PRIDE ACHIEVEMENT CARING COOPERATION HONESTY

VCAL HANDBOOK

2021 & 2022

LALOR SECONDARY COLLEGE

VCAL HANDBOOK
2021 & 2022

Contents

Mission & Vision Statements 5

College Values 6

Principal's Message 7

What is VCAL? 8
- Aims of the Qualification 8
- What are the VCAL levels? 8
- Successful completion of VCAL Certificate 8
- VET in the VCAL 8
- Assessment 9
- Submission of Work 9
- Folio of Evidence 9
- Student Digital Portfolio 9
- Grading 9
- Fees 9

VCAL Principles 10

Frequently Asked Questions 10

ATAR Score and Future Pathway 11

Sample Statement of Results 12

Quality Assurance of Assessment 14

VCAL Student Contract 2021 15

Initial Expression of Interest VCAL 2021 16

Lalor Secondary College Interview VCAL 2021 18

Student Contract VCAL 2021 19

Year 11 – Intermediate Level Course Outline 20

Year 11 – Intermediate Level Subjects 21
- Intermediate Literacy Skills – Reading and Writing 21
- Intermediate Literacy Skills – Oral Communication 22
- Intermediate Work Related Skills 23
- Intermediate Personal Development Skills 24
- Numeracy – VCE Foundation Maths 25
- VCE Business Management 26

Year 12 – Senior Level Course Outline 27

Year 12 – Senior Level Subjects 28
- Senior Literacy Skills – Reading and Writing 28
- Senior Literacy Skills – Oral Communication 29
- Senior Numeracy 30
- Senior Work Related Skills 31
- Senior Personal Development Skills 32

LALOR SECONDARY COLLEGE
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Principal:
Mr Corey Jewell

Assistant Principal (Later Years):
Ms Julie Ryan

Assistant Principal (Middle Years):
Ms Laura Foster

Assistant Principal (Junior Years):
Mr Timothy Cottrell

Year 11 and 12 Sub-School Leader:
Ms Kathryn Carmody

Curriculum Coordinator:
Ms Kate Norman

VCAL/VET Coordinator:
Ms Christine Sakellaris

Careers Coordinator:
Ms Krystal Bussell

Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential. The College provides students and staff with a safe and nurturing environment.

Vision

Our vision for Lalor Secondary College is to be a vibrant school; a school where learning is valued and students empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles; where the varying talents of students and staff are recognized and celebrated; where excellence and effort are rewarded.

College Values

VALUES	ATTITUDES	BEHAVIOURS
PRIDE	• Being loyal • Doing my personal best • Being passionate	• I am proud of my work • I am passionate about everything I do • I take pride in what I participate in • I am proud of my school • I dress appropriately and with pride
ACHIEVEMENT	• Being committed • Being persistent • Always striving to do my best • Having aspirations • Aiming for excellence	• I am committed • I am doing my best • I am organised • I complete all my work • I celebrate achievement • I am responsible • I am motivated • I am rational • I see mistakes as an opportunity for improvement
CARING	• Being respectful • Having positive relationships • Being helpful • Using manners • Showing friendship • Having a positive attitude	• I am attentive • I am helpful to others in need • I show respect to others and show them that they are being noticed • I choose my attitude • I am a good listener • I am sensitive to others' needs • I behave consistently to build richer relationships • I am respectful • I am tolerant • I am friendly • I am appreciative • I make others comfortable • I am encouraging • I accept others for who they are • I consider others' feelings and needs • I treat others in a caring manner • I am polite
COOPERATION	• Being tolerant • Being respectful • Having understanding • Working as a part of a team	• I work together with teachers and peers • I follow instructions • I accept other people's opinions • I accept decisions • I work in a team to achieve common goals • I work with others' willingly • I listen to others ideas/opinions • I am reliable
HONESTY	• Being truthful • Showing trust • Being reliable • Having integrity	• I have integrity in what I do • I have morals • I am loyal • I do not speak about others behind their back • I am trustworthy • I am responsible • I am honest • I am truthful

Principal's Message

As a member of the Lalor Secondary College community for the past 20 years I have great confidence in the educational opportunities that we provide to all our students. I know that Lalor Secondary College is a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners, so that they are caring and confident contributors to the global community of the 21st Century.

The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our wellbeing and teaching practices, as well as our Student Code of Behaviour. High expectations and well developed policy and practices ensure a calm teaching environment that allows the focus of the classroom to be centred around the teaching and learning. The high expectations are driven by a student culture where students motivate and inspire each other to achieve excellence in the academic field, applied learning field or through the extra-curricular program.

The extra-curricular program is supported by both student and staff led clubs. Some of these include the Science and Maths clubs, Art Club, Anime Club, Horticulture Club, Sports Program, House Program, Music Program, Year 12 Mentor Program, Walking Club, Mindfulness Club, Breakfast Club and Chess Club. This also includes a unique partnership with ABCN that provides numerous leadership opportunities to our students that supports the student leadership structures of the College. The school has an established and dedicated Wellbeing Team that delivers a coordinated approach to the Student Wellbeing Programs that have been embedded into the school curriculum and culture. Some of these programs include 'Yoga Thursdays', Peer Support, After School Homework Club, Animal Assisted Therapy and the Pre-Orientation Program. The College also offers distinctive educational programs such as the Years 7 to 10 differentiated Maths program, Years 7 to 10 Literacy Support Program, High Potential Learning Program, Years 7 to 12 languages Program, offering Macedonian, Greek, Italian and French, and an extensive elective program in Years 9 and 10.

Our school community acknowledges the ability and the right of all students to learn and experience success in the classroom. The College delivers a rigorous and comprehensive educational program built around the Victorian Curriculum in Years 7 to 10, where a challenging and diverse curriculum caters for a variety of learning styles. The varying talents of students at Years 7 to 10 are recognised and celebrated and excellence and effort are rewarded throughout the College at regular intervals throughout the year. The program offered at Years 11 and 12 provides opportunities for students to excel in VCE, VCAL and VET, which is long established through results that are above the state average. The school has a strong pathways program that ensures a high retention from Year 7 to Year 12 and assures all students in Years 9 to 12 receive counselling in choices of study and focuses on providing an individual pathway for every child.

The school recognises that the final years of schooling are a challenging time for students and parents, however the College has well established programs that offer wellbeing support to students through a teacher-student Mentor program, pathways and career support, stress management sessions and study skills presentations. The rigorous nature of the academic program means students are provided the opportunity to excel whether in VCE or VCAL and academic excellence is the expectation from all within the College.

The information in this handbook will provide more explicit detail to assist you with your upcoming choices. If you require any further information or clarification to assist you with your choices, please do not hesitate to contact the relevant staff member or myself.

Mr Corey Jewell
College Principal

What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12. The VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

The VCAL is a recognised applied learning program for students in Years 11 and 12 who are interested in taking up a traineeship, apprenticeship, TAFE studies or employment after Year 12.

The VCAL curriculum is based on outcomes and competencies which are evidenced through projects and practical applications both at school and within industry training.

It offers opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes.

The program design focuses on personal strengths, develops resilience, confidence and self-worth, and strengthens connections with the community.

The VCAL curriculum is available at three levels – Foundation, Intermediate and Senior.

Aims of the Qualification

The VCAL qualification aims to provide skills, knowledge and develop attitudes to enable students to make informed choices regarding pathways to work and further education.

The VCAL program pursues the development of knowledge and employability skills that help prepare the student for employment and for participation in the broader context of family, community and lifelong learning.

The development of knowledge and skills is targeted for each student so that they are able to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

VCAL Levels

Intermediate

At the Intermediate Level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills. At Lalor Secondary College the Intermediate Level course is offered to Year 11 students.

Senior

At the Senior Level, the knowledge and employability skills developed lead to a high level of interpersonal skills, independent action and an ability to perform tasks that require decision-making and leadership. At Lalor Secondary College, the Senior Level is offered to students in Year 12.

Successful Completion of VCAL Certificate

Students at Lalor Secondary College complete a VCAL certificate at any level within one year. In order to be awarded the certificate a student must complete the following:

- a minimum of two VCAL units
- at least one Literacy unit
- at least one Numeracy unit
- at least one unit from the Industry Specific Skills strand. (At the VCAL Intermediate and Senior levels, the learning program must also include VET curriculum components to the value of a minimum of one credit in the Industry Specific Skills strand.)
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- six credits at the VCAL level attempted (Foundation, Intermediate or Senior) or above. One of these credits must be for Literacy and one must be for Personal Development Skills.

VET/SBAT in the VCAL

The aim of the VCAL is to provide students with a hands-on practical learning experience which prepares students for work or further industry training upon completion. Students are required to undertake a Vocational Educational subject (VET) or a School Based Apprenticeship (SBAT) certificate as part of their VCAL certificate. Students can select from the VET certificates offered at one of our partnering schools in the Northern Region Cluster or any certificate offered at an outside Registered Training Organisation (RTO) as long as it fits into

the student's timetable and has been approved by the VET/VCAL Coordinator, Ms Sakellaris.

Assessment

There are no formal exams in the VCAL. Since the VCAL curriculum is competency based and underpinned by the philosophy of practical hands-on learning, students are assessed through various methods including, but not limited to, the following:

- portfolio
- class work
- reflective journals
- video/photographic production
- oral presentations
- written text
- performance or practical tasks
- observations

Submission of work

Students complete various projects and other activities throughout each term and there are specific due dates for submission of work which must be strictly adhered to. Extended projects will also have specific due date checkpoints throughout the duration of the project that must be met at each stage. This is to ensure all authentication processes have been adhered to according to VCAA and Lalor Secondary College guidelines.

Any student who cannot meet a due date for a task for a serious reason can apply for an extension of time. This extension can only be granted to students for three days.

In some cases special consideration can be taken into account and an extension can be granted up to one week.

To apply for an extension a student must complete all relevant documentation at least two days prior to the due date.

The application for extension must have the full approval of the subject teacher, the VCAL Coordinator and the relevant Student Manager.

Failure to complete all relevant documentation and submission of work can lead to an unsatisfactory result. This then can have serious implications on whether a student can attain their VCAL certificate.

Folio of Evidence

A 'Folio of Evidence' must be submitted at the end of each semester for verification of the evidence that demonstrates competency for each VCAL unit.

It is the student's responsibility to assemble and maintain this 'Folio of Evidence' for each VCAL unit, by keeping and filing all pieces of work when it is assessed and returned to the student.

Assessment check lists will be issued to enable students to assemble and maintain their 'Folio of Evidence' for each VCAL unit.

A 'Folio of Evidence' should include:

- All assessment tasks.
- All classroom learning activities.
- Photo journal of activities.
- Power-point presentations, posters.
- School recognition of student participation, college newsletters, photographs.
- Community recognition, newspaper articles, photographs, club activities.
- Recreational/sporting club recognition, awards, activities, teams.
- Current school reports and awards.
- VET – statement of attainment.
- Any other documentation that highlights personal development or work related activities.

Student Digital Portfolio

All VCAL students are expected to prepare a Digital Portfolio to showcase their work. The digital portfolio template given to the students is based on eight employability skills recognised by employers as desirable skills, competencies and attitudinal values required in the workplace.

The digital portfolio is a useful tool that students can use at employment interviews. To this end, students are expected to prepare for several practice sessions throughout the year where they can present their work to a third party.

Grading

Within the VCAL program students do not receive a summative assessment expressed as a letter grade. Grading is based on the level of competency achieved.

Students' reports will have an 'S' (Satisfactory) or 'N' (Not Satisfactory), which will reflect whether they have attained competencies.

Fees

Please note the following VET fees apply and are subject to change:

- Materials fee dependent on the course ranging from $200 - $600.

These charges cover items such as:

- Timber
- Beauty Kits
- Hairdressing Kits
- Uniforms for Hospitality

VCAL Principles

The delivery of VCAL is based on adult learning principles. These include, but are not limited to the following educational values:

- Course content is negotiated to build on the students' interests, abilities and strengths
- Focus on 'hands-on' practical learning
- Focus on the integration of learning across the students' program
- Formal and informal recognition of student achievement
- Flexible, self-paced learning
- Flexible delivery approaches
- Focus on building student confidence and resilience
- Instil active community participation
- Promoting protective and safe student behaviours
- Development of partnerships in the delivery of programs

Frequently Asked Questions

Number of Schools and Students across the state completing VCAL

In 2018 approximately 450 schools offered VCAL to over 22,000 students.

How long would the VCAL take a student to complete?

At Lalor Secondary College, a student can receive a VCAL Certificate and Statement of Results at the end of each year when they successfully complete their VCAL program.

What does a student receive after successfully completing the VCAL?

When a student successfully completes their VCAL program they will receive a VCAL Certificate for either Intermediate or Senior level, depending on the VCAL level in which they are enrolled.

They will also get a Statement of Results listing all VCE, VET and VCAL units, and a Statement of Attainment for any units completed at TAFE/SBAT/VET from their respective providers.

If a student has already started a VET certificate, will this count towards their VCAL?

Yes. The student should speak with the VET/ VCAL Coordinator, Ms Sakellaris, to work out how much of their prior study counts towards their VCAL and to plan the remainder of their VCAL program.

A student has already completed a VCE subject. Will this count towards their VCAL?

Yes, if a student has an 'S' result for the VCE unit it will count towards their VCAL.

The student should also speak with the VET/ VCAL Coordinator, Ms Sakellaris, to plan the remainder of their VCAL program.

Can a student swap to the VCE if they change their mind?

Yes. If a student changes their mind and wants to swap to the VCE, or if students want to pursue the VCE after completing the VCAL, any VCE units successfully completed as part of their VCAL will count towards their VCE.

Please note: If a student wishes to swap into VCE in Year 11 they *must* do so at the beginning of Semester Two. This will allow students the opportunity to attain all the required number of units to obtain their VCE certificate by the end of Year 12.

Students who complete Year 11 – Intermediate VCAL and then wish to swap into Year 12 VCE will not be allowed to do so as they will not have the required number of units and in particular the required three units of English.

Whilst a student may also be able to transfer credit for other units and modules completed as part of their VCAL, students should discuss this with the Careers Co-ordinator if they decide to take this option.

Can a student work part-time and/ or continue an apprenticeship while enrolled in the VCAL?

Yes, a student can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include: part-time apprenticeship or traineeship, part-time work, work placements or work experience.

What Type of Subjects make up the VCAL?

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

Are there any entry requirements?

Yes.

- All students must submit an application form by the set date.
- Be interviewed by the VCAL panel
- Must have organised their VET/SBAT placement 19th November 2020.
- Must have organised their structured Work Placement by first term in 2021.

What are the VCAL levels?

At Lalor Secondary College, VCAL is offered at Intermediate and Senior level to students in Years 11 and 12.

ATAR Score and Future Pathway

Students completing a VCAL certificate **do not** receive an ATAR score; therefore the VCAL does not usually provide immediate progression to university.

Students who complete the VCAL at the Intermediate and Senior levels are able to further their studies at a Technical and Further Education institute (TAFE), start an apprenticeship or go directly into employment.

Those students, who complete a TAFE Diploma or Advanced Diploma, may be eligible to pursue studies at university level.

Why would a student choose to do the VCAL instead of the VCE?

The VCE is a good option for students who would like to go on to further education at university. However, a student may feel that this is not the right option for them.

Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as 'applied learning'.

If a student chooses to do the VCAL instead of the VCE, they will gain practical experience and 'employability' skills, as well as the skills they will need to go onto further training in the workplace or at a TAFE.

When can a student do the VCAL?

A student can begin their VCAL program in Years 11 or 12.

How long would the VCAL take a student to complete?

Regardless of the VCAL level a student chooses, their learning program would normally take one year to complete.

Can a student get into university if they successfully complete the VCAL?

If a student is considering entering university straight from school, VCAL is probably not the best choice for them. Students planning to go straight into university usually follow VCE programs which allow them to gain an ATAR score from the Victorian Tertiary Admissions Centre (VTAC). If a student is studying a VCAL program at Senior level and they decide that they might be interested in going on to university, they need to check with VET/VCAL Coordinator, Ms Sakellaris or the Careers Counsellor because it is possible that some universities will consider students with a VCAL Senior certificate for admission.

Entry straight from school is not the only route into university. Some people study a vocational education and training course at TAFE while working, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course. VCAL would be a good start along this pathway.

What are a students' options once they have completed the VCAL?

The VCAL will give a student practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help a student move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

Will the VCAL get a student ready to enter a trade?

VCAL students will gain knowledge and skills that will assist their preparation into a trade, eg. Occupational Health and Safety.

The OnTrack destination survey for students who completed a VCAL Intermediate or Senior certificate, indicated that 90% of the cohort had a pathway to education, training or work after their VCAL.

