

 <p>Tallangatta Secondary College Policy Manual</p>	<h2>STUDENT PATHWAYS POLICY</h2> <p>(WHOLE SCHOOL)</p>	<p>Reviewed: Curriculum Committee March 2022</p>
<p>Manager: Principal</p>	<p>Related Policies:</p> <ul style="list-style-type: none"> • Student Learning Outcomes Policy • School Values and Philosophy Policy • Curriculum Framework Policy • Course Selection Policy 	<p>Reviewed: Every four years</p>

RATIONALE

Tallangatta Secondary College's mission is to progress student learning for every student, every day. It is committed to providing a diverse range of programs and incorporate opportunities for personalised pathways and learning across Years 7-12 in line with the DET F-10 Curriculum Planning and Reporting Guidelines

It is recognised that students operate at a variety of levels within each year level on a learning continuum. Teachers are provided with data and other pertinent information about students in their class and, from this information, plan for and provide differentiated learning experiences for students.

In some circumstances, opportunities for advancement into a higher level or VCE subjects may be available to individual students. The decision to approve this advancement will be based on student performance data – including academic, attendance and Progress Reports. It is important to note that advancement does not always result in a better VCE study score and research suggests that it is more beneficial for all students to remain in a class with their peers.

Any student advanced into a higher level or VCE subject will have their performance monitored and reviewed at the end of each unit to ensure that this is the most appropriate course for them. Continued enrolment in the class will be based on a range of factors including performance and available space in the class moving forward.

AIM

This policy aims to:

- Clarify the processes and procedures around student pathways and advancement
- Support the development of an Individual Education Plan for students who have been advanced into a higher level or VCE class to map out their education pathway through to the end of Year 12

CRITERIA FOR AN OPPORTUNITY FOR CONSIDERATION INTO A HIGHER LEVEL OR VCE SUBJECT

In order to be considered for advancement into a higher level or VCE subject, a student must have demonstrated they:

- are working at least 6 months above the expected level in the relevant Victorian Curriculum Learning Area
- strong performance in NAPLAN results
- sound attendance (> 90%)
- are maintaining an overall Progress Report average of at least 4.2
- have the ability to set and achieve learning goals with high expectations
- will benefit from the advancement in terms of their future pathways or personal development

CRITERIA FOR AN OPPORTUNITY FOR CONSIDERATION INTO A VET SUBJECT IN YEAR 10

Students wanting to study a VET subject in Year 10 will be considered on a case-by-case basis.

PROCESS

Students wishing to be considered for advancement into a higher level or VCE class will need to:

- Submit a written application form on the current proforma
- Meet with their parents and a Student Engagement Leader to discuss implications of advancement, increased expectations of working in a class at a higher level, and develop an Individual Education Plan to map out the student's learning pathway to the end of Year 12.

Where a student's advancement is not approved, the parent and student will be informed in via an SSG of the reasons for this decision. This could include but is not limited to reasons such as: sizes of classes, clashes with core subjects, health and wellbeing of the student and optimising pathway choices.

REVIEW

A student's progress will be reviewed at the end of the unit in consultation with the subject teacher, Learning Area Leader and Student Engagement Leader.

This review will determine whether the student will continue to advance along that pathway in the next semester or whether they will undertake the same unit again to consolidate their skills.

This review will take into consideration:

- Satisfactory completion of outcomes
- Learning Progress
- Learner Dispositions
- Assessment Task / SAC / Exam results
- Student goals and self-reflections
- Feed Back and Feed Forward comments provided on Assessment Tasks

REVIEW PROCESS:

This policy will be reviewed every four years.

This policy will also be updated if significant changes are made to school regulations and circumstances.