

LAVERTON P-12 COLLEGE

PATHWAYS AND TRANSITIONS POLICY

Date: November 2011

1. Policy Statement

Student Pathways and transitions

Student pathways and transitions focus on levels of participation in education and training, and the provision of programs, support and advice to students regarding appropriate pathways and transitions. A leading teacher position has been created within the school to co-ordinate a team of teachers and support staff to ensure that career pathway programs are developed and evaluated for every student who attends Laverton P-12 College.

2. Rationale

To provide effective programs and levels of support and advice, Laverton P-12 has in place a careers and transition program that is part of an integrated model of careers and transition support. The program includes professional career education and advice, Managed Individual Pathways (MIPs) and creating quality education programs leading to an easier transitioning into tertiary education programs and employment.

The Australian Blueprint for career development (implementation 2012) methodology promotes a shared responsibility throughout a student's education life in the delivery of career education. Student need to learn through their general studies, participation in the community and work-based learning to develop employability skills and enterprising attributes.

It is the careers practitioners' responsibility to promote career education in the students general subjects within the school and to help in the preparation of these programs that are to be delivered. They must also provide career advice and guidance to groups and individual students in accordance to the careers blueprint.

3. Aims

3.1 The aim of Career Education at Laverton P-12 College is for each student:

- To develop knowledge and understanding of themselves and others as individuals, including the personal resources both actual and potential they bring to situations (that is: strengths, limitations, abilities, skills, qualities, needs, attitudes and values);
- To develop knowledge and understanding of the general structures of post-school life, the range of opportunities and alternative pathways, and the demands, rewards and satisfaction associated with each;

- To learn how to make considered choices and plan options in relation to anticipated careers, occupations and life roles; and
- To effectively manage the implementation of the considered choices and the transitions from school to post-school situations in adult and work life.

3.2 To ensure that students at Laverton P-12 College achieve these aims, career education will provide opportunities that will enable students to develop :

- A greater understanding of personal strengths and weaknesses;
- A greater understanding of self;
- Increased communication with peers and the wider school community;
- A greater understanding of work choice options;
- An Increased awareness of career options and avenues;
- Information gathering skills on career information and choice;
- Student ownership of their choices by providing them with relevant information to make informed career decisions.

By providing students with the above opportunities, that is, the opportunity to explore the concept of self, by encouraging them to take ownership of decision making processes and by teaching effective communication skills, Laverton P-12 College provides students with everyday life skills that can be used throughout their school and work career.

4 Implementation

In order for students to achieve the career aims of Laverton P-12 College the following programs have been implemented:

4.1 Work Experience Program

Students in Year 10 have the opportunity to take up one week of work experience throughout the year. Work experience is also organised for other students over fifteen on a case by case scenario. Students experience in the workforce can have many outcomes. One is that they are provided a basis on which future decisions about careers and employment can be made. Whilst on the job, the students may come to realise the relevance of some school subjects to working life while they still have the opportunity to follow them up. There are aspects of work which will encourage responsibility, independence and self discipline. In addition students may gain greater knowledge of sections of the community with which they rarely come in contact.

4.2 Structured Work Placement

All students undertaking a VET program at Laverton P - 12 College embark on a Structured Workplace Learning placement as part of their VCAL program. Students completing VCE students are also actively encouraged. Structured Workplace Learning placements assist them in developing an awareness of the skills and knowledge that is required to become an effective member of the workforce for a particular industry. Placements play a vital role in focussing students on what they need to develop and where they are headed. Students are also asked to complete outcomes based on their placement.

Year 11 VCAL students are expected to have their work placement organised by the end of term one with consultation with the careers staff.

4.3 Managing individual Pathways (MIPS)

It is responsibility of the school senior school leadership team to demonstrate strong support for developing strategies for achieving MIPS outcomes that are incorporated into whole school curriculum planning.

It is mandated that all students over the age of fifteen have a clear pathway plan and it is the responsibility for the careers staff to lead teaching staff in the preparation, delivery, updating and storage of these plans.

An integrated model of support delivery that includes teachers, careers, external agencies and student welfare helps to improve the collective knowledge of student needs and aspirations and it is the role of the careers staff to oversee the development to this team approach in the planning process.

It is also important that data and information produced through pathways planning strengthens the capacity of school staff to understand the diverse needs of the student population, and drives appropriate and relevant program provision.

Pathway plans are used within the school in ways that lead students to access, value, identify with and ultimately retain their plans.

Effective parental involvement is sought and encouraged by school staff as part of a process of continuous improvement.

4.4 Wannik MIPS

Wannik MIPS was introduced in Victorian government schools in 2009 to provide pathways planning and support services to Koori students from Year 8. Wannik MIPS supports the implementation of the Department's Wannik Strategy which aims to improve education outcomes for Koori students.

Wannik MIPS has therefore been introduced to help Koori students, from an early age, to understand the direct link between school achievement (and the year-level at which one leaves), and the options that will be available after leaving school, by:

- increasing engagement by demonstrating the relevance of school to post-school outcomes
- providing pathways planning and additional support to Koori students at risk of leaving school early.

4.5 Students at risk

Laverton College has developed a planned and systematic processes for identifying students 'at risk of early school leaving', and a recognition of the need for priority support for these students. This planning process is developed by the senior team leaders.

The team leaders once it has identified these students will case manage all of these individual students and develop links between schools and other relevant community agencies to broaden

options and increase resources to assist student engagement, retention and successful transition to post-school options.

4.6 Exciting Pathways

Laverton P-12 College aims for a high retention rate of its students from prep through to year 12 and offering to all of its students exciting pathways to the world of work or further study.

When a student is ready to exit the school will offer its support and guidance for as long as the students requires.

4.7 Education Programs

The College offers both a rigorous Victorian Certificate of education (VCE) pathway for students aspiring to further their education at a tertiary institution as well as a successful Victorian Certificate of Applied Learning (VCAL) pathway for students aiming to enter the workforce in their chosen industry. Each of these pathways is enriched by the selection of a VET subject that delivers a qualification that is recognised by the Australian TAFE system.

4.8 Vocational Education and Training and School Based Apprenticeships and Training

Year 11 and 12 VCE students at Laverton P-12 College can elect to study a Vocational Education and Training (VET) subject as part of their program.

Completing a VET course of study provides students with a national qualification at either Certificate II or III level. This qualification by itself can be sufficient to enter the workforce or an industry, but can also be an effective pathway into further study at a TAFE or University.

VCAL and VCE students from Laverton P-12 College study their VET either in the Hobson's Cluster or a tertiary institution.

Students are also given the opportunity to complete a School Based Apprenticeship and Training program. The school will refer interested students to training organisations who will interview suitable students, find employment opportunities, provide training and monitor their progress.

4.9 Quality Outcomes through VCAL

Laverton P-12 College offers to its students a quality VCAL program and inspires for successful outcomes achieved by its VCAL students.

Students in VCAL at Laverton P-12 College complete their certificate over year 11 and year 12, achieving outcomes in Literacy and Numeracy, Industry Specific and Work Related areas and Personal Development to satisfy the requirements for VCAL intermediate certificate in year 11 and then a VCAL Senior certificate in year 12.

Laverton P-12 College team leaders are available to discuss a VCAL pathway for any student.

4.10 Alternative Tertiary Selection Procedures

The Bradley review which will be implemented in tertiary institutions by 2012 has one important target. This is to ensure that students from disadvantaged backgrounds aspire to and are able to participate in higher education. By 2020, 20 per cent of undergraduate enrolments in higher education should be students from low socio-economic backgrounds. The impact upon our college is that all tertiary institutions are developing a working relationship with the staff within this college. All students from low socio-economic backgrounds are selected into tