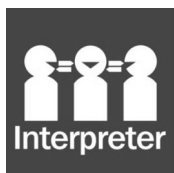


CROYDON SDS

VICTORIAN PATHWAYS CERTIFICATE (VPC) POLICY



Help for non-English speakers

If you need help to understand this policy, please contact the school office on ph 9725 4933 or via email at croydon.sds@education.vic.gov.au

Croydon SDS offers students with moderate to severe intellectual disabilities an alternative and individualised pathway within the Victorian Curriculum. Our curriculum is holistic and caters to the academic, social and wellbeing needs of every student. There is an emphasis on developing the essential skills for successful and positive participation in, and contribution to, community at and beyond school.

GENERAL STATEMENT

The Victorian Pathways Certificate (VPC) is a new, inclusive, and flexible certificate. It offers an engaging curriculum and additional support for students to develop the work-related skills and capabilities needed to succeed in individual post-school options. The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC, students will gain the necessary foundation skills to allow them to make a post-schooling transition developing meaningful pathways beyond school.

Guidelines

At Croydon SDS the VPC is completed in the final three years of schooling (Year 10 to 12). Students study the VPC at their own pace and teachers will assess progress through a range of classroom learning activities.

Implementation

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- At least two units of VPC Literacy
- At least two units of VPC Numeracy
- At least two VPC Personal Development Skills units
- At least two VPC Work Related Skills units.

VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition.

Coordination

VPC will be managed by the VPC teaching staff and overseen by the Transition Instructional Team Leader Staff are also supported by the Curriculum Learning Specialist. The VPC teacher(s) oversee all elements of the VPC learning program in consultation with the Transition Instructional Team Leader, leadership team and principal.

Assessment

The Transition Instructional Team Leader will oversee the VPC teacher(s)'s assessment of student work to ensure it adheres to the study design guidelines provided by the Victorian Curriculum and Assessment Authority (VCAA). Consistency of assessment criteria will be ensured through moderation of work samples.

- The VPC teacher(s) will ensure Quality Assurance requirements for each VPC unit are completed.
- The VPC teacher(s) attend professional learning sessions to remain up to date with all assessment and curriculum requirements.
- VET or Further Education will be delivered by a Registered Training Organisation (RTO) and will be assessed by the RTO staff members who have Certificate IV in Workplace Assessment & Training. These assessments will then be verified by the RTO as part of their Quality Assurance processes.
- All student results will be entered into the VASS system by the VASS Administrator/ VPC teacher.

Monitoring and Analysing Administration of Results

- A member of the Croydon SDS administration team along with a nominated VPC teacher are trained as VASS Administrators.
- Data entry will be undertaken by the VASS Administrator/ VPC teacher in the VASS database. The VASS Administrators will be supported by the Senior school leading teacher.

Course Requirements

Students undertake the following:

- 4 units of VPC Literacy
- 4 units of VPC Numeracy
- 2 units of VPC Personal Development Skills
- 2 units of VPC Work Related Skills

Subject	Year		
Literacy	Odd	Unit 1 Module 1: Literacy for personal use Module 2: Understanding and Creating Digital Texts	Unit 2 Module 1: Exploring and understanding issues and voices Module 2: Informed discussion
	Even	Unit 3 Module 1: Literacy for Civic Participation Module 2: Literacy for pathways and further learning	Unit 4 Module 1: Negotiated project
Numeracy	Odd	Unit 1 Module 1: Personal numeracy Module 2: Financial numeracy	Unit 2 Module 3: Health and recreational numeracy Module 4: Civic Numeracy
	Even	Unit 3 Module 1: Personal Numeracy Module 2: Financial Numeracy	Unit 4 Module 3: Health and recreational numeracy Module 4: Civic Numeracy
Personal Development	Odd	Unit 1 Module 1: Understanding self Module 2: Developing self	Unit 2 Module 1: Exploring and connecting with the community Module 2: Community participation
	Even	Unit 3 Module 1: Collaborate and negotiate Module 2: Motivated and lead	Unit 4 Module 1: Community awareness and project Module 2: Community participation
Work Related Skills	Odd	Unit 1 Module 1: Interests, skills and capabilities in the workplace Module 2: Employment opportunities and workplace conditions Module 3: Applying for an employment opportunity	Unit 2 Module 1: Identifying and planning for a work-related activity Module 2: Completing and reviewing a small-scale work-related activity Module 3: Reporting on a small-scale work-related activity
	Even	Unit 3 Module 1: Healthy Workplace Practice Module 2: Rights and responsibilities Module 3: Physical health and safety	Unit 4 Module 1: Explore and plan for potential pathways Module 2: Employment-seeking activities and the application process Module 3: Interview

EXPECTED STANDARD OF CONDUCT

Attendance

The '2023 VPC Administrative Handbook' states that:

'Within a school setting, a VPC learning program would normally be based on a full-time load of scheduled and unscheduled learning (1200 hours). Attendance in a school setting is determined by school regulations. In other educational settings the nominal hours may vary, taking into consideration the specific needs of the student. There is no maximum time limit for completion of VPC units.

