



Northern Bay P-12  
College

# VCAL

# HANDBOOK 2020





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## The Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning is a qualification that skills students in preparation for further training and or apprenticeships in trade. The principles of Applied Learning heavily focus on a student centred approach to embed and further develop employability and life skills. At Northern Bay we adopt the approach of developing and fine tuning deep learning using the competencies and student voice to devise theme project based learning. Northern Bay College has three Certificates from year 10 to 12 based upon individual levels. We integrate curriculum, based on student choice and needs which reflect the relevant frameworks. Students migrate through the levels building a repertoire of skill sets reflecting their best pieces of evidence in their Portfolio which is formally showcased, in intervals through the duration of the year. We pride our program on teamwork and communication amongst staff and students to collaborate a dynamic program.

### Industry Specific Skills (VET and SBAT below further)

The VCAL learning program must include Vocational Education and Training (VET) units of competency. However, you are not required to focus on or complete any single VET qualification. For example, you can choose to undertake various units of competency from a range of VET qualifications to meet the VCAL requirements, and gain experience in a range of vocational areas. The range of VET options is extensive with recognised training packages available from industries including automotive, engineering, building and construction, hospitality, business, music industry skills, retail cosmetic services, nail technology, hair and beauty, sport and recreation. Alternatively a school based apprenticeship/Traineeship (SBAT) is required to obtain a VCAL certificate.



## Structure of VCAL

VCAL units at each level reflect the progression in the development of knowledge, skills and attributes, Year level does not necessarily depict what level certificate students are entered into. For example:

- At **Foundation** level, students learn under close supervision with high levels of direction. Knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
- At **Intermediate** level, learning is reasonably autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
- At **Senior** level, learning is autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. It is important that a clear distinction is able to be made between the three VCAL levels.

## Educational and delivery practices

*The VCAL program is underpinned by the following curriculum principles:*

- *Start where students are at.*
- *Negotiate the curriculum. Engage in a dialogue with students about their curriculum.*
- *Share knowledge. Recognise the knowledge students bring to the learning environment.*
- *Connect with communities and real-life experiences.*
- *Build resilience, confidence and self-worth – consider the whole person.*
- *Integrate learning – the whole task and the whole person. In life we use a range of skills and knowledge. Learning should reflect the integration that occurs in real-life tasks.*
- *Promote diversity of learning styles and methods. Everyone learns differently. Accept that different learning styles require different learning or teaching methods, but value experiential, practical and ‘hands on’ ways of learning.*
- *Assess appropriately.*
- *Use the assessment method that best ‘fits’ the learning content and context planning VCAL learning programs for students.*
- *Negotiating learning programs. It is important that students are actively involved in negotiating and planning their individual learning program, in particular the VCAL units.*





## VCAL Personal Development Skills (Applied Learning)

**The purpose of the Personal Development Skills strand is to develop knowledge, skills and attributes that lead towards:**

- the development of self
- social responsibility
- building community
- civic and civil responsibility, for example through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

### Foundation

- PDS011 Personal Development Skills Unit 1 (Foundation)
- PDS012 Personal Development Skills Unit 2 (Foundation)

### Intermediate

- PDS021 Personal Development Skills Unit 1 (Intermediate)
- PDS022 Personal Development Skills Unit 2 (Intermediate)

### Senior

- PDS031 Personal Development Skills Unit 1 (Senior)
- PDS032 Personal Development Skills Unit 2 (Senior).

**Some recent collaborative programs include:** (and are subject to change based on student choice)

**Real life investigations that shape students to:** plan, organise, implement and reflect on a social or community issue. This is based on a collaborative approach amongst the VCAL cohort.

In VCAL students participate in community-based projects, voluntary work and/or structured activities that will help develop self-confidence, teamwork skills and other skills important for life and work on some recent collaborative programs have included Inquiry Projects into: the effects of population growth in Australia; Chameleons; Sunfish, Tasmanian Devil, Exploring the Outdoors through Sport and Recreation. This work becomes a part of a student's portfolio and project to support their development in employability and transition into an industry setting. Through student voice a repertoire of Health, Wellness and Fitness workshops are offered. This year these have included Healthy Cooking, Sport and Fitness, Mindfulness, Art.

Students organise and take part in community project supporting and raising awareness of local community groups and initiatives to create positive change. Previous projects include participation in the One Million Stars to End Violence program, collection of donations to Geelong Animal Welfare Society and charities supporting the homelessness.





## VCAL Literacy

**Description:** The purpose of the VCAL Literacy Skills units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- Community and civic life.

The areas of study for Literacy include reading, writing and oracy (speaking and listening) and students will demonstrate these skills in the areas of literacy for self-expression, literacy for practical purposes, literacy for knowledge and literacy for public debate. Students will progress through three levels. At each level the outcomes become more complex and students demonstrate greater independence.

### Foundation

- Literacy Skills Foundation Reading and Writing Unit
- Literacy Skills Foundation Oral Communication Unit

### Intermediate

- Literacy Skills Intermediate Reading and Writing Unit
- Literacy Skills Intermediate Oral Communication Unit

### Senior

- Literacy Skills Senior Reading and Writing Unit
- Literacy Skills Senior Oral Communication Unit

Some examples of tasks students complete at each level are:

- Reading and writing about student interests
- Reading and writing about current community/global issues
- Communicating verbally in a range of different contexts
- Oracy to debate, discuss and share information
- Inquiry and investigation
- Creative writing

In VCAL Literacy, students work through a range of practical, hands-on activities that incorporate all Literacy Outcomes. All activities are based on student choice, with the teacher fitting them to incorporate the outcomes. Some of the activities that were chosen by students include the Werribee Zoo project, which involved the students visiting the Werribee Zoo and completing relevant work tasks. A trip to the Grand Prix to explore and soak up the atmosphere before persuading the reader with their persuasive article. Students also completed a unit on Sovereign Hill where they focused on learning about the Eureka Stockade. A unit of work on our neighbours in the Pacific formed the basis of a Pacific Fete held on campus. Excursions to the state library and the old Melbourne Gaol were implemented this year from Senior VCAL students.





## VCAL Numeracy

Underpinning the VCAL Numeracy Skills units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. The Numeracy Skills units are to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

### Foundation

Students are guided by the teacher in developing strong numerical skills across their outcomes. Students can develop their own relevant, real world numeracy focused ideas and activities with teacher support around the outcomes of:

- Design
- Measurement
- Data
- Location
- Money and Time
- Numerical Information

### Intermediate

Students are beginning to show independence in their numeracy understanding, working in teams and with the teacher to develop numeracy focused tasks based on real-life examples and linked to the outcomes of:

#### Unit 1

- Design
- Measurement
- Data
- Location
- Money and Time
- Numerical Information

#### Unit 2

- Design a Numeracy-based Project Plan in a Familiar Industry Area
- Apply Numerical Skills in an Industry Context
- Use Appropriate Software Tools and Devices to Represent Data
- Communicate the Results of the Project

### Senior

Students show independence in their numeracy understanding, assisting the teacher in developing tasks related to their interests and the outcomes of:

#### Unit 1

- Design
- Measurement
- Data
- Problem Solving
- Location
- Formula
- Numerical Information

#### Unit 2

- Design a Numeracy-based Project Plan in an Unfamiliar Industry Area
- Apply Numerical Skills in an Industry Context
- Use Appropriate Software Tools and Devices to Represent Data
- Communicate the Results of the Project

In VCAL Numeracy the learning program must include numeracy subjects or other accredited studies such as numeracy modules from the Certificate in General Education for Adults. Students will learn practical concepts that apply to business and industry settings to support their employability or transition to the workforce. Students work through a range of practical, hands-on activities that incorporate all Numeracy Outcomes. Upon completion of all tasks, students are awarded the Numeracy Level. All activities are based on student choice, with the teacher fitting them to incorporate the outcomes. Students get to choose as a group what sort of activities they would like to do. This year, students created Billy Carts. Students designed and then shopped for their materials at Bunnings. Students then worked in groups to create and build their Billy Carts. Once completed, students were able to race the Billy Carts and present their data. Students also worked on creating and designing the "Friends of the Pacific Fete." This involved students designing a product to sell to raise money at the Fete. Products included Tomato Relish, Chutneys, Chocolate Freckles, Bubble Bath and Body Scrubs. Students were also involved in the cooking of their chosen food relevant to their country of choice for the Fete. Students baked cookies, banana cake, fried rice and others. Students visited the Ten Pin Bowling Centre in Belmont to work on their data project.





## VCAL Work Related Skills (WRS)

The purpose of the Work Related Skills strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

In order to develop 'employability skills', VCAL gives students the choice of undertaking: Structured Workplace Learning, a School-based or Part-time Apprenticeship/Traineeship, or part-time work.

### VCAL Work Related Skills

VCAL Work Related Skills units have been designed to provide learning outcomes against which locally developed programs can be mapped, at the same time meeting the purpose of the strand. The development of VCAL units for the Work Related Skills strand recognises the importance of applying knowledge and skills within different social and work contexts.

The VCAL Work Related Skills units are:

- WRS011 Work Related Skills Unit 1 (Foundation)
- WRS012 Work Related Skills Unit 2 (Foundation)
- WRS021 Work Related Skills Unit 1 (Intermediate)
- WRS022 Work Related Skills Unit 2 (Intermediate)
- WRS031 Work Related Skills Unit 1 (Senior)
- WRS032 Work Related Skills Unit 2 (Senior)

At Foundation level, a 'basic work-related activity' means a single or basic grouping of activities at Certificate I level, conducted under close supervision with access to high levels of direction and support

- At Intermediate level, a 'work-related activity' involves work undertaken at Certificate I/II level conducted under supervision and reasonably autonomous in regard to planning and work activities
- At Senior level, a 'complex work-related project' involves work undertaken at Certificate II/III level, conducted under supervision and autonomous in regard to planning and work activities. The requirements of the Work Related Skills strand can be met in a number of ways, including VET/FE programs, School Based Apprenticeships and Traineeships (SBAT).

Structured Workplace Learning (SWL) varies at each level and each VET certificate. All levels of WRS requires determined hours of SWL as a part of the certificate.

## Structured Workplace Learning (SWL – Credit)

A student can gain credit towards the VCE or VCAL by successfully participating in SWL and completing the workplace reflections. Workplace reflections are recorded in a Workplace Learning Record (WLR). A WLR must be completed by a student to be eligible for a SWLR credit. It is the responsibility of the student to maintain the WLR.

To achieve a credit in SWL, a student must:

- be enrolled in a minimum of 180 hours in the VET program for the year
- undertake a minimum of 10 days full-time equivalent of structured work placement
- complete the WLR according to the VCAA assessment guidelines
- report on at least six units of competency (UoC) in section 2 of the WLR
- one UoC must be a Work, Health and Safety unit.





## Industry and Enterprise

VCAL at NBC requires students to enrol in a VCE unit, Industry and Enterprise. VCE Industry and Enterprise investigates work and its place in work settings, industries and society. Students investigate trends and patterns in Australian workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. NBC mandates that Foundation and Intermediate students without prior accredited units must complete Industry and Enterprise in order to gain the needed credits.

In VCAL students undertake Industry and Enterprise as a module to help prepare for work. Industry and Enterprise investigates work and its place in work settings, industries and society. Students investigate trends and patterns in workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. To complement this study, students are involved in practical business hours researching and creating items of the VCAL small business shop.

## The Café Project *Senior exemplary program*

The Café Project requires students to complete an integrated set of projects which involves the setup of an onsite Cafe at Northern Bay College. This project focuses on the formation of a variety of skill sets and provides young people with opportunities to increase their self-esteem, life and employability skills that will increase their social and emotional development. The program is run once a week and requires students to audit the larder, shop for fresh ingredients and take coffee, morning tea and lunch orders. Students learn how to use a barista style coffee machine and make a variety of coffees and hot drinks. Students also develop cooking skills, customer service and cash reconciliation. In undertaking this project students meet outcomes related to teamwork and community involvement.

## Health and wellbeing workshops

Created from this initiative include: Creating and implementing physical education programs, Healthy cooking, Sport, fitness, Yoga, Art Appreciation and textiles.

### ***Community projects recently implemented and devised from student voice have included:***

- Work with ARDOCH and Smith Family
- The annual Northern Bay College Senior Years Formal
- Raising awareness for a number of charities
- Working with local community organisations such as the FoRt
- Working with the City of Greater Geelong
- One Million Stars Project to end Violence.
- Share the dignity project

## Senior Extension Unit: Pathway Planning

Senior VCAL student will be involved in the inquiry approach investigation on a chosen career and industry research project. Success in this unit will give students an extra credit towards their VCAL certificate. As part of this unit students will be required to investigate employment, traineeships and tertiary pathways.





# School Based Apprenticeship / Traineeship

Northern Bay College proudly supports and offers School Based Apprenticeships and Traineeship opportunities to our most appropriate and suitable students.

School Based Apprenticeships and Traineeships are an exciting way of a student being able to undertake paid part time work that is officially timetabled into a student's senior school program - ideally suited for our VCAL program.

School Based Apprenticeships and Traineeships create opportunities for a student to gain valuable hands on skills and training whilst earning a wage, in addition to acquiring nationally recognised VET qualifications whilst still at school

School Based Apprenticeships and Traineeships can also contribute towards completion of full time apprenticeships/traineeships in addition to providing a student with a direct pathway into an industry sector or individual business workplace. The undertaking/completion of a school based program can also provide a student with a better chance of gaining full time apprenticeship/traineeship, as transferable work ready skills are looked upon very favourably by many prospective employers.

There is an ever increasing list of available courses to the most appropriate and suitable students.

**Please note: students must be 15 years of age to be able to undertake a School Based apprenticeship or Traineeship.**

Requirements to successfully complete a School Based Apprenticeship or Traineeship are:

1. 7-8 hours per week @ work
2. 5 hrs formal training with an RTO per week
3. Timely completion of all learning modules

Both of these elements are included in student's formal school timetable.

 **To apply** for a School Based Apprenticeship or Traineeship complete the following form and submit to Joanne Robotham Careers Manager of Northern Bay College.





# Vocational Education and Training (VETiS)

Northern Bay College students can elect to complete a VET. Normally VETiS is a two year course so students can complete a certificate I or II before advancing to a level II or III. Students may include a VET certificate in their VCE program or complete a VET in the VCAL program and undertake training in a specific vocational area. VET in Schools (VETiS) counts within towards a VCE or VCAL program in the same way as any VCE and VCAL subjects.

The Victorian Curriculum and Assessment Authority has developed scored assessment for the majority of VET programs, so students can also include VET programs in their ATAR if they undertake the scored assessment.

VET courses skill students in specific industry areas that directly relate to the requirements of a workplace. Students receive a Nationally Accredited Industry Based Certificate at Level II or III and a Statement of Attainment with all industry units listed. VET programs prepare students for their future working lives and is best suited to students who:

- are thinking of obtaining an apprenticeship or traineeship after school.
- would like to gain an industry qualification
- enjoy a more hands-on learning environment
- want to keep their options open for completing Year 12

A number of VETiS offerings can be undertaken in the region. Normally it is advised for Northern Bay College students to either complete a school based VETiS or access a course offered via our partner neighbour the GITTC. A full list of course can be found on the next page.

In this booklet you will find an outline of each VET course. This outline provides you with the course overview, pathways, outcomes, and venue. All VET courses attract fees for materials and these are payable prior to commencement of the course. Students at Northern Bay College can make arrangements to pay these course costs by setting up a Centerpay or Direct Debit on Course Confirmation day.

For further information on any of these courses please see VET co-ordinator Mrs Inderberg.



## VETiS Courses 2020

A number of VETiS offerings can be undertaken in the region. Normally it is advised for Northern Bay students to either complete a school based VETiS or access a course offered via our partner neighbour the GITTC. **To apply with The Gordon you will need your USI (unique student identification) number.** For any more information on any of these courses please see Mrs Inderberg.

