



Please read this booklet carefully as it contains important information from VCAA and information on the School'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 VCAL delivery and assessment is located with teachers. The VCAA Administrative handbook VCAL Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study.

The Transition to Life Senior School Leading Teacher and the VCAL co-ordinator are available at any time to assist and advise regarding delivery, assessment and learning within VCAL.

Parents (and students) will be provided with the Course Outline 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.

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. Students will be helped-supported to develop an understanding of their strengths and ~~their weaknesses~~areas for further development. The focus will be on what the student is achieving, demonstrated with in work samples stored within their individual VCAL folder.

There will be coherence between assessment procedures and teaching and learning. In each unit there will be an inter-relationship between the objectives of the study, its content, teaching strategies and the assessment, as shown using the VCAL Unit Planner and evidenced in student progress reports bi-annually.

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

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.

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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, Usually VET studies.

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

Student assessment and evidence will be stored in an individual VCAL folder for each student that carries forward throughout the three years the student attends the course.

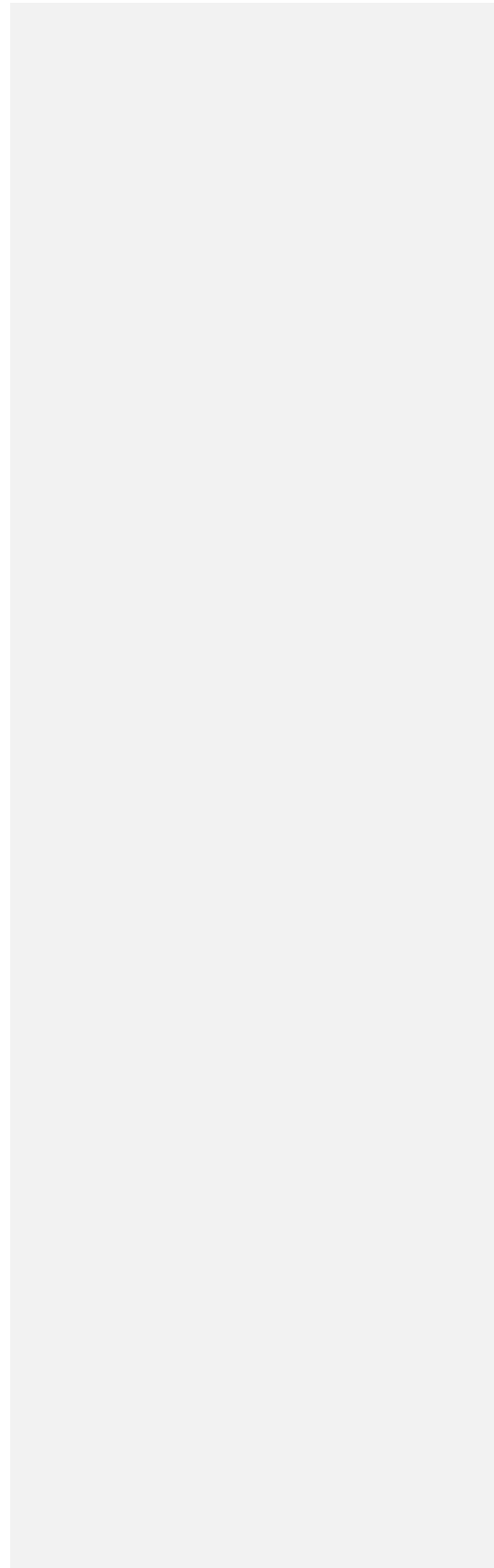
All teachers will maintain up to date and accurate records of their delivery in each unit and assessment of student work. Internal Outcome achievement tracking templates will record progress over the three years of delivery.

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