VPC programs often include learning outside the school, including VET classes and structured workplace learning. Expectations related to these settings are set by the RTO or workplace.

In the situation where a student is allowed to **work from home**, the school must have in place additional measures to be able to authenticate the student's work as their own. Advice about authentication measures is provided in the 'Assessment: Satisfactory completion of units' section.'

At Croydon SDS, we expect the following:

- Students having unapproved absences in excess of 20% in any unit shall be ineligible to receive a satisfactory grade for that unit unless special provision is granted and work is submitted.
- Students having unapproved absences of between 10% and 20% shall only be eligible to receive a satisfactory grade in exceptional circumstances.
- Students having unapproved absences of less than 10% shall be eligible to receive a satisfactory grade provided that all learning outcomes are satisfactorily completed.

Approved Absences

Absences may be approved for the following:

- School-related activities
- Illness
- Family commitments
- Principal's discretion

The mechanism for having an absence approved is to present a note or letter to the relevant teacher. This must contain:

- The student's name
- The date(s) of the absence
- A brief explanation of the absence
- A parent or guardian signature

Approval must be sought within two weeks of the last day of absence. Beyond this time, no absence may be approved without a medical certificate.

Class teachers will mark their class rolls accordingly and will use this information to determine whether the student has met the attendance requirements.

The principal is responsible for having school rolls amended to show approved absences. The wellbeing team and VPC team will support any students that has prolonged absences.

Reporting Absences

- Attendance is to be reported to parents as required.
- Teachers should notify the Transition Instructional Team Leader of any student who has unapproved absences of more than two sessions in a fortnight.

Appeals

Where appropriate, a meeting will be called with the teacher(s), the student, a parent or guardian and the principal to discuss the circumstances for prolonged absences. The teacher(s) and leadership team will make the final decision.

Maintenance and Analysis of Results

Student assessment results and data are stored electronically in each student's folder and the school network, (Shared Drive) for the duration of their enrolment. This database is maintained by classroom teachers. When students exit Croydon SDS evidence is maintained for the appropriate period of time.

Individual Education Plans

Every student has an Individual Education Plan (IEP) directly linked to the VPC curriculum, and the Disability Inclusion Profile (DIP), describing their learning priorities, and where they sit along multiple curriculum linked and developmentally sequenced learning pathways.

IEPs are developed in consultation with students and families. Progress toward students' individual goals is formerly reported on twice yearly. Student Support Group Meetings, (SSGs) are offered four times each year providing further opportunities to discuss student needs and outcomes.

The curriculum is continuously reviewed and refined to focus on the key understandings students need for future independence, employment, and positive participation in society.

Portfolio of Evidence

Students will keep a portfolio of evidence to demonstrate successful completion of their VPC learning outcomes. This portfolio is regularly reviewed by the VPC team and a dedicated ESS.

Timelines and Dates

The teacher(s) of a VPC class will provide students with timetables showing the course outline with dates. Assessments are built into all tasks across the school year.

Satisfactory Completion

For satisfactory completion of a unit, students must satisfactorily complete each of the outcomes for that unit.

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.

Work samples / Storage of Student Work Policy

- It is expected that students will retain ALL work completed during a year, till the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the course sampling process.
- Any student work assessed as **N**, or about which any concerns are held, should be retained by the teacher(s) in original or photocopied form. Teachers should retain a representative sample of student work for each outcome to assist in the review of college courses.

Extension Policy

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.

Special Provisions

Individual students may need special provision in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. Special provision may be considered for students that are away for a period of time due to illness or personal family reasons. Croydon SDS staff will ensure relevant documentation about decisions relating to granting provisions, including supporting evidence are maintained.

Appeals

Students have the right to appeal decisions about:

- Non-Satisfactory Completion.
- Special Provision.
- Extensions.

VPC staff, parents/carers and students can arrange a meeting to discuss the appeal before VPC staff review the decision

Feedback

After work is submitted and marked, teacher(s) should provide feedback to students. Appropriate feedback includes: Advice on where and how improvements can be made for further learning; and Reporting **S** or **N** decisions and/or written comments on students' performance against each outcome.

RELATED POLICIES AND PROCEDURES

This VPC Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Attendance Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Student Wellbeing and Engagement Policy
- Yard Duty and Supervision Policy

POLICY STATUS AND REVIEW

The principal is responsible for reviewing and updating the VPC Policy at least every two years. The review will include input from school council.

Created date	September 2024
Consultation	School Council 9/9/2024
Approved by	Principal
Next review date	September 2026