Sample Statement of Results

STATEMENT OF RESULTS

leading to the award of the
Victorian Certificate of Applied Learning

A Lee
2 Lonsdale St
MELBOURNE VIC 3000

Student Number: 14850702X
Date: 14/12/2018
Page: 1 of 1

Anna Lee has achieved the following results:

YEAR	UNIT OF STUDY OR CERTIFICATE	RESULT
VCAL UNITS		
2017	Personal Development Skills Unit 1 (Foundation)	S
	Personal Development Skills Unit 2 (Foundation)	S
	Work Related Skills Unit 1 (Foundation)	S
	Work Related Skills Unit 2 (Foundation)	S
2018	Literacy Skills Intermediate Oral Communication	S
	Literacy Skills Intermediate Reading and Writing	S
	Personal Development Skills Unit 1 (Intermediate)	S
	Personal Development Skills Unit 2 (Intermediate)	S
	Work Related Skills Unit 1 (Intermediate)	S
	Work Related Skills Unit 2 (Intermediate)	S

VCE UNITS

				GRADES 1	GRADES 2	GRADES 3	STUDY SCORE
2017	FOUNDATION ENGLISH	1/2	S/N	-	-	-	-
	MATHS: FOUNDATION MATHEMATICS	1/2	S/N	-	-	-	-
	SPORT AND RECREATION (VCE VET)	1/2	S/S	-	-	-	-
2018	HISTORY: 20TH CENTURY (1900-1945)	1	S	-	-	-	-
	SPORT AND RECREATION (VCE VET) K	3/4	S/S	B+	C	-	26

GENERAL ACHIEVEMENT TEST
This student has obtained results in the General Achievement Test in 2018.

ACHIEVING THE VICTORIAN CERTIFICATE OF APPLIED LEARNING

This student has been awarded the Victorian Certificate of Applied Learning (Intermediate).
Anna has achieved 17 credits towards the award of the Victorian Certificate of Applied Learning (Intermediate) and has met the strand requirements in Literacy, Numeracy, Personal Development, Work Related and Industry Specific skills.

END OF STATEMENT
Total number of results 19

Chair

VICTORIA State Government

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

SAMPLE

Sample of VCAL certificate with Statement of Results

Sample of VCAL certificate

VICTORIAN CERTIFICATE OF APPLIED LEARNING

This is to certify that

Adam Smith

has satisfied all the requirements of the

VICTORIAN CERTIFICATE OF APPLIED LEARNING (SENIOR)

SAMPLE

Student Number 17000000X

Date Issued December 2018

The Victorian Certificate of Applied Learning is a Senior Secondary Certificate of Education within the Australian Qualification Framework.

The Victorian Certificate of Applied Learning is an official and authentic record of student achievement. It is accepted nationally and internationally as the basis for entrance to Universities and other Higher Education institutions.

The Victorian Curriculum and Assessment Authority is responsible for the standards and the conduct of the Victorian Certificate of Education and is a member of the Australasian Curriculum, Assessment and Certification Authorities.

Chair

VICTORIA State Government

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Quality Assurance of Assessment

All schools that provide a VCAL program must participate in the Quality Assurance (QA) process. The QA of all curriculum components delivered in VCAL learning programs is ensured through existing assessment requirements.

The QA of VCAL units will ensure consistency in interpretation of learning outcomes and the relevant levels. A shared understanding of learning outcomes, elements and assessment processes and practices will be fostered through the QA process. Information about this process will be circulated to VCAL providers by the VCAA in Term One of the school year.

Satisfactory completion of the VCAL units must be based on evidence that demonstrates that the student has successfully completed the learning outcomes.

The curriculum for the VCAL unit will include learning activities that develop the student's knowledge and skills, as well as instance/s of assessment. The assessment instance/s for the unit are separate from the learning activities. When developing an assessment task it must enable students to complete the learning outcome/s. The elements further describe the learning outcome/s and are a guide to the requirements for the appropriate VCAL level. 'S' or 'N' results for VCE units must be consistent with the requirements of the study designs.

Validation of assessments for VET and Further Education (FE) modules/units of competency will be the responsibility of the relevant Registered Training Organisation (RTO) and will be in accordance with the requirements of the Australian Quality Training Framework.

These requirements will be set out in the accredited course document.

VCAL Student Contract 2021

VCAL students will continue to be eligible for the Academic Achievement and Encouragement Awards and are also encouraged to excel in their VET and Structured Work Placement programs. Students are also required to abide by the Lalor Secondary College rules and protocols as well as any additional expectations at their VET school and Structured Work Placement.

Parents and students are urged to familiarise themselves with the rules, guidelines and administrative requirements detailed in the Student Daily Planner. There are also the following additional requirements for the VCAL cohort:

Structured Work Placement

1. Students are primarily responsible for obtaining a Structured Work Placement for each Semester. They are supported by the staff in the creation of a resume and the development of a range of techniques and skills for identifying potential employers.
2. In discussion with staff, including the Careers Coordinator, students are expected to negotiate who should approach potential employers.
3. Students are required to complete the Structured Work Placement Agreement with their employer and register the agreement with the VCAL Coordinator *prior to the commencement of their employment*.
4. Students will participate in at least one Work Performance Review for each Structured Work Placement.

Uniform

1. Students are required to follow school policy regarding the appropriate wearing of the College uniform.
2. Occasionally students will be asked to bring 'work clothes' in order to complete manual tasks. In these instances students will still be expected to wear school uniform to and from school.
3. Students are required to wear the school uniform to their VET/SBAT course. Some VET/SBAT courses require students to change into particular work wear upon arrival.
4. Students are expected to be appropriately attired and well groomed at their Work Placements. Jewellery, hair and footwear styles need to be selected in accordance with Occupation Health and Safety standards. Students should confirm the appropriate work dress standard with their Structured Work Placement Supervisor.

