be grouped into coherent learning programs at the following three award levels:

1. Victorian Certificate of Applied Learning (Foundation)
2. Victorian Certificate of Applied Learning (Intermediate)
3. Victorian Certificate of Applied Learning (Senior)

Each Certificate usually takes 12 months to complete, though this may vary. Students at Al Taqwa College complete their Certificates in Years 11 and 12.

In Year 11, students may be placed at either Foundation or Intermediate level depending on their Year 10 results and learning requirements.

Each VCAL Certificate recognises completion of a senior secondary qualification and primarily prepares students for further studies at the next VCAL level, VCE, Vocational Education and Training (VET) and/or employment.

## 1.1 Course Requirements

To be awarded a VCAL Certificate, a student must successfully complete a learning program made up of accredited curriculum that leads to a minimum of 10 credits. The learning program must include curriculum components: one of each of the four VCAL strands, and at least one VET component. The curriculum components must be drawn from VCAL/VCE units and Vocational Education and Training subjects.

## 1.2 VCAL STRANDS

VCAL courses must cover content in the four VCAL Strands which are:

1. Literacy and Numeracy Skills ( VCAL subjects)
2. Industry Specific Skills ( VET Component )
3. Work Related Skills ( WRS is a subject & Includes Work Experience)
4. Personal Development Skills ( Learning area/ subject)

A Certificate and statement of results is issued to students who successfully complete these units.

### Similarities between VCAL and VCE

› To enter VCAL or VCE, a student must have satisfactorily completed Year 10.

› There are strict attendance requirements for students.

› The amount of work students undertake is equal for both VCAL and VCE, but the type of work is different.

› Any VCE units undertaken in a VCAL program will count towards a student's VCE units should they decide to transfer from VCAL to VCE .

### Differences between VCAL and VCE

› VCE students sit external exams, whereas VCAL students undertake a range of different assessments.

› VCE students obtain an Australian Tertiary Admission Rank (ATAR) score which aids them in entering university courses after completion of Year 12. VCAL students do not gain an ATAR score. However, successful completion of VCAL can provide entry into a TAFE course.

› VCAL students must do certain subjects, while VCE students can choose subjects more freely.

› VCE students undertake a larger number of subjects than VCAL students.

› VCAL offers a more practical approach. VCE offers a more theory-based approach.

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# 2. INTRODUCTION TO VCAL

## 2.1 What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) offers a practical approach to learning appropriate to students interested in:

- training at a Technical and Further Education (TAFE) institute,
- an apprenticeship,
- a traineeship, or
- gaining employment after completing secondary school.

VCAL gives students the opportunity to enter the workforce with practical work-related experience as well as literacy and numeracy skills. Like the Victorian Certificate of Education (VCE), VCAL is a recognised senior secondary qualification.

At the conclusion of Year 12, a graduating VCAL student will leave school with a Senior VCAL Certificate, a Vocational Education and Training (VET) Certificate 2, 3 or 4, and over 240 hours of work placement in their chosen industry.

VCAL aims to:

- develop knowledge and skills that prepare students for entry into the workforce.
- develop knowledge and skills that enable students to pursue further learning and education.
- meet individual students' needs through their education.
- create alternative pathways to further education at the completion of secondary school.
- give students the skills for seeking employment at the conclusion of Year 12.
- prepare students for possible employment at the conclusion of Year 12.

## 2.2 Applied Learning in VCAL

VCAL is based on the concept of 'applied learning'. Applied learning is often described as 'hands-on' or 'practical'. It is designed to motivate and empower students while assisting them to develop the skills and knowledge needed in the workforce. Applied learning is meant to connect students with the 'real world'.

The school has formed important partnerships with Registered Training Organisations (RTOs) and employers. This provides the students with various options in:

- Vocational Education and Training (VET) subjects undertaken as part of the VCAL.
- Structured Work Placements (work experience in a chosen industry).

A holistic approach is taken to applied learning which considers each student's strengths, interests, goals and past experiences. Students are encouraged to develop as independent young adults who are able to take responsibility for their own learning.

## 2.3 VCAL Opportunities and Pathways

VCAL gives students practical work-related experiences and qualifications that are recognised by TAFE institutes and employers. There are also opportunities for traineeships and apprenticeships.

After completing a VET course as part of their VCAL, a Year 12 student will have earned credits towards an apprenticeship or traineeship. This will allow the students to obtain a trade qualification in a shorter period of time. Various Certificate 3 and 4 qualifications will also enable students to begin full-time work at the conclusion of Year 12.

Successful completion of VCAL may also lead students into tertiary studies at TAFE. Students should also speak with the school Careers Coordinator or with universities directly, as some universities will consider admission of students with a VCAL Senior Certificate.
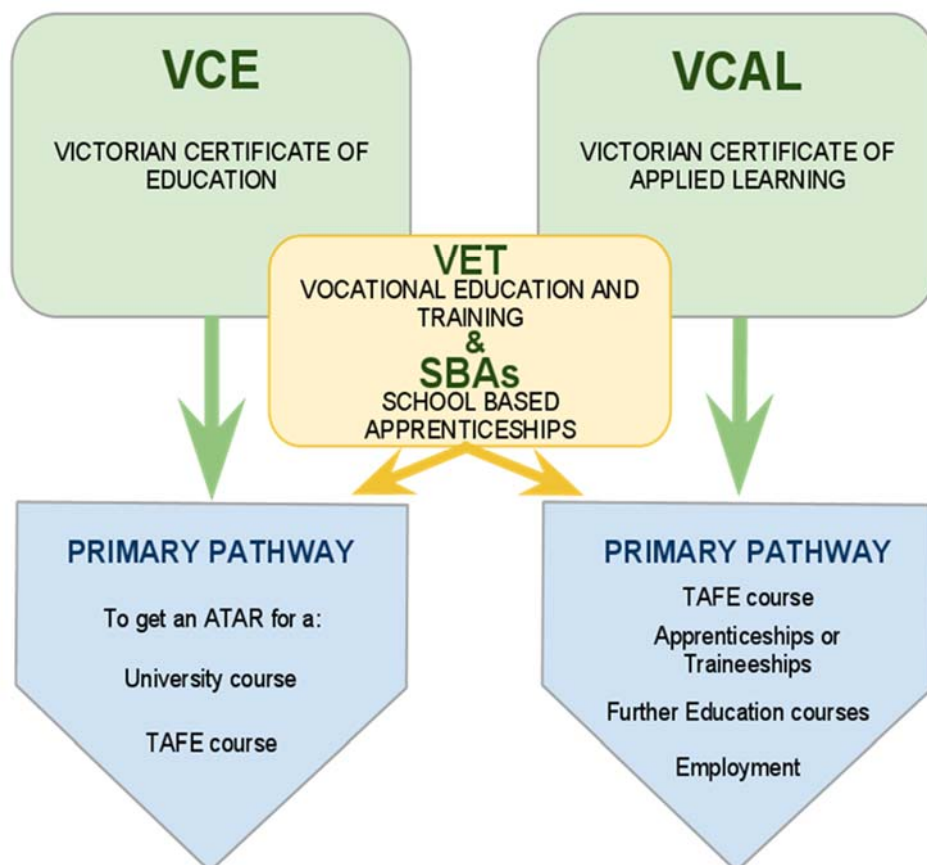
## 2.4 Pathway Counselling

An extensive Pathway Counselling process takes place during Term 3 each year for all current and prospective Year 9, 10 and 11 students. Year 12 students receive individual Pathway Counselling. As part of this process, each student is provided with Individual Course Counselling to give their transition into life after compulsory schooling clarity, focus and purpose. Emphasis is on the need to keep a **range** of options open.

1. **The process involves answering the following questions:**

   ‣ Do you have a career goal?

   ‣ What will you need to do to reach this goal?

   ‣ Does your current progress at school indicate that it is a realistic goal? (the student's last report will be in their Managed Individual Pathway (MIP) folder) If not, what can you change to make it realistic?

   ‣ Are there alternative pathways to that goal?

   ‣ What other career options do you have?

   ‣ What have you been thinking of?

   ‣ How are you going now?

   ‣ What subjects are grabbing your interest

   ‣ What industries appeal? For example, Business, Arts, Sports, the Environment?

   ‣ Do you prefer to work inside or outside?

1. **If a student does not have any real idea of what they want to do, they are encouraged to use career programs such as:**

   ‣ My Future: This website suggests job areas based on a student's interests and talents: www.myfuture.edu.au

   ‣ Job Guide: An online version of the *Job Guide* book: www.jobguide.thegoodguides.com.au

- VTAC Courselink: This website allows students to enter their VCE subjects and get a list of tertiary courses they could access. It also provides information such as the ATAR score required for particular courses: euclid.vtac.edu.au/courselink/openpage.html

3. All students **must** choose a VCE course, even if they intend to apply for VCAL, by:

- checking that the student understands what is involved in each subject, especially the theory components in subjects such as Physical Education and The Arts. Students are encouraged to talk to the relevant subject teacher if they are unsure.

- If students are aiming for a high ATAR score make sure they understand the implications of scaling.

- If they have chosen a VET subject check they understand what it involves and the cost.

- If the student indicates they are intending to pursue tertiary studies check prerequisites for their courses (use VICTER or VTAC Courselink)

**AND**

- If the student has submitted an application for VCAL check they understand what it involves and where it leads. Check they have selected a VET subject and understand the cost involved. Check they have selected one VCE subject (or another VET subject).

4. Enter the student's subject selections on the supplied sheet – if everyone is happy with the selections get both the student and parent to sign the sheet – you also sign the sheet. If student is still unsure refer them to the Careers teacher for an appointment. Also collect their

> EACH STUDENT SHOULD BE ENROLLED IN A LEARNING PROGRAM THAT INCLUDES CURRICULUM FOR DEVELOPING LITERACY AND NUMERACY SKILLS, INDUSTRY SPECIFIC SKILLS, WORK RELATED SKILLS AND PERSONAL DEVELOPMENT SKILLS.

checklist and place it in their MIP's folder.

1. Make a note in the students MIP (Managed Individual Plan) file of what was discussed in the interview - include date and your initials.

2. Finally complete the record sheet including any issues that need to be followed up with the student or parent – include any subjects that the student is passionate about studying but is not currently offered.

## 3. VCAL LEVELS

VCAL is accredited at three levels: Foundation, Intermediate and Senior. At Al-Taqwa College students are given the opportunity to study and begin VCAL at any one of these levels.

### 3.1 Victorian Certificate of Applied Learning (Foundation)

At the Foundation level, students are exposed to various industries via community projects. They are not enrolled in a Vocational Education and Training (VET) course, but complete between of 120–180 hours of work placement throughout the year.

### 3.2 Victorian Certificate of Applied Learning (Intermediate)

At Intermediate level, students focus on employment-focused skills and knowledge, and are assisted in becoming confident and independent learners. Intermediate students enrol in a VET course, and also complete 120-180 hours of work placement.

### 3.3 Victorian Certificate of Applied Learning (Senior)

At the Senior level, students focus on knowledge and skills that are directly relevant to gaining employment in the workforce. Their studies assist them in developing interpersonal, decision-making and leadership skills and encourage an independent approach to completing tasks. Senior-level students graduate Year 12 with a Certificate 2 or higher qualification in a VET subject, plus 120-180 hours of work experience.

# 4. VCAL PROGRAM AND STRANDS

EACH LEARNING PROGRAM SHOULD BE DESIGNED TO ALLOW STUDENTS TO ACHIEVE THE REQUIRED CREDITS AND MEET ALL COURSE REQUIREMENTS, AND BE AT THE APPROPRIATE LEVEL.

VCAL LEARNING PROGRAMS MUST BE DESIGNED TO MEET THE VCAL COURSE REQUIREMENTS, ENSURING THAT THE CURRICULUM SELECTED IS CONSISTENT WITH THE PURPOSE STATEMENT OF THE CURRICULUM STRAND AT THE AWARD LEVEL.

A VCAL program must contain curriculum that can be justified against the purpose statements of each of the following four VCAL Strands:

## Literacy and Numeracy Skills

Literacy and Numeracy Skills are 2 learning areas delivered in the VCAL award at Al Taqwa College. These subjects focus on the skills form these areas required for whatever industry a student wishes to endeavor .  Each of these learning areas is comprised of a set of 'Learning  Outcomes' that must be all satisfied by the student in order to pass each subject.

## Industry Specific Skills (VET component)

Industry Specific Skills are most frequently satisfied through nationally recognised VET subjects. VET subjects are generally studied outside of Al-Taqwa College. Students attend TAFE courses, apprenticeships, or traineeships which are organised through the and VCAL Coordinator.

Al Taqwa College hold a duty of care to ensure the safety of students while completing any VET subjects with an external provider. All students are counselled in assisting them in selecting a VET subject . Completing a minimum of a certificate 2 in the VCAL award is mandatory . More information on VET subjects being delivered can be found  in the 'VET cluster' handbook. The handbook also provides detailed information on a range of VET subjects in the

VCAL award available to our students.

## Work Related skills ( Work Experience)

Work Related Skills subjects develop a student's understanding of what it means to be part of the workforce. The requirements of this strand are satisfied through a school-based apprenticeship or traineeship, or a structured workplace learning placement undertaken each Friday of the school term. A minimum of 180 hours per year must be completed during this placement. Each student also completes at least one work experience unit per year. Students are required to find their own employment and submit a log book and evaluation forms at the end of each placement.  Students receive training in how to find a placement. Al-Taqwa staff are heavily involved in the monitoring of students while on placement and hold a duty of care to this. Please refer to the 'Work Experience' handbook & policy for more information.

## Personal Development Skills

As part of the Personal Development Skills strand, students take part in community-based projects and/or structured activities that develop self-confidence, teamwork and other skills important in life and work.

A program must contain a minimum of two VCAL units and may also contain curriculum components from:

- ⟩ additional VCAL units.
- ⟩ VCE studies.
- ⟩ VET-accredited curriculum or training packages or Future Education (FE) accredited curriculum.

VCAL providers can include additional curriculum in the VCAL learning program such as the VCAL Literacy Skills and Oral Communication units, as well as other VCE units, in order to meet the minimum requirement of 10 credits.

At the VCAL Intermediate and Senior levels, the learning program must also include accredited VET curriculum components with a minimum value of one credit in the Industry Specific Skills strand. One credit is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

The VCAL program may also contain curriculum components drawn from VCE studies and FE

accredited curriculum. One credit is awarded on successful completion of 90 nominal hours of accredited FE/VET curriculum.

## 4.1 VCAL Units

A VCAL unit contains accredited learning outcomes that are generic by nature and enable content to be developed and/or planned at the local level to suit the individual needs of students. Locally developed non-accredited curriculum and activities, or structured workplace learning programs can contribute to the achievement of learning outcomes in a VCAL unit.

Each VCAL unit is 100 nominal hours in length, and each unit that is successfully completed contributes one credit toward the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

## 4.2 Learning Content

The learning content from any VET strand and Work Placement is delivered by an external Registered Training Organisation (RTO). This is overseen by the VCAL Coordinator and any information about this can be obtained from the VCAL Coordinator.

Al-Taqwa College provides units on Literacy and Numeracy, Personal Development Skills and Work Related Skills. The learning content is designed in accordance with the VCAL learning outcomes that are explained in the VCAA VCAL Handbook. In terms of learning outcomes, VCAL follows a similar structure as VCE. More information can be obtained from the VCAL Handbook or the VCAL Coordinator.

## 5 VCAL ENTRANCE AND ENROLMENT

TO ENSURE THAT STUDENTS CAN RECEIVE A VCAL CERTIFICATE, PROVIDERS SHOULD (SEE APPENDIX A OF THIS DOCUMENT) AND RUN THE ELIGIBILITY REPORT IN VASS AS SOON AS POSSIBLE.

## 5.1 General Entrance Conditions

BEFORE UNDERTAKING ANY STUDIES, ALL STUDENTS MUST SIGN AN AGREEMENT TO ABIDE BY THE VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA) REGULATIONS.

At the beginning of each academic year, students agree in a signed declaration, to abide by rules and instructions relating to the conduct of the VCAL assessment program.

Students must also sign a declaration stating that they will abide by the school's policies and rules on appropriate use of the internet.

## 5.2 Prerequisites for VCAL

There are no formal entry requirements for VCAL.

Year 10 students enter the Foundation level of VCAL. They can enrol in Semester 1 or 2.

Year 11 students enter the Intermediate level, and Year 12 students enter the Senior level. Enrolment in the Intermediate or Senior levels must be done by the end Term 1.

Students undertake subjects that suit their learning needs.

## 5.3 External Enrolment Policy

The following criteria must be met for a student to be eligible to enrol in the VCAL program at Al-Taqwa College. Meeting this criteria ensures that students who enrol in VCAL have a dedicated career pathway at the

completion of Year 12.

Students enrolling in VCAL at the Year 10, 11 and 12 level:

> must complete a VCAL entrance exam and obtain a minimum of 50% in the Literacy and Numeracy section.

> must complete a personality test which is consistent with VCAL and its dedicated pathways.

> must have chosen a pathway that VCAL can cater for. This will be determined by the personality test and reason for enrolling into VCAL.

The student's behaviour in his or her previous school is also taken into account when assessing eligibility for the VCAL program.

A student who is not deemed capable of undertaking the VCE may enrol in VCAL if they meet the above requirements.

Year 12 students can only enrol in VCAL at the beginning of Term 1 prior to VET places closing. However, if the student has obtained a VET credit prior to the current year, they may be eligible to enrol in VCAL at a later date. This situation will be considered by the Heads before the student is eligible to enrol into VCAL.

Year 10 and Year 11 students are eligible to enrol in the VCAL program at the beginning of Term 1 prior to VET places closing.

Only in exceptional circumstance can a student enrol in Year 10 and Year 11 VCAL in the middle of a semester. Their ability to do so is determined by the Heads of Year 10 and 11 and the VCAL Coordinator.

## 5.4 Transitioning to VCAL— Internal Enrolment

Students transitioning from mainstream studies to VCAL follow a process similar to External Enrolment except that they do not have to sit an Entrance Exam. Other factors taken into account include:

> Students are counselled and advised of suitable VCAL pathways by the Careers Coordinator, Year-

Level Heads, and the VCAL Coordinator. Alternative pathways are also considered.

> Students not deemed able to complete the VCE may enrol in VCAL if they meet the requirements.

> Students may be placed on an academic contract if they haven't satisfied the criteria for entry into the VCE. If they fail to meet the criteria in the contract, VCAL or an alternative pathway may be their only option for further study.

> Behaviour of the student in his or her previous school will be taken into account before the student is enrolled into the program and school.

> Must have a chosen a pathway that VCAL will cater for. (This will be determined by the personality test and reason for enrolling into VCAL.

For the policy on internally enrolling into VCAL in the middle of a semester, please refer to Internal Enrolment Policy VCAL.

## 5.5 Alternative Pathway Eligibility

Students' academic performance is monitored from Year 7 to Year 9, and particularly in Year 10. Student's whose performance is academically weak will receive an early intervention plan through a Managed Individual Pathway (MIP). An academic agreement will reached with the student who will need to signed the agreement and subsequently satisfy all criteria contained in it. Failure to do so may result in the pathway being appropriately altered.

Students who pursue an alternative pathway have various options available to them including:

> enrolling in a VET course offered by an external TAFE or RTO.

> undertaking an apprenticeship, traineeship or trade.

> enrolling in VCAL (Years 10 and 11 students).

> completing the VCE with an ungraded score.

> completing the VCE over three years.

- completing VCE in a different environment e.g. TAFE.
- transferring to university after completion of a TAFE course if their ATAR is too low to gain direct entry into a university course.

## 5.6 Managing Enrolments

> ENROLMENT, UNIT COMPLETION AND ASSESSMENT DATA MUST BE ENTERED IN ACCORDANCE WITH THE ADMINISTRATIVE REQUIREMENTS OF THE VCAA AND MUST MEET CRITICAL DATES. THERE ARE PENALTIES FOR LATE DATA ENTRY.

> SCHOOLS MUST ADHERE TO PUBLISHED DATES FOR THE ENTRY OF ENROLMENTS AND RESULTS ON VASS... SCHOOL ADMINISTRATORS SHOULD ALSO REFER TO **IMPORTANT ADMINISTRATIVE DATES**, WHICH ARE PUBLISHED ON THE VCAA WEBSITE.

Students must submit a **Student Personal Details** form that includes their intended program for the year. The information on this form is entered on VASS.

Each student's personal details (particularly birth date), consent permissions, subject enrolment details and eligibility for the VCE and VCAL must be periodically checked and signed by them and their teachers using the **Student Full Details Report** from VASS.

Students are provided with a new **Student Full Details Report** to sign at the end of each enrolment cycle to ensure any requested changes have been made. Students should also be advised that the address on their **Student Full Details Report** is the one their Year 12 results will be mailed to at the end of the academic year. Students must be enrolled on VASS using their legally registered name as per Births, Deaths and Marriages.

If a student's address is not known, then the College's address will be used as the student's address.

> THE STUDENT FULL DETAILS REPORT ON VASS... MUST BE PRINTED AND GIVEN TO STUDENTS FOR CHECKING AND SIGNING AT THE BEGINNING OF THE ACADEMIC YEAR, AND ALWAYS WHEN CHANGES HAVE BEEN MADE TO EITHER A STUDENT'S PERSONAL DE-

VASS-generated class lists should also be produced and handed to class teachers at the beginning of each unit. Class teachers should confirm the list against the students they are teaching. When a student's enrolment changes, the relevant class lists should be produced and given to the class teachers for signing to confirm acknowledgement of the changes. These audit procedures are essential for ensuring the accuracy of student's personal and enrolment data.

## 5.7 Security, Accuracy and Privacy

> THE ACCURACY OF PERSONAL AND ENROLMENT DATA IS A SCHOOL'S OBLIGATION TO ITS STUDENTS.

> ALL VCE, VCAL AND VET DATA ON VASS MUST REMAIN SECURE, AND THE PRIVACY OF STUDENTS' PERSONAL AND ACADEMIC DETAILS MUST BE PROTECTED.

> THE *PRIVACY ACT 1988* (CWLTH) MAY APPLY TO THE COLLECTION AND HANDLING OF PERSONAL INFORMATION ABOUT INDIVIDUALS BY NON-GOVERNMENT SCHOOLS. THESE SCHOOLS SHOULD SEEK THEIR OWN ADVICE IN THIS REGARD. LAWS RELATING TO THE PRIVACY OF PERSONAL INFORMATION AFFECTS ACCESS TO, USE, DISCLOSURE

Students should have full confidence that the enrolment and result record maintained by the VCAA is accurate, complete and confidential. The confidentiality of a student record should be restricted

to the student, administrative staff at their home school and assessing school, VCAA staff who have a specific role in the maintenance of that data, and VTAC for the purpose of calculating the Australian Tertiary Admissions Rank (ATAR). Any other access requires the written consent of the student.

Students' personal information should be stored in accordance with the requirements of applicable privacy legislation. Confidential and/or sensitive student VCE and VCAL records held by the school should be kept under secure conditions, accessible only to persons authorised by the principal to do so. Minimum secure conditions consist of a locked filing cabinet or cupboard within a locked storeroom.

## 5.8 Student Numbers and Pins

Each student should be given a printed copy of their **Student Full Details Report** so they are aware of their student number. Lists of student numbers and names should not be printed and published or displayed on school noticeboards or otherwise made available to members of the school community. Students should be advised that they should keep their PIN in a secure place to avoid unauthorised access to their results via the results service at the end of the year.

## 6 ELIGIBILITY FOR AWARD OF VCAL

To be awarded the Victorian Certificate of Applied Learning at the conclusion of Year 12, a student must:

- ▷ successfully complete a learning program that contains a minimum of 10 credits and includes:
  - the four VCAL learning strands.
  - curriculum components to the value of at least one credit, each of which can be justified against the purpose statement for each of the four VCAL curriculum strands.
  - a minimum of two VCAL units.
  - one credit for *Numeracy*.
  - curriculum components to the value of six credits at the level of the VCAL award (or above), of which one must be for the Literacy

Skills unit and one for the Personal Development Skills unit. Credits classified at Foundation level (VCAL Foundation units, and VET and FE units at Level 1) cannot contribute to Senior level.

- ▷ not fail more than one leaning strand per year, even if 10 credits may have been achieved. If a student fails two or more learning strands in one year, the student's progress will be reviewed to determine if 10 credits can still be awarded by the end of Year 12.
- ▷ complete a minimum Certificate 3 in a VET.
- ▷ complete a minimum of 240 hours of work placement.
- ▷ have 90% attendance in both the school and VET components.

## 7. ATTENDANCE AND UNIFORMS

All students enrolled in VCAL are expected to attend all scheduled classes in order to fully maximise the teaching/learning process. Students **need** to attend **sufficient** class time to undertake the coursework and allow teachers sufficient opportunity to verify satisfactory understanding of the Outcomes.

Students must have at least 90% attendance in both school and the VET component, **AND** complete a minimum of 240 hours of work placement in order to receive their VCAL qualification.

## 7.1 Attendance Policy

VCAL students are required to have at least 90% attendance (6 absences per semester), unless Special Provision has been granted for significant hardship. Students whose attendance falls below 90% in a unit may receive an 'N' (Not Satisfactory) grade for that unit.

Subject teachers should notify parents/guardians (via the 'Record of Phone Contact with Parent/Guardian' form) if a student falls below 95% attendance (3 absences) in any unit. A parent/teacher/counsellor meeting will be held to assist the student in returning to regular attendance. The outcome and communications must be recorded in Synergetic (as per the Low Attendance Policy).

## Attendance Records

Verifying attendance in every class helps satisfy the College's duty of care and provides for students' safety in an emergency.

Student attendance must be submitted within 10 minutes of the commencement of each class. If Synergetic can't be accessed, the attendance register is to be sent to the Secretary within 15 minutes of the class starting.

Heads will be advised if a teacher fails to submit their roll on time, and on a regular basis via Synergetic.

## Structured Work Placement and Work Experience Attendance

Student attendance at Structured Work Placements (SWL) and Work Experience is recorded by the on-site Supervisor. Students are required to notify their Supervisor or VCAL/VET/Careers Coordinator if they can't attend. Attendance records are obtained by the VCALVET coordinator from employers and communicated to the ' Secondary senior secretary ' and updated in the school attendance system.

Attendance is assessed as part of the VCAL/VET curriculum. (For more information, refer to the 'Work Experience Policy').

## VET Attendance Policy

Attendance of students enrolled in an external VET subject is recorded by the delivering RTO (Registered Training Organisation) and emailed to the VCAL/VET Coordinator. RTOs are responsible for communicating any attendance issues to Al Taqwa, and determining whether a student has satisfied attendance requirements.

Attendance records are obtained by the VCALVET coordinator and communicated to the ' Secondary senior secretary ' and updated in the school attendance system.

Parent contact by letter or meeting may take place in the event of low attendance at SWP, Work Experience and VET courses.

## Absence from School

Upon returning to school, students must give their homeroom teacher a signed note/diary entry explaining their absence. The reason for a student's absence must be recorded.

Every school day at 10:15 am, Secretaries will SMS parents/guardians whose children have an unexplained absence. This is automatically registered in Synergetic.

Students who are planning extended leave must follow the Holiday Leave Policy.

## Late Arrival and Early Dismissal

Students who arrive late must obtain a Late Pass from the front office to give to their classroom teacher. If a student requires early dismissal, the Secretary will advise the relevant teacher. The student is to be sent to the front office with a duty monitor if deemed necessary. The classroom teacher needs to record the early dismissal as 'absent from class'.

## Emergencies

All staff are to follow the Emergency Evacuation procedure. Teachers who are conducting a class are to take their laptops with them to the evacuation site.

## Unwell Students

Teachers are to issue unwell students with a Sick Pass and have another student accompany them to the sick bay. The Nurse will enter the student's arrival and departure times in Synergetic. In an emergency, teachers are to contact the school Nurse and send a reliable student to the Nurse.

## Camps and Excursions

On the day of a camp/excursion, classroom/homeroom teachers are to provide the Secretary with a list of students attending the camp/excursion. Staff are to mark the student(s) as 'Absent Excursion/Camp/ Incursions'.

Teachers must do a Head Count prior to departing the school or venue, and every time students board the bus. This includes any stops between the school and

final destination.

## 7.2 Special Provision for Prolonged Absence

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, upon application from the student, grant Special Provision for school-based Assessments. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. Schools should ensure they retain documentation about any decisions relating to granting provisions for school-based assessment, including supporting evidence.

## 7.3 Uniform Policy

Students are required to wear the full school uniform while at school and on Vocational Education and Training (VET) days.

## 8. ADMINISTRATIVE PROCEDURES FOR VCAL ASSESSMENTS

The school coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. Students will receive an 'S' (Satisfactory) or 'N' (Not Satisfactory) result for each VCAL unit.

## 8.1 Satisfactory Completion of Units

> 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

A student will receive an 'S' (Satisfactory) grade when they have demonstrated achievement in all learning outcomes for the Work Related Skills, Personal Development Skills, Skills for Further Study (Senior), and some Literacy Skills units.

The exceptions to this rule are:

> ▷ **VCAL Numeracy Skills units:** Students need to achieve five out of six learning outcomes for the Foundation and Intermediate levels, and six out of seven learning outcomes for the Senior level in order to receive an 'S'.

> ▷ **VCAL Senior Literacy Skills—Reading and Writing Unit:** Students need to achieve seven out of eight learning outcomes to receive an 'S'.

Each VCAL unit e.g. Intermediate Numeracy, consists of a set of outcomes that must all be successfully completed. Teachers must develop courses that provide opportunities for students to demonstrate achievement of the outcomes specified in the Study Design. The teacher should determine the assessment program at the beginning of the year.

The teacher should outline the work a student must do to satisfactorily complete a unit, and the conditions under which the work is to be done. The teacher must inform each student in writing of:

> ▷ all work he/she needs to complete to achieve an 'S' (Satisfactory) grading for the unit.

> ▷ all work he/she needs to do for a graded assessment.

> ▷ class attendance requirements.

> ▷ how to submit work.

> ▷ timelines and deadlines for completing work.

For satisfactory completion of a VCAL unit, a student must demonstrate achievement of the outcomes outlined in the Study Design. Decisions about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on designated tasks for the unit.

To achieve an outcome, the student must:

> ▷ produce work that meets the required standard.

> ▷ submit work on time.

> ▷ submit work that is clearly his/her own.

> ▷ observe the VCAA and school rules.

If a teacher judges that **all** outcomes have been achieved, the student will satisfactorily complete the unit. If an outcome is not met, the teacher is to consult with their Coordinator to determine if the student is to pass that unit.

> STUDENTS SHOULD BE OBSERVED DEMONSTRATING COMPETENCE ON MORE THAN ONE OCCASION AND, WHEREVER POSSIBLE, IN A RANGE OF CONTEXTS TO MAKE SURE THE ASSESSMENT IS CONSISTENT, FAIR

By reporting satisfactory completion, the teacher is certifying that the student has achieved the set of outcomes for the unit according to requirements laid out in the Study Design, and rules set by the VCAA and the school.

For VCE units included in the VCAL learning program, assessment must be in accordance with VCE Study Designs. **Staff are responsible for signing up for VCAA bulletin updates in their learning areas.**

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate successful completion of learning outcomes without disadvantage.

## 8.2 Partial Credit

VCAL providers who record an 'N' for a VCAL unit can record an 'S' for individual unit learning outcomes that have been achieved (existing credit). Access the entry screen for the recording of individual learning outcomes via: VASS > Results Admin > VCAL Results Entry > Unit.

Providers can also produce a number of relevant reports:

Results Admin > Unit results > by class

Results Admin > Unit results > by student.

VCAL students with existing credit will only be required to complete the outstanding VCAL unit learning

outcomes that were not achieved to record an 'S' for the unit. There is a two-year period for recognition of individual VCAL learning outcomes. These changes will assist VCAL students who have interruptions to their studies, including students who:

> ▷ have a significant illness.

> ▷ have significant personal hardship.

> ▷ are returning to VCAL after changes to their career pathway (for example, a student has left VCAL to take up employment, but then lost their job).

> ▷ have other interruptions to their study (for example, a student has become disengaged and left school).

> ▷ have taken a long time to achieve their VCAL.

Recognition of existing credit is not intended for students who have participated in activities of personal interest that led them to exit from the original educational program.

## 9 SCHOOL-BASED ASSESSMENTS

Any school-based assessments assigned as part of the VCAL unit should comply with the school's policy and procedures specified in the *Al-Taqwa VCE Staff Handbook,* Sections 7-9.

In addition, assessments in VCAL need to be appropriate to the learner; their preferred learning style and needs; the study undertaken; and the learning outcome. It also needs to be relevant to the students' individual learning goals. The curriculum for each learning area of VCAL is designed to meet the above goals in each class. The students of one VCAL level will follow a class one subject planner designed and delivered by the same teacher, where:

> ▷ learning outcomes are clearly outlined for each unit of work/task undertaken by students.

> ▷ assessment methods could include teacher observations, written questions, verbal discussions, reflective journals and peer

assessment.

As stated above, students are given an 'assessment plan' for the unit that is currently being delivered. Students must adhere to due dates set by their teachers. These due dates must be in accordance with the VCAA policies and set in a timely manner. It is advised that teachers consult with one another through formal and informal meetings in the planning of the curriculum. This will be advised and facilitated through your Coordinator.

Al Taqwa College does not deliver examinations in any VCAL subjects. This may change due to a change in VCAA rules or interest of the school.

## 9.1 Assessment Tasks

Assessment tasks are usually delivered in the form of projects or assignment and should:

- be varied and flexible
- be clear, concise and practical
- give sufficient evidence of a student's ability
- be integrated–cover more than one learning outcome
- based on a range of tasks and activities. One-off tasks do not provide a reliable measure of competence.
- designed to assess both knowledge and skills.
- give students reasonable time to complete the task.

Assessment tasks should be planned to gradually increase in difficulty from Foundation to Senior level. As students progress through the levels, they should be encouraged to work with increasing independence, and be challenged to solve more complex tasks and problems.

According to the VCAA, evidence is anything that supports an assessor's claims that a student has achieved a learning outcome. Evidence can be classified broadly as 'direct', 'indirect' and 'supplementary'. Since a range of assessments is possible, Al Taqwa has adopted a new percentage loading structure for VCAL assessment portfolios:

- Project-based assessments including practical and written assessments: 50% loading.
- Observation and check lists: 10% loading.
- Tests and quizzes: 15% loading.
- GAT-style formal exams: 25% loading.

**The GAT exam will be marked out of a range of 75–100, and will include the 4 VCAL strands.**

## 9.2 Meeting Learning Outcomes

The proposed Assessment Model is envisioned to meet the learning outcomes of each subject delivered within the VCAL. It will cover all areas and will be applicable to all levels.

This Assessment Model is a guideline explicitly depicting the breakdown of tasks within any VCAL subject area. A student must satisfy the outcomes of a learning area by passing these assessment methods. However, we must take into consideration the students' learning style and any special requirements that they may have, in order to make the possibility of achieving the passing mark possible.

For information on meeting the GAT requirements in VCAL see *Section 11.2 GAT Requirements*

## 9.3 Students with Disability or Special Needs

The Assessment Model is not definitive when it comes to meeting the requirements of students with Special Needs. A flexible approach and a range of alternative assessment methods may be used for students with disabilities, impairments and special needs.

Some alternative assessment methods may include:

- responding in sign language for hearing impaired students.
- extending the assessment time for students with learning disabilities.
- modifying assessments to make it possible to achieve the outcomes.

While flexible assessment methods and tools are

encouraged to meet a student's specific needs, the student must also meet all learning outcomes in order to be awarded an 'S' result for a VCAL unit.

Further details can be found in the *VCE and VCAL Administrative Handbook* and the *VCAL Unit Assessment Planning Guide*.

## Student Wellbeing and care

The Counselling and Welfare Department at Al-Taqwa College is available to provide services which meet the counselling, wellbeing and welfare needs of students attending the College.

Student wellbeing is our upmost priority at Al-Taqwa College, therefore students are able to access counselling at any time. Students may request counselling by contacting the counsellors directly. Students may also seek an appointment for counselling through staff members who may contact the Counsellors on behalf of the student. Furthermore, parents can refer their children for counselling either by contacting their child's secondary coordina-

Al-Taqwa will aim to visit each student on Work Experience during semester one. During the visit the employer will be given an evaluation form of the student to be completed and submitted. The site is also rechecked and must be deemed safe and acceptable for the student to commence or continue their placement. Within the first 3 weeks of the students' placement, each student will be met by a VCAL coordinator or teacher and presented with a self-evaluation. This will give us an indication of whether or not the student feels safe and comfortable in the placement and will also ensure that each student has the correct equipment/apparel and resources for the placement.

## 9.4 Absence from School-Assessed Projects

Students with a valid reason for missing scheduled School-Assessed Coursework (SAC) may make an application to reschedule the missed task. In doing so, the following procedures must be adhered to:

parent/guardian detailing the reason the SAC was missed. **A diary note is not sufficient and will not be accepted.** Contact must be in the form of **a medical certificate and a letter addressed to the teacher** which refers specifically to the missed SAC.

a. On return to the school, the student must collect and complete an 'Application to Reschedule School-Assessed Coursework' form (on yellow paper) from the VCAL Coordinator or Head of Senior School. This form is to be submitted to the subject teacher for initial approval.

b. If the application is approved, the SAC will be rescheduled to a contingency class. Contingency classes run every Thursday afternoon, commencing at 3:30 p.m.

to email a soft copy to the VCE Coordinator and Head of Senior School.

2. The Head of Secondary retains the discretion to make a decision on the validity of the student's absence.

3. Students involved in co-curricular activities such as sports teams or cultural pursuits should give priority to their SAC unless there are exceptional circumstances.

## 10. AUTHENTICATION

See Section 10 of the *Al-Taqwa Staff VCE Handbook* for school policy related to authentication.

## 11. GENERAL ACHIEVEMENT TEST

Students who are enrolled in a VCAL program that includes any VCE or scored VCE VET Unit 3–4 sequences are required to sit the General Achievement Test (GAT).

If a student is enrolled in a VCAL program in 2017, but is not enrolled in any VCE or scored VCE VET Unit 3–4 sequences, they are not required to sit the GAT.

## 11.1 Purpose of GAT

The VCAA uses students' GAT scores:

▸ In the statistical moderation of school-based assessments.

▸ to check the accuracy of student scores in external assessments.

▸ to calculate a Derived Exam Score (DES).

NOTE: This may not apply to VCAL students and indicative grades are not used or issued in VCAL, although they may be used in the process of enrolling in VCAL.

## 11.2 GAT Requirements

The GAT exam is implemented twice a year. Students must achieve 50% or higher in both exams in order to pass VCAL. This is in addition to them achieving the unit outcomes and obtaining a minimum of 10 credits.

## 11.3 GAT Results

A statement of GAT results is mailed to each student with all other VCE and VCAL results. This statement indicates each student's raw score and their relative scores calculated in the same way as a Study Score, with descriptive comments about their performance on each component. The components are:

▸ written communication.

▸ Mathematics, Science and Technology.

▸ Humanities, the Arts and Social Sciences.

The Statement of Results indicates whether a student obtained results in the GAT or had an authorised or unauthorised absence. Schools can access their students' GAT results on VASS at the end of the academic year when results are released. Students cannot apply for a DES for the GAT.

## 12. VASS (VICTORIAN ASSESSMENT SOFTWARE SYSTEM)

See Section 12.2 of the *Al-Taqwa VCE Staff Handbook* for school policy related to VASS.

# 13. REDEMPTION

| STRAND | Foundation | Intermediate | Senior |
|---|---|---|---|
| **Literacy Skills** | VCAL Literacy Skills Reading and Writing units:<br>VCE units:<br>▷ EAL<br>▷ English<br>▷ English Language<br>▷ Foundation English<br>▷ Literature<br>▷ Bridging EAL<br>Selected FE reading and writing modules at level I/II | VCAL Literacy Skills Reading and Writing Intermediate/Senior units<br>VCE units:<br>▷ EAL<br>▷ English<br>▷ English Language<br>▷ Foundation English<br>▷ Literature<br>▷ Bridging EAL<br>Selected FE Certificates II/III Literacy/reading and writing modules | VCAL Literacy Skills Reading and Writing Senior unit<br>VCE Units 3 and 4:<br>▷ EAL<br>▷ English<br>▷ English Language<br>▷ Literature<br>Selected FE Certificate III Literacy/reading and writing modules |
| **Numeracy Skills** | VCAL Numeracy Skills units<br>VCE units:<br>▷ any Mathematics units<br>▷ Chemistry<br>▷ Environmental Science<br>▷ Physics<br>Selected FE Numeracy and Mathematics modules at level I/II | VCAL Numeracy Skills units<br>Foundation/Intermediate units<br>VCE units:<br>▷ any Mathematics units<br>▷ Chemistry<br>▷ Environmental Science<br>▷ Physics<br>Selected FE Certificate II or above Numeracy and Mathematics modules | VCAL Numeracy Skills Intermediate/Senior units<br>VCE units:<br>▷ any Mathematics units<br>▷ Chemistry<br>▷ Environmental Science<br>▷ Physics<br>Selected FE Certificate III or above Numeracy and Mathematics modules |
| **Industry Specific Skills** | VET certificates<br>VCE units:<br>▷ Accounting<br>▷ Industry and Enterprise<br>▷ Technology Studies<br>▷ Visual Communication Design<br>▷ Studio Arts<br>Selected VET units/ modules within FE certificates at level I/I | VET certificates II or above selected VET units/ modules within FE certificates at level II or above | VET certificates II or above selected VET units/ modules within FE certificates at level III or above |
| **Work Related Skills** | VCAL Work Related Skills units<br>VET Units at Certificate level I or above<br>VCE units:<br>▷ any Technology studies<br>▷ Industry and Enterprise (Unit 1 only)<br>▷ Outdoor and Environmental Studies<br>Selected FE units/module | VCAL Work Related Skills units<br>VET Units at Certificate level II or above<br>VCE units:<br>▷ any Technology studies<br>▷ Industry and Enterprise (Unit 1 only)<br>▷ Outdoor and Environmental Studies<br>Selected FE Certificates II/ III units/modules | VCAL Work Related Skills Intermediate/Senior units<br>VET Units at Certificate level II or above<br>VCE units:<br>▷ any Technology studies<br>▷ Industry and Enterprise (Unit 1 only)<br>▷ Outdoor and Environmental Studies<br>Selected FE Certificates III units/ modules |
| **Personal Development Skills** | VCAL Personal Development Skills unit | VCAL Personal Development Skills Intermediate/Senior uni | VCAL Personal Development Skills Senior unit |