

Tallangatta Secondary College Policy Manual	Student Pathways – Whole School	School Council Meeting: March 2018
Information: Manager: Principal	Related Policies: Student Learning Outcomes Policy School Philosophy Policy Curriculum Framework Policy Course Selection Policy	Reviewed: Every four years

Preamble

The College provides programs that endeavour to maximise the success of each individual student. In line with the DET F – 10 Curriculum Planning and Reporting Guidelines, all students will have the opportunity to undertake a balanced course which maintains the opportunity for the breadth of learning from all Learning Areas of the Victorian Curriculum (VC) in Year 7 & 8. A pathways approach for Years 9 & 10 students provides the opportunity to engage with all of the Learning Areas of the Victorian Curriculum in order to provide grounding for Later Years studies, or individual pathway.

Learning Areas offer a broad range of learning experiences for students. Classroom teachers utilise data available for their student cohort for each of their units and from this information provide differentiated experiences for students. It is recognised that students operate at a variety of levels within each year level on a learning continuum. The Vertical Modular Grouping (VMG) curriculum structure of Tallangatta Secondary College accommodates these individual needs of students and their learning.

Learning Areas respond to the needs of cohorts of students and as such they may offer specific units to address these needs; alternatively individual students may be offered opportunities for consideration to a pathway so as to maximise the learning experiences for the individual student. Learning Area opportunities for consideration will be made in the lead up to the course selection process and where appropriate a letter to parents/guardians will be sent home explaining all pathways and the outcomes this pathway is expected to meet. Opportunities for consideration (ie. Level 1 to Level 2; consolidation of Level 1 or 2; or Level 2/3 to VCE/VET/VCAL) will be based on student performance data which should support the offer for consideration. It is important to note that advancement does not always result in a better VCE study score.

If a student and his/her parents accept the offer of the opportunity the progress of the student will be monitored and reviewed at the end of the unit so as to ensure this is the most appropriate course for the individual student. Any 'advancement' does not necessarily lead to automatic advancement into a VCE or VET program. This decision will be considered on an individual basis determined by the classroom teacher, Learning Area Coordinator and Year Level Coordinator.

Aim

This policy aims to:

- Encourage students to maximise their work ethic and performance
- Ensure students are given the best possible chance to achieve individual success
- Develop an appropriate individual pathway towards further study or work.

The college recognises that in the pathways years of schooling (9-10), some students will begin to

focus on areas of specialisation related to both their future schooling and intended pathways beyond school. In particular, at the Year 10 level, this may include a combination of Victorian Curriculum based units, or where a student has already demonstrated achievement of knowledge and skills at Victorian Curriculum Level 10, senior studies in VET or VCE.

A student may be provided with an opportunity for consideration to a higher level of study based on support by a Learning Area.

A student may be offered an opportunity for advancement to a higher level of study based on:

1. Recommended for advancement by a Learning Area
2. Self-nominated and written application by students
3. Parent request

CRITERIA FOR AN OPPORTUNITY FOR CONSIDERATION

In order to be offered an opportunity for consideration for a specific unit, (subject support or early advancement) a student must have demonstrated:

- significant skills (performing at least 6 months above the expected level in the relevant Victorian Curriculum Learning Area i.e. achieving 9.0 Victorian Curriculum by the end of Semester 1 in Year 9).
- strong performance in NAPLAN results
- sound attendance (> 90%)
- achievement of an Overall GPA of at least 4.2
- demonstrate the ability to achieve established learning goals
- that there is an obvious benefit to the student's personal development or individual pathway towards further study or work

Additionally, for advancement to a VCE / VET unit:

- where possible, demonstrate exam performance grades of an A (90%) in a Level 2 unit, similar to the VCE / VET unit for which an application is being made
- where possible, demonstrate exam performance in other level 2 units completed at at least a B (75-89%)

PROCESS

Student opportunity for consideration must be presented in writing prior to the setting of the Course Selection blocks so as to minimise clashes of units and to allow Year 9 students to access appropriate VCE / VET units. Learning Area Anchors are required to submit the list of students and their opportunities with their next semester unit offerings. (Date set by Timetabler).

If a parent requests advancement of their son/daughter: an interview with the student, parent, Year Level Coordinator, STEM / ARTS Leader and Middle Years / Later Years Coordinator will be held to discuss the request and implications.

In the case of VCE / VET, as part of the application and interview process, a student and parent or guardian must be made fully aware of the expectations of a VCE / VET study with regard to content, class and homework, organisational requirements, set in the context of the overall requirements of their Year 10 program, such as: Work Experience, Advance Program and Peer Support.

Where a student's advancement is not approved, the parent and student will be informed in writing 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 optimizing pathway choices.

REVIEW

A student's progress will be reviewed at the end of the unit.

This review will take into consideration:-

- Satisfactory completion of Work Requirement
- GPA Reports
- Assessment Task / SAC / Exam results
- Feedback through the Reporting Process

At the end of each semester, a student's progress will also be reviewed. This will determine whether he/she should continue to progress (to Level 2 / 3 or VCE / VET Unit 1/2 unit) in the same area of study during their subsequent year or undertake another same level unit to consolidate their skills. This review will be carried out by the STEM / ARTS Leader and the classroom teacher with a recommendation being given to the appropriate Year Level Coordinator.

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.