Program Name	Delivery Site	Prac v/s Theory	Program Length	Cost
<b>GEELONG TRADE TRAINING CENTRE</b>				
Cert II Automotive Vocational Preparation	GITTC	60% - 40%	2 years	\$290
Cert II Building & Construction (Carpentry)	GITTC	70% - 30%	2 years	\$350
Cert II Engineering Studies	GITTC	60% - 40%	2 years	\$270
Cert II Engineering Studies Ford Program	GITTC	60%-40%	2 years	\$270
Cert II Salon Assistance	GITTC	60% - 40%	2 years	\$250
Cert II Retail Cosmetics	GITTC	60% - 40%	1 Year	\$250
Cert II Kitchen Operations	GITTC	70% - 30%	2 years	\$460
<b>NORTHERN BAY COLLEGE VETiS</b>				
Cert III Music Industry (Performance)	NBC	50% - 50%	2 years	\$125
Cert III Sport & Rec	NBC	50% - 50%	2 years	\$180
<b>Cluster VETiS Programs (Geelong Region)</b>				
Cert II Information digital media and Technology	North Geelong SC	65%-35%	2 years	\$220
Cert III Screen and Media	Lara SC	70%-30%	2 years	\$70
Cert II Agriculture	Covenant C	50%-50%	2 years	\$525
Cert II Horticulture	Covenant C	50%-50%	2 years	\$525
Cert II Animal studies	Covenant C	50%-50%	2 years	\$525
Cert III Visual Arts- Photography	Oxygen College	60%-40%	1 year	\$980
<b>The Gordon</b> <a href="https://www.thegordon.edu.au/courses/vetdss">https://www.thegordon.edu.au/courses/vetdss</a> apply here for the following				
Cert III Allied Health Assistance	The Gordon	TBC	2 years	\$215
Cert II Animal Studies	The Gordon (E)	TBC	2 years	\$215
Cert II Applied Fashion design and Technology	The Gordon	TBC	2 years	\$370
Cert II Automotive Vocational Preparation Paint and Panel	The Gordon (E)	TBC	2 years	\$135
Cert II Building and Construction Bricklaying pre-apprenticeship	The Gordon (E)	TBC	2 years	\$395
Cert II Community Services	The Gordon	TBC	2 years	\$330
Cert II Warehousing operations	The Gordon (E)	TBC	1 Year	\$50
Cert III Early Childhood Education & Care	The Gordon	TBC	2 years	\$430
Cert III Laboratory Skills	The Gordon	TBC	2 Years	\$160
Cert III Patisserie	The Gordon	TBC	2 years	\$350
Cert II in Printing and Graphic Arts General	The Gordon	TBC	2 years	\$140
Cert III Screen and Media (Game design)	The Gordon	TBC	2 Years	\$140
Cert II in Plumbing pre-apprenticeship	The Gordon (E)	TBC	2 years	\$485
Cert III Business	The Gordon	TBC	2 years	\$110





# Extra Curricula Activities

## Team Sports

At Northern Bay College we recognise the benefits of sport for all children. Our sport program, along with the Physical Education program, allows students to work in teams, participate in sport/physical activity on a regular basis and represent our college against other schools in a well organised, enjoyable setting.

Students at the Goldsworthy campus (Years 9-12) can sign-up and/or participate in lunchtime training sessions in order to participate in competing teams. Students have the opportunity to sign-up for the college team in the sport of their choice. Trials for each sport are then held and teams are picked from these trials. Participation has increased significantly in extra curricular sport teams over recent years.

*The sports students can choose to participate in are:*

**Term 2:** Football, Netball, Soccer and Badminton.

**Term 3:** Volleyball, Hockey, Basketball and Table Tennis.

**Term 4:** Baseball, Softball, Cricket and Tennis.

## Instrumental Music Program

Northern Bay College Goldsworthy Campus provides an extra-curricula program where students can learn Guitar (Acoustic and Electric), Bass Guitar, Keyboard and Drums / Percussion. All students in the instrumental program are offered the opportunity to participate in various performances on and off campus throughout the year. Students have performed at the Geelong Secondary Schools Music and Movement Festival, The Rosewall Community festival, VIVA Energy Australia Refinery Open Day, and NMIT, as well as at major school events. The NBC Instrumental Music Program promotes teamwork through having regular rehearsals and free access to music spaces for student led collaboration. Participation in the program supports Y9 and Y10 classroom music subjects and is a necessary requirement for students undertaking VCE VET Music Industry Certificate III.

There is no prior musical knowledge required to enrol in the program. Students will be withdrawn from their normal classes to have a half hour lesson on a rotating timetable every week and are encouraged to undertake classroom music subjects and additional band rehearsals. Students may hire instruments for a modest fee subject to availability.

Learning music at school develops the 21st Century thinking skills of creativity, problem solving, collaboration and communication needed to succeed in the future world of work. In addition, learning music promotes the social and emotional wellbeing students need to manage their transition through school and into adulthood.





# VCAL Application Form 2020

Entry into a VCAL program is subject to the satisfactory

- Completion and return of this form,
- Course counselling interviews(s)
- Required qualities and commitment being demonstrated.
- A signed contract upon being accepted into VCAL.

**Students who apply** for a Victorian Certificate of Applied Learning (VCAL) program are likely to be interested in going on to: Training at TAFE; Doing a SBAT or employment after completing secondary school

<b>STUDENT NAME:</b> .....	<b>School 2019:</b> .....
<b>ADDRESS:</b> ..... ..... Suburb..... Postcode .....	<b>Year Level:</b> .....
<b>Home Phone No.</b> .....	<b>Mentor Group</b> .....
<b>Mobile Phone No.</b> .....	<b>2019 Attendance data to date</b> ..... <i>*See Attendance Officer for accurate information</i>
<b>Email:</b> .....	

<b>I am applying to do VCAL at Level:</b>	<b>Foundation</b>	<b>Intermediate</b>	<b>Senior</b>
Please tick one.			

**Future Training and Career Goals as linked with your current CAPs plans:**

**VCAL is a program that requires a strong commitment to ALL of:**

- A VET program with attendance at least 90%.
- Working cooperatively at all times with teachers and other students on team projects.
- Working in teams on community based projects.
- Contributing ideas and discussion to develop projects with others.
- Studying Occupational Health & Safety in depth over a minimum of one Semester.
- Finding and keeping a structured work placement every week.
- Attendance at 90%
- Working in all classes solidly for teacher authenticity
- Working to my full potential in Literacy, Numeracy, PDS, WRS and Industry and Enterprise.

*Note that all competencies in each VCAL strand need to be demonstrated and evidence provided to receive any VCAL certificate/ if one competency is not met then certificate will not be presented*

I ..... declare that I have read, understand and commit to each of these.

Signature: ..... Dated     /     /





Please provide a short statement indicating why you believe you should be given a VCAL placing for 2020 and list any special considerations. Please do not just say that you are a hands on learner. Elaborate on what your desired pathway is.

.....  
.....  
.....  
.....  
.....  
.....  
.....

**Please give details of:**

**Part time jobs held** .....  
.....  
**Work experience** .....  
.....  
**Sporting club membership** .....  
.....  
**Community involvement** .....  
.....

**Students MUST** have first discussed their application with their parent/guardian.

**Parent / Guardian Signature:** ..... **Date:** .....  
**Student Signature:** ..... **Date:** .....  
**Pathways Counsellor Signature:** ..... **Date:** .....

This form must be returned to Megan Jolly prior to course confirmation, successful applicants will be required to interview for a position. If the form is not completed and returned by this date, you may be required to choose a VCE program and pathway.

All applicants will be selected on quality and via an interview process. Parents are preferred to also attend the interview. Any questions please contact the VCAL instructional Leader

Megan Jolly [jolly.megan.k@edumail.vic.gov.au](mailto:jolly.megan.k@edumail.vic.gov.au)





# 2020 VCAL Contract

Conditions of being a part of the VCAL Program at NBC P-12

VCAL LEVEL	Name:	
CAPS GOAL:		
STUDENT	SCHOOL	HOME
Attend at least 90% of Classes Student Sign _____	Provide students with the opportunity to develop Career Action Plan (CAPS)	Ensure that Levy is paid in order for the program to build student efficacy and build on their learning. Ensures that VET fees are paid in advance Parent/Guardian Sign _____
Be punctual to each class, ready to go. Student Sign _____		Ensures weekly attendance to VET equipped with books, resources and safety gear. Parent/Guardian Sign _____
Adhere to all College rules and regulations as stipulated by the managing behaviours chart. Student Sign _____	Assist with finding a work placement	Attend any arranged meetings Parent/Guardian Sign _____
Participate in all classroom activities Student Sign _____	Provide an inclusive environment for all students	Ensures that their child attend mid-year and end of year Portfolio Presentations as an expectation to the certificate and summative assessment. Parent/Guardian Sign _____
Attend any camps/excursions arranged by the school Student Sign _____	Provide relevant industry guest speakers	Encourage students to attend further education workshops Parent/Guardian Sign _____
Complete a VET /SBA or trade taster. Student Sign _____	Keep parents informed about student progress	Contact school for all absences Parent/Guardian Sign _____
Maintain a well organised portfolio of work evidence. Student Sign _____	Provide relevant feedback student led conferences, progress reports and end of semester reports	Encourage student in working towards their career pathway Parent/Guardian Sign _____
Maintain display folders for each of the strands as evidence. Student Sign _____		Medical certificate required for illness to be presented to Lisa Tregenza. Parent/Guardian Sign _____
Organise a structured work placement and complete at least 100 hours, alternatively contributing positively to SBAT. Student Sign _____		Respond to contacts made by school Parent/Guardian Sign _____
Adhering to agreed behaviours as stated in the VCAL policies Student Sign _____		
Attend further classes to assist in your learning. Student Sign _____		
Wear full school uniform. Student Sign _____		





## 2020 VCAL Contract

PREFERRED METHOD OF CONTACT What would be the preferred method of contact for any matters regarding your child?		
<b><u>Telephone</u></b>	Home:	Mobile:
<b><u>Student Mobile</u></b>		
<b><u>Email</u></b>		
<b><u>Facebook</u></b>		

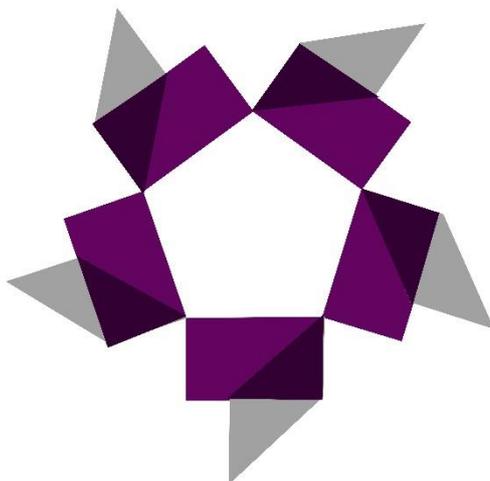
*By signing both pages of this document you are agreeing to assist the student/school/guardian/s in achieving a positive outcome for the student in question.*

*A positive outcome would involve further education, an apprenticeship or full time work.*

Student: \_\_\_\_\_  
Signature: \_\_\_\_\_

VCAL Instructional Leader: \_\_\_\_\_  
Signature: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_  
Signature: \_\_\_\_\_





# STUDENT GUIDE 2020

## VCE and VCAL and PROCEDURES

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### Welcome: TO ALL SENIOR YEARS STUDENTS AND THEIR FAMILIES

Please read this booklet carefully as it contains important information from VCAA and information on the College's Policies and Procedures.

This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The responsibility for VCE and VCAL delivery and assessment is located with teachers. The [VCAA](#) Administrative handbook, VCE Study Designs and VCAL Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study.

[www.vcaa.vic.edu.au/pages/vce/studies/index.aspx](http://www.vcaa.vic.edu.au/pages/vce/studies/index.aspx)

Teachers will be appropriately supported by Northern Bay College, and through continuous professional development opportunities. Key documents for each Unit 3 and 4 teacher will be VCAA previous years Result Data Analysis by study, in particular results. By improving quality of delivery and assessment there is an





improvement in the quality of teaching. The Instructional Leaders and Careers team are available at any time to assist and advise regarding delivery, assessment and learning within VCE and VCAL. Please contact the campus for an appointment to talk with these staff members.

Students (and parent/guardians) will be provided with a clear written Scope and Sequence at the outset of classes for each unit. This outlines what is required to succeed in the study area and how all required outcomes can best be achieved. Throughout the semester work requirements will be clearly defined through written outlines.

Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is fostered by assessment that is more than simply a mark or grade. A description and written comment (Feedback Sheet) will accompany any grade given for any piece of work. Students will be helped to develop an understanding of their strengths and their weaknesses. The focus will be on what the student is achieving and areas to focus on.

There will be coherence between assessment procedures and teaching and learning. In each study there will be an inter-relationship between the objectives of the study, its content, teaching strategies and the assessment. Assessment procedures will define and communicate educational expectations and ensure that these standards are maintained. These procedures are supported by a wide range of learning and teaching approaches and outcomes.

Domain Leaders will provide delivery planning and moderation/assessment support for teachers of all units, including past results Data Analysis sessions, and will conduct moderation processes where more than one class operates for any VCE unit.

For VCE Units 3 & 4 the Assessments submitted by Northern Bay College must be in accordance with VCAA guidelines so that they will be comparable on a state-wide basis as all school leavers compete for employment and entry into tertiary institutions and courses.

All teachers will maintain up to date and accurate records of their delivery in each unit and assessment of student work, including accurate records of the receipt of required work.

In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment. VCE and VCAL will be a most demanding time for you as students. The successful completion of the qualification you are undertaking requires a commitment in effort and time from you that is difficult to maintain.

Be assured that through good organisation and time management, you will succeed. Your teachers are here to help. The relationship that you will build with your teachers may be very different to what you were used to in the past.

Success is achievable and within your grasp. This is an exciting time for you, your family and the College.

Remember, we are here to help! We wish all the very best for the coming years.

Kind Regards

**Northern Bay College Staff**





## VCE REQUIREMENTS

### **STUDENT PROGRAM SELECTION AND SATISFACTORY COMPLETION OF THE VCE MINIMUM REQUIREMENTS**

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include:

- Three units of the common study of English/English ESL (Units 1, 2, 3 or 4)
- Three sequences of Units 3 and 4 studies other than English, which can be VCE VET sequences

Please note that VTAC advises that for the calculation of a student's ATAR, satisfactory of both Units 3 and 4 of English ESL is required.

### **SATISFACTORY COMPLETION OF UNITS**

This section deals with the Victorian Curriculum Assessment Authority (VCAA) policy and procedures relating to achievement of learning outcomes, for the purposes of determining satisfactory completion of a unit. For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit.

### **WHAT THE STUDENT MUST DO**

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules.

If all outcomes are achieved, the student receives **S** for the unit.

A student may not be granted satisfactory completion if:

The work is not of the required standard;

- The student has failed to meet the school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- The work cannot be authenticated;
- There has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives an **N** for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded **N**.

### **COLLEGE RULES**

In addition to observing these rules of the VCAA, students must also observe College rules.

### **COMPUTER WORK**

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability
- Hard **copies** of the work in progress are produced regularly.
- Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.

### **ASSESSMENT OF UNITS 3 AND 4**

For each study, student's levels of achievement for Units 3 & 4 sequences will continue to be assessed using school-based assessment and external examinations.

### **VCAL HANDBOOK**





Each study will continue to have three assessment components, either one school assessment and two examinations or two school assessments and one examination.

There will be an increase in the weighting of examinations in some studies.

These assessments will be reported as grades A+ to E; UG. Examination grades and school assessment grades will continue to be reported separately.

### **SCHOOL ASSESSED COURSEWORK (SAC)**

Coursework assesses each student's overall level of achievement on the tasks designated in the study design.

The study design specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed mainly in class time.

Results of coursework count towards a student's Study Score in each VCE study and ultimately towards the students Equivalent National Tertiary Entrance Rank (ENTER).

It is compulsory that students attend all classes where School Assessed Coursework is being assessed. If students are unable to attend the classes due to serious circumstances they should refer to the selection on Special Provision later in this handbook. (Page 7)

### **SCHOOL ASSESSED TASKS (SAT)**

School-assessed tasks are designed to assess specific sets of skills. Assessment of student's levels of achievement on school-assessed tasks will be on the basis of teacher ratings on criteria specified by the VCAA. Schools will provide to the VCAA a score obtained by summing the criteria ratings.

To ensure state-wide comparability, school's assessments will be monitored using the GAT and where necessary reviewed by the VCAA.

### **EXAMINATIONS**

All studies will have examinations as part of their assessment. The two examinations periods will be in June (GAT) and November. Some LOTE studies have oral examinations in October.

### **AUTHENTICATION**

Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts until further evidence is provided.

### **VICTORIAN CURRICULUM ASSESSMENT AUTHORITY RULES**

1. Students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader.
2. Students must acknowledge all resources used, including:
  - Text and source material
  - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

**Acceptable** levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. reading, viewing or note taking) but which has been transformed by the student and used in a new context



- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

**Unacceptable** forms of assistance include:

- Use of, or copying of, another student's work. Students must ensure that all unacknowledged work submitted is genuinely their own,
  - Actual corrections or improvements made or dictated by another person.
4. Students must not submit the same piece of work for assessment more than once.
  5. Students who knowingly assist other students in a Breach of Rules may be penalised.
  6. Students must sign the **Authentication Record for School-assessed Coursework** at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own
  7. Students must sign the **Authentication Record for School-assessed Coursework** at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

Teachers may require students to submit classwork, complete tests, or undergo interview to prove authentication.

### SUBMISSION DATES

- The classroom teacher will set deadlines for submission of work
- If you are unable to meet an initial deadline, approach the teacher before the deadline to negotiate a possible extension.
- If a student feels they cannot complete the required work by the set date, they must apply for an extension before the due date.
- If a student does not submit the work by the due date and has failed to apply for an extension, a non-submission of assessment task letter will be sent home to parents, which will need to be signed by classroom teacher, student, Year Level Instructional Leader, and parent confirming the non-submission of work.
- Provided the student has negotiated with their classroom teacher, work submitted after the due date can obtain an S if it is up to standard but will not receive a grade.

### EXTENSION OF TIME TO COMPLETE SAC or SAT

1. If you apply for an extension of time for a SAC or SAT, you must provide evidence of illness, personal hardship, unfamiliarity with English or other serious cause.
2. Before the due date, see your class teacher and discuss the reasons for needing an extension. A further submission date may be organised between the student and the teacher, which will be recorded by the teacher.
3. If a teacher has not agreed to the extension then you must discuss the situation with your Year Level Instructional Leader and complete an official form (on Page 13 of this handbook)
4. The class room teacher and the Year Level Instructional Leader will meet to discuss the extension.
5. If the extension is not granted the classroom teacher will notify the student and a Family Support Conference will be organised to discuss the issue.

### ABSENCES ON DAYS OF SCHOOL ASSESSMENT

Attendance by students on days of school assessment is compulsory. Students absent on these days will only be considered for rescheduling an assessment under extreme circumstances. All applications for rescheduling of an assessment should be accompanied by appropriate and current documentation, such as a medical certificate or statutory declaration. On return to school you must see your subject teacher to apply for such an application.





## SPECIAL PROVISION

A student is eligible for Special Provision for:

- SAC's, SAT's & Exams
- Any student who does not attend a SAC or SAT due to illness or other medical reasons, must provide a medical certificate for that day.

If during the completion of any of these tasks, he or she is:

- Affected significantly by illness, by any factors relating to personal environment or by other serious cause
- Prevented by illness, by any factors relating to personal environment, or by other serious cause from completing a task for graded assessment
- Disadvantaged by any physical disability or impairment.

Students who are eligible should discuss the matter with their Year Level Instructional Leader as soon as possible.

Students do **not** have grounds for Special Provision if they:

- Are absent from school or study for prolonged periods without evidence of significant hardship
- Are comparatively unfamiliar with the English language as their only disadvantage
- Are affected by teacher absence and other teacher-related difficulties
- Misread an examination timetable or an examination paper.

### How to apply

The student must notify the school of circumstances which might entitle him or her to Special Provision. The student should notify their Year Level Instructional Leader and complete a Special Provision application. All applications should be accompanied by appropriate and correct documentation, which might include medical certificates, medical reports or reports from social workers, youth workers or other professionals.

## STUDENT RESPONSIBILITIES

- Students must maintain an 90% attendance in each individual class
- Students must ensure that all unacknowledged work submitted for school assessed work is genuinely their own work
- Students must acknowledge all resources used.
- Students must not receive undue assistance from any other person in the preparation and submission of work.
- Students must produce appropriate evidence of the development of SAT's or SAC's from planning and drafting, through to the final piece of work.
- Students must not submit the same piece of work for assessment more than once.
- Students must sign the **Authentication Record for School-assessed Coursework** at the time of submitting the completed task.





## **VCAL REQUIREMENTS**

### **VCAL (Victorian Certificate of Applied Learning)**

VCAL aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work, training and further education. The VCAL has three award levels:

- Foundation
- Intermediate
- Senior

Each of the 3 award levels has a nominal duration of 1000 hours. Each VCAL unit is 100 nominal hours in length. Each unit successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

The three qualification levels provide flexible entry and exit points for a range of students' abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

The VCAL units include:

- Work Related Skills/Structured Workplace Learning (SWL)
- Personal Development Skills
- Literacy Skills – Reading and Writing
- Literacy Skills – Oral Communication
- Numeracy Skills
- Industry Specific Skills, eg. VET studies.
- VCE Units

### **ASSESSMENT IN VCAL**

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes.

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit. They may include but not limited to the following:

- Student self-assessment
- Teacher observation
- Reflective work journals
- Student log books
- Oral presentations
- Written text
- Oral explanation of text
- Discussion
- Debates
- Role plays
- Folios of tasks or investigations
- Photos

### **ATTENDANCE in VCE and VCAL**

You must bring a note from home for each absence, including VET and work placement. This must be handed to your Year Level Co-ordinator the next morning that you return to school. If this is not done then a phone call to your parent/guardian will be made for an explanation of your absence.

Students are expected to attend all time tabled classes, VET and work placement. Any absences may lead to an inability to authenticate work. Failure to attend a minimum of 90% of lessons for a subject will result in an unsatisfactory result.

Lateness to class will not be tolerated. There will be sanction for lateness including detention. Students who are repeatedly late to class may need to be interviewed with their parents to determine strategies to assist them to attend class punctually.

Attendance at your VET school and work placement is compulsory. If you are going to be absent for any reason you must notify the VET school or your employer and VCAL Coordinator before 8am that morning.





## APPEALS in VCE and VCAL

**Students have the right to appeal decisions about:**

- Non Satisfactory Completion
- Special Provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules
- Student notifies the Instructional Leader (VCAL/VCE) of intention to appeal

**The process for appeals is as follows:**

- A formal interview will be undertaken with a school based appeals panel
- Composition of the panels will be the principal or nominee, co-coordinator and relevant teachers. Students may request a support person to be present, e.g. parent/guardian/friend.
- All deliberations must be documented and outcomes must be conveyed to the student

### Guiding Principles

- To better prepare students for the demands of the VCE/VCAL, in terms of meeting deadlines, submitting work, study skills, attendance and satisfactory completion of units.
- To provide a clear and consistent framework within which decisions regarding student future pathways are made.

### Implementation

At VCE, students are required to successfully complete:

- 8 out of 12 units over the year
- at least 4 out of 6 units in Semester 2
- at least one semester of English over the year
- at least one semester of Pathways over the year

At VCAL, students are required to successfully complete:

- all learning outcomes for each unit
- 6 out of 10 units over the year
- at least 4 out of 5 units in Semester 2
- at least one semester of English over the year
- at least 1 semester of Pathways over the year
- All students are required to attend a minimum of 90% of class time over each semester.

Students will be supported by Careers Advisor, Mentor Teachers and Instructional Leaders to achieve these outcomes. Family Support Conferences will be held for students who pass 4 or fewer subjects at the end of Semester One.

The purpose of the interview is to:

- gain parental/guardian support in assisting improved student learning outcomes
- implement strategies for improving student learning in Semester 2.
- establish an agreed process for monitoring student learning

Each student will be reviewed on an individual basis.

Extenuating circumstances will be taken into consideration in determining a student's suitability for promotion to the next year level such as:

- prolonged illness (with medical certificate)
- extended absences (eg overseas)
- time of arrival at the college

Pathways for students with additional needs or on modified curriculum programs will be considered separately, taking students' individual learning needs into account.

Consultation will also take place between the students' classroom teachers and the student and their parents to determine a recommendation regarding their promotion.

For more Clarification and information, please go to the following websites;

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

[www.vtac.edu.au](http://www.vtac.edu.au)





## APPLICATION FORMS

### FOR MISSED SAC or SAT

(A copy to be retained by the Instructional Leader, parent and classroom teacher)

Today's Date: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Student's Name: \_\_\_\_\_

SAC or SAT Missed: \_\_\_\_\_

Date of Missed SAC or SAT: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date that Parent/Guardian was notified: \_\_\_\_\_

Checklist of supporting documents attached: \_\_\_\_\_

Confidential Welfare Coordinator's report on ESR	Yes / No
Qualified medical practioner (report/certificate)	Yes / No

### FOR RESCHEDULING OF SAC or SAT

Today's Date: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Student's Name: \_\_\_\_\_

SAC or SAT Missed: \_\_\_\_\_

Date of Missed SAC or SAT: \_\_\_\_\_

New time and date (Time) \_\_\_\_\_ (Date) \_\_\_\_\_

(to be negotiated with both the classroom teacher and Year Level Instructional Leader)

Signatures:

Teacher: \_\_\_\_\_

YLIL: \_\_\_\_\_

Student: \_\_\_\_\_

Note: Non-attendance for the SAC may lead to failure to demonstrate achievement of outcomes which may result in an N for this unit.

### COMPLETION OF SAC or SAT

Completion Occurred on: \_\_\_\_\_

Signatures: \_\_\_\_\_

Student: \_\_\_\_\_

YLIL: \_\_\_\_\_

Teacher Received work: \_\_\_\_\_





## STUDIES OUTSIDE THE SCHOOL

Students Name: \_\_\_\_\_  
 Course Studied: \_\_\_\_\_  
 VCE Unit Name: \_\_\_\_\_ 1 & 2  
 \_\_\_\_\_ 3 & 4

SBNA Details: \_\_\_\_\_  
 VET Details: \_\_\_\_\_

Where are you doing this course? \_\_\_\_\_

You should obtain documentation from your provider indicating your employment.

These must be submitted to Careers Advisor

Date: \_\_\_\_\_

## EXTENSION OF TIME (Approval to be granted by the Campus Leadership Team)

Student name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student Number: \_\_\_\_\_ Study: \_\_\_\_\_

Details of application

1. State the Outcome Assessment: SAC or SAT

\_\_\_\_\_

2. State the reason for the application. (attach a separate sheet if necessary)

\_\_\_\_\_

3. Checklist of supporting documents provided. Reports or letters

Confidential Teacher/Co-ordinator  Qualified medical practitioner  Other reports/letters

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

4. Original Date Due: \_\_\_\_\_ Extension Date: \_\_\_\_\_

5. Attach any Documents: Yes / No

**\*NOTE: THIS FORM NEEDS TO BE SUBMITTED TO YOUR INSTRUCTIONAL LEADER WITHIN 24 HOURS OF COLLECTING THIS FORM**

### FOR PANEL USE ONLY

6. Panel's Recommendation

7. Conditions to be met by student.

\_\_\_\_\_

Extension Date: \_\_\_\_\_

Signatures:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Panel Members: \_\_\_\_\_

\_\_\_\_\_





## Catch Up Classes

### Purpose

Students are encouraged to make up time missed for all UNAPPROVED absences.

NB. ALL notes explaining an absence must meet the college approval policy.

- All notes should be submitted to the Attendance Officer.

A Catch Up Class of 60 minutes occurs in After School Study Session on a Wednesday from 3:30-4:30. This recorded attendance will reduce absences by one. Attendance must be sent to the classroom teacher and their personal rolls should be altered to reflect catch up class.

If a student reaches TEN absences for any subject, they will be informed by their teacher that they have a **Provisional 'N'** for that subject. The number of absences can be reduced through participation in Catch Up Classes.

NB. Any absence supported by a medical certificate or statutory declaration, does not contribute to the tally.

### Process

If a student misses a class without a valid reason, the teacher needs to inform the student that a Catch Up Class is encouraged.

- The teacher then outlines the "Work To Be Completed", section of the form and hands this form to the student.
- The student then attends the next available Catch Up Class. When the student has completed the assigned work, they must show this to the supervising staff member who ticks and signs the form to indicate that the work has been completed to a satisfactory standard.
- The student then returns the completed form to their mentor

## CATCH UP CLASS FORM

Name _____		Mentor Group: _____
Subject: _____	Teacher: _____	Date of Absence: _____
<b>Work To Be Completed:</b>		
_____		
_____		
_____		
_____		
Date: _____	Time Spent: _____	Supervised by: _____
Subject Teacher Sighted Completed Work: <input type="radio"/> (Please tick and sign) _____		





Goldsworthy Campus VCAL Booklet 2020