Attendance

Students attain competencies by repeatedly performing tasks at an expected standard. In order for students to achieve specific Certificates of Competency, compulsory attendance is required for specific projects. In addition, a number of competencies require the completion of nominal hours, before satisfactory attainment is awarded.

Students must attend a minimum 90% of classes in order for all competencies to be met.

Absences

1. Parents/guardians are required to notify the administration office of any absences before 9:00 am.
2. Students are required to notify the VET/VCAL Coordinator and, in addition, their VET Coordinator or Work Placement Supervisor if their absence affects these commitments by 8:30 am. Upon return to the College students are expected to provide a written note as to their absence to the administration office.
3. Students are given a school mobile telephone number, for some excursions, and will be expected to use this number for reporting an absence from an excursion.
4. VCAL projects and Lalor Secondary College activities are scheduled with an awareness of the VCAL student's commitment to their VET and Structured Work Placement programs. Inevitably, there will be occasional clashes, when this occurs, the VCAL Coordinator will alert and formally apologise to the VET or Work Placement provider. Students are also required to inform the appropriate staff at their VET or Work Placement in a timely manner.
5. Competency based assessments are conducted continually throughout the VCAL curriculum. Medical Certificates are required for absences on mandatory attendance days and are also required for any absences of more than a day.

Late Start or Early Departures

In addition to reporting upon arrival or departure to the administration office, students are required to contact the Student Managers'/ VCAL Coordinator's office to report that they will be late or to seek permission for an early departure.

Initial Expression of Interest

VCAL 2021

Please note: Places in VCAL at Lalor Secondary College are limited. You are encouraged to explore all options to continue your education.

Your Name: _____ 2020 Homegroup: _____

Home Phone: _____ Mobile: _____

What are your goals for once you have finished your schooling?
E.g. Apprenticeship in Automotive, TAFE course, University, work in a particular industry

_____

_____

Do you currently have a part-time/casual job?: YES / NO

If yes, please provide details of the type of work and name of employer.

_____

_____

Provide details of any other relevant work experience, including Year 10 Work Experience.

_____

_____

Provide details of any community, sporting, or recreational activities you participate in.
E.g. volunteer work, football/basketball, scouts/guides, drama/dancing, cadets, etc

_____

_____

Provide details of school-based activities you have been involved in.
E.g. Peer support, Student Leadership, SRC, Sporting Teams, Production, Camps, etc

_____

_____

How many Yr 10 subjects have you passed, so far this year? Please list below:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Provide details of any Recognised Prior Learning (RPL) you have achieved.

First Aid: _____

Work Related Certificates: _____

Other: _____

_____

Describe how you function in unfamiliar situations, or how confidently you communicate with people you do not know well.
Provide an example, if you can think of one.

_____

_____

In any subject, what was your favourite assessment task that you completed? Why?

_____

_____

Explain why you want to enrol in VCAL at Lalor Secondary College next year.
You may like to refer to your career goals or learning style in your answer.

_____

_____

_____

If you are successful in your application, would you like to start a School Based Apprenticeship or TAFE? *(Please circle your preference)*

School Based Apprenticeship TAFE

In which area would you like to do your VET (TAFE)? Number your preferences 1 to 3, with 1 being your first choice.

☐ Automotive	☐ Beauty	☐ Building & Construction (Carpentry)	☐ Business Administration
☐ Child Care	☐ Community Services	☐ Dance	☐ Electrical
☐ Engineering	☐ Hairdressing	☐ Hospitality	☐ Information Technology
☐ Multimedia	☐ Music/Music Industry	☐ Sport & Recreation	☐ Retail

Student Name: _____

Student Signature: _____ Date: _____

Parent Declaration: I support my child's 'Expression of Interest' in VCAL for 2021.

Parent Name: _____ Parent Signature: _____

Contact No: H/W: _____ Mobile No: _____

Parent Comments: _____

_____

_____ Date: _____

Lalor Secondary College Interview

VCAL 2021

Student Name: _____ 2020 HG: _____

Does the student have a career goal/VET interest?: Y / N

Details: _____

Report Comments: _____

_____

Subject Teachers to Contact:

Subject	Teacher	Comments
English		
Maths		
Other (student choice)/Coordinator		

Evidence of:

Leadership *Describe a time when you showed Leadership qualities.*	
Teamwork *Give an example of when you worked in a team. Was it successful?*	
Organisation *Explain how you keep yourself organised.*	
Motivation/Enthusiasm *Describe a time when you had to work harder than you had to.*	
Independence *Do you need a lot of help with tasks, or can you work on your own once you've started.*	
Attendance *Have you attended school regularly?*	

Concerns/Comments: _____

_____

Suitable VCAL Candidate? Y / N

Comments: _____

_____

Interviewer Signature: _____ Date: _____

Student Contract

VCAL 2021

Student Contact Details

Name: _____ VCAL Level: _____

Telephone (Home): _____ Mobile: _____

VET/SBAT Course:

_____

The Lalor Secondary College VCAL program provides students with:

- A hands on, applied learning program
- An opportunity to develop practical employability, literacy and numeracy skills.
- A flexible program that combines school with VET/SBAT or work.

I _____wish to be enrolled in VCAL at Lalor Secondary College and give an undertaking that;

I will attend all sessions in VCAL & VET/SBAT. *(A medical certificate must be supplied for absences).*	
I will notify Ms Sakellaris immediately (by 9.00am) if I do not attend one of my VET/SBAT days. *(You cannot achieve a VCAL certificate without the required VET/SBAT certificate)*	
I will be punctual to classes and all VCAL & VET/SBAT activities.	
I will work to the best of my ability.	
I will follow all teacher instructions.	
I will not distract other students or jeopardise their learning.	
I will use technology appropriately and keep a digital copy of work in my VCAL folder on the school network.	
I will represent the school appropriately at all external activities.	
I will seek assistance when needed and notify Ms Sakellaris immediately if I am unable to fulfil the obligations of this contract, for any reason.	

I understand that if I do not adhere to these conditions, I will be exited from the VCAL program.

Student's Signature: _____ Date: _____

Parent/guardian's Signature: _____ Date: _____

VCAL Coordinator's Signature: _____ Date: _____

Intermediate Level Course Outline

Year 11

Strand	Literacy & Oracy	VCE Foundation Maths	Work Related Skills	Personal Development Skills	Industry Specific Skills	VCE Business Management	Credit
	Unit 1	Unit 1	Unit 1	Unit 1	VET/SBAT	Unit 1	6
	Unit 2	Unit 2	Unit 2	Unit 2	VET/SBAT	Unit 2	6

Intermediate Literacy Skills – Reading and Writing

Units One and Two

Nominal duration

100 hours – one credit

Unit purpose

In this unit students will develop the skills and knowledge to read and write a variety of texts. These will focus on everyday subject matter but will include some unfamiliar aspects or materials.
Students will use the writing process to produce texts that link several ideas or pieces of information.

At the end of the unit students will have demonstrated that they can read, comprehend and write a range of texts within a variety of contexts.

Summary of Learning Outcomes

Students must show competence in all eight learning outcomes.

1. Writing for Self Expression

   Write a recount, narrative or expressive text.

2. Writing for Practical Purposes

   Write an instructional or transactional text.

3. Writing for Knowledge

   Write a report, explanatory or expository text.

4. Writing for Public Debate

   Write a persuasive, argumentative or discursive text.

5. Reading for Self Expression

   Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.

6. Reading for Practical Purposes

   Demonstrate that meaning has been gained from reading an instructional or transactional text.

7. Reading for Knowledge

   Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.

8. Reading for Public Debate

   Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.

Intermediate Literacy Skills – Oral Communication

Units One and Two

Nominal duration

100 hours – one credit

Unit purpose

In this unit students will focus on the purposes of communication; developing an understanding of how language will vary with audience and purpose. Students will consider non verbal communication and its importance and further develop your listening skills.

At the end of the unit students will be able to use and respond to spoken language including some unfamiliar materials within a variety of contexts.

Summary of Learning Outcomes

Students must show competence in *all* four learning outcomes.

1. Oracy for Self Expression

   Use and respond to spoken language to communicate to others story and life experience.

2. Oracy for Knowledge

   Use and respond to spoken language in informative talks.

3. Oracy for Practical Purposes

   Use and respond to spoken language in instructions and transactions.

4. Oracy for Exploring Issues and Problem Solving

   Use and respond to spoken language in discussions to explore issues or solve problems.

Intermediate
Work Related Skills

Unit One

Nominal duration

100 hours – one credit

Unit purpose

The primary purpose of this unit is to develop students' knowledge and understanding of OHS in the workplace. It introduces students to a range of knowledge, skills and attributes required for different workplace settings. The unit provides opportunities for students to explore career and employment options and to develop job application skills.

Summary of learning outcomes

Learning outcome 1
Research and describe OHS roles and responsibilities of the relevant personnel in a selected work environment.

Learning outcome 2
Identify and apply complex OHS procedures in a selected workplace.

Learning outcome 3
Work in a team to plan and undertake a complex OHS activity.

Learning outcome 4
Research and present findings on employment opportunities and conditions in a selected workplace.

Learning outcome 5
Prepare an application for an employment opportunity.

Unit Two

Nominal duration

100 hours – one credit

Unit purpose

This unit provides a focus for the development of employability skills in the context of complex, practical work-related experiences. It provides students with the opportunity to develop skills that are transferable in work-related contexts.

Summary of Learning Outcomes

Learning outcome 1
Work in a team to research and plan a complex work-related activity or project.

Learning outcome 2
Describe, analyse and demonstrate employability skills valued in a complex work-related activity or project.

Learning outcome 3
Identify and solve issues relevant to a complex work-related activity or project.

Learning outcome 4
Work cohesively in a team to complete a complex work-related activity or project.

Learning outcome 5
Review and evaluate the process and outcome of a complex work-related activity or project.

Learning outcome 6
Develop and deliver a presentation on a complex work-related activity or project, using appropriate technology.

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Intermediate Personal Development Skills

Unit One

Nominal duration

100 hours – one credit

Unit purpose

Unit One focuses on the development of appropriate knowledge, skills and attributes in relation to:

- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- planning and organizational skills
- problem solving and interpersonal skills
- collaborative skills
- leadership and decision making skills for group work or teamwork.

Summary of Learning Outcomes

Learning outcome 1
Plan, organise and carry out a complex activity or project.

Learning outcome 2
Demonstrate knowledge and skills in the context of a complex activity or project.

Learning outcome 3
Demonstrate self-management skills for goal achievement in the context of a complex activity or project.

Learning outcome 4
Demonstrate interpersonal skills to communicate ideas and information.

Learning outcome 5
Demonstrate leadership skills and responsibilities.

Unit Two

Nominal duration

100 hours – one credit

Unit purpose

Unit Two focuses on the development of appropriate knowledge, skills and attributes in relation to:

- community engagement
- social and environmental awareness
- participation in a democratic society
- social connectedness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

Summary of Learning Outcomes

Learning outcome 1
Research and analyse an environmental, cultural or social issue affecting members of a community.

Learning outcome 2
Plan and organise a complex activity or project concerning an environmental, cultural or social issue within a community.

Learning outcome 3
Use a range of communication strategies to raise awareness of an environmental, cultural or social issue within a community.

Learning outcome 4
Analyse and apply problem solving skills related to an environmental, cultural or social issue within a community.

Learning outcome 5
Actively contribute to group cohesion to manage a complex activity or project concerning an environmental, cultural or social issue within a community.

Numeracy – VCE Foundation Maths

At Year 11 level students undertake VCE Foundation Maths.

Unit One

Nominal duration

Attendance in accordance with VCE requirements.

Unit purpose

The course is skills and applications based, providing students with the opportunity to use mathematics in many real-life contexts.

Areas of study included; patterns in numbers, number skills and using technology, business travel and loans and tax are other topics.

Unit Two

Nominal duration

Attendance in accordance with VCE requirements.

Unit purpose

This course allows students to continue to use their mathematical skills in real life situations.

The areas of study include Patterns and number, Data and Measurement.

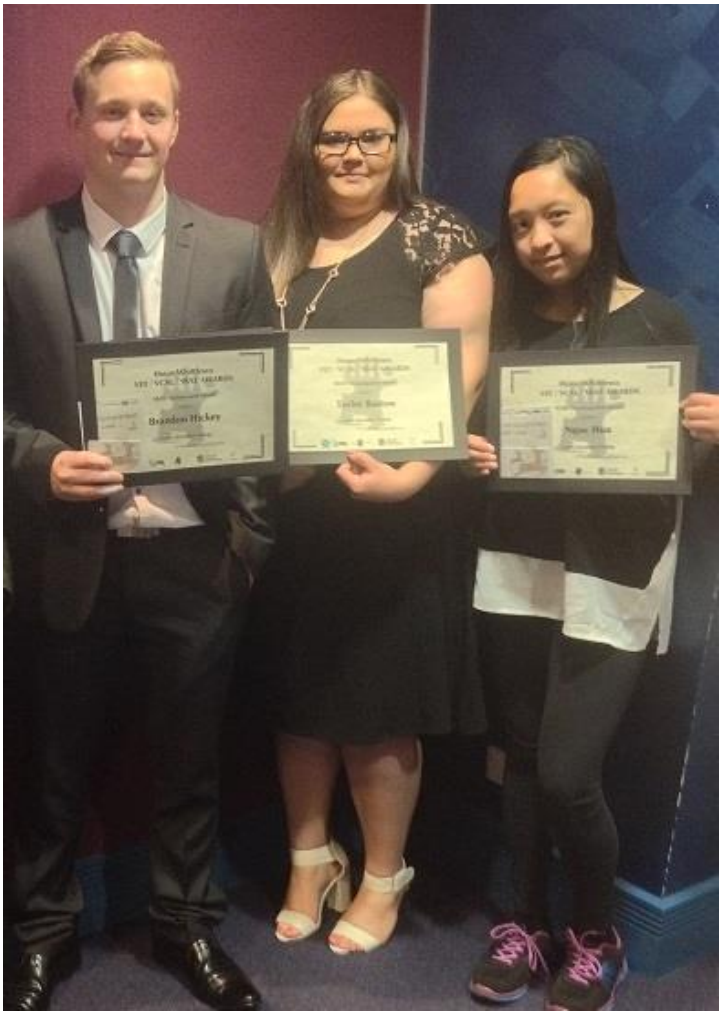
Assessment

Assessment includes a range of tasks including an analysis task, applications task test and end of semester exams.

Equipment

Scientific Calculator

Please note: See page 40 of the LSC VCE Handbook.



VCE Business Management

Unit One
Planning a Business

Nominal duration

Attendance in accordance with VCE requirements.

Unit purpose

This unit covers the following:

- How and why business ideas are created and developed, and explain the methods by which a culture of business innovation is generated in a nation.
- Identifies various factors including taxes, laws, customers, suppliers and others which may affect business planning.
- Examines the variety of influences such as finance, employees, location, impact on business plans. Students will generate a business plan.

Unit Two
Establishing a Business

Nominal duration

Attendance in accordance with VCE requirements.

Unit purpose

The unit covers the following:

- When establishing a business, owners must ensure they are complying with legal and financial record keeping requirements. The process of establishing effective policies and procedures.
- The importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analysis effective marketing and public relations.
- The staffing needs for a business and evaluating the benefits and limitations of management strategies in this area.

Assessment

One or more of the following will be completed: small business investigation, research activity, case study, analytical exercise, marketing plan and examination.

Please note: See page 20 of the LSC VCE Handbook.

Senior Level Course Outline

Year 12

Strand	Literacy & Oracy	Numeracy	Work Related Skills	Personal Development Skills	Industry Specific Skills	Credit
	Unit 1	Unit 1	Unit 1	Unit 1	VET/SBAT	5
	Unit 2	Unit 2	Unit 2	Unit 2	VET/SBAT	5

Senior Literacy Skills – Reading and Writing

Nominal duration

100 hours – one credit

Units One and Two

Unit purpose

The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

Summary of Learning Outcomes

1. Writing for Self Expression
   Write a complex recount, narrative or expressive text.
2. Writing for Practical Purposes
   Write a complex instructional or transactional text.
3. Writing for Knowledge
   Write a complex report, explanatory or expository text.
4. Writing for Public Debate
   Write a complex persuasive, argumentative or discursive text.
5. Reading for Self Expression
   Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.
6. Reading for Practical Purposes
   Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.
7. Reading for Knowledge
   Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.
8. Reading for Public Debate
   Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.

Senior Literacy Skills – Oral Communication

Units One and Two

Nominal duration

100 hours – one credit

Unit purpose

At the end of this unit students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

Learning outcomes

Students must show competence in all four learning outcomes.

Summary of Learning Outcomes

1. Oracy for Self Expression

   Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.

2. Oracy for Knowledge

   Use and respond to spoken language in sustained informative presentations in different contexts.

3. Oracy for Practical Purposes

   Use and respond to spoken language in sustained and complex transactions in different contexts.

4. Oracy for Exploring Issues and Problem Solving

   Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.

Senior Numeracy

Unit One

Nominal duration:

100 hours – one credit

Unit purpose

The purpose of this unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.

At the end of the unit, students will have the capacity to interpret and analyse how mathematics is represented and used. They can recognize and use some of the conventions and symbolism of formal mathematics. The mathematics involved will include numbers and data, financial numeracy, time and location, measurement and design, the use of software tools and devices, and an introductory understanding of the use of formulae and problem-solving strategies.

Assessment
Students must demonstrate achievement in all the learning outcomes to be credited with this unit. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Summary of Learning Outcomes

1. Numeracy Skills and Processes

Fluently perform complex multi-step computations with and without software tools and devices.

2. Financial Literacy

Make decisions and perform monetary calculations involving money in unfamiliar contexts, manage personal and business finances, and understand risk in a range of situations.

3. Planning and Organising

Identify, use and interpret routine numbers and units of measurement to make decisions about time, location, data and resources, and solve complex problems in unfamiliar situations.

4. Measurement, Representation and Design

Measure, draw, represent and interpret complex two-three-dimensional objects in diagrammatic form, apply transformations to designs, and demonstrate a fluent use of software tools and devices.

Unit Two

Unit purpose

The purpose of this unit is to enable students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in an unfamiliar industry area in which they have an interest and may seek future employment. The numeracy involved focuses on Number, Measurement, Financial Numeracy and Probability Statistics.

This units seeks to extend students' understanding of how numerical knowledge and skills can be transferred to an industry area. The key process involve identifying mathematics, applying it and communicating the results.

Students develop an understanding of the practical components of planning and undertaking an in-depth numeracy-based project, linked to an unfamiliar industry area.

Students will also develop key project management skills in a numeracy context, such as stating key aims, setting specific tasks, establishing timelines and milestones, identifying and managing risk and communicating results. Students will be encouraged to develop and apply their skills of creative and critical thinking in the planning and completion of the numeracy-based project that will be negotiated with their teacher/trainer.

At this level, students also share their knowledge and work independently an in teams.

On completion of this unit, students should be more confident in their ability to explore, develop and apply numeracy related to employment in an industry area.

Summary of Learning Outcomes

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

Senior Work Related Skills

Unit One

Nominal duration

100 hours – one credit

Unit purpose

The primary purpose of this unit is to consolidate students' understanding of the complex nature and the importance of OHS in the workplace. It focuses on a developing a range of knowledge, skills and attributes required for different workplace settings. The unit provides opportunities for students to explore career/employment options and to develop job application skills.

Summary of Learning Outcomes

Learning outcome 1
Communicate ideas and information about a range of complex OHS requirements in a selected work environment.

Learning outcome 2
Conduct a risk assessment of potential hazards within a selected workplace.

Learning outcome 3
Undertake a self-directed, complex OHS project.

Learning outcome 4
Research, analyse and present findings on employment opportunities and conditions in a selected industry.

Learning outcome 5
Prepare and critically analyse an application for an employment opportunity.

Unit Two

Nominal duration

100 hours – one credit

Unit purpose

This unit provides a focus for the development of employability skills in the context of complex, self-directed work related experiences. It provides students with the opportunity to develop skills that are transferable in work related contexts.

Summary of Learning Outcomes

Learning outcome 1
Demonstrate initiative/enterprise in the planning of a complex, self-directed work-related project.

Learning outcome 2
Investigate, analyse and demonstrate employability skills valued in a complex, self-directed work related project.

Learning outcome 3
Identify, analyse and solve issues related to a complex, self-directed work-related project.

Learning outcome 4
Work cohesively with others to support the completion of a complex, self-directed work-related project.

Learning outcome 5
Analyse and evaluate the process and outcomes of a complex, self-directed work-related project.

Learning outcome 6
Deliver a sustained presentation of a complex, self-directed work-related project using technology in an innovative manner.

Senior Personal Development Skills

Unit One

Nominal duration

100 hours – one credit

Unit purpose

Unit One focuses on the development and implementation of appropriate knowledge, skills and attributes in relation to:

- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- self-directed planning and organisational skills
- problem-solving and interpersonal skills
- collaborative skills
- leadership and decision-making skills for group work and teamwork.

Summary of Learning Outcomes

Learning outcome 1
Plan, organise and carry out a complex, self-directed project.

Learning outcome 2
Evaluate the impact of environmental, cultural or social issues in a complex, self-directed project.

Learning outcome 3
Implement decision-making skills in a complex, self-directed project.

Learning outcome 4
Apply strategies to improve communication in a complex, self-directed project.

Learning outcome 5
Demonstrate leadership skills for group work and teamwork in a complex self-directed project.

Unit Two

Nominal duration

100 hours – one credit

Unit purpose

Unit Two focuses on the development and implementation of appropriate knowledge, skills and attributes in relation to:

- community engagement
- social and environmental awareness
- participation in a democratic society
- social connectedness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

Summary of Learning Outcomes

Learning outcome 1
Research, analyse and evaluate an environmental, cultural or social issue that effects members of a community.

Learning outcome 2
Establish or build on an external partnership to address or promote awareness of an environmental, cultural or social issue in a community.

Learning outcome 3
Plan, organise and carry out a complex, self-directed project related to an environmental, cultural or social issue in a community.

Learning outcome 4
Present and communicate ideas and information in a complex, self-directed project related to an environmental, cultural or social issue in a community.

Learning outcome 5
Demonstrate effective teamwork skills in a complex, self-directed project related to an environmental, cultural or social issue in a community.

Notes

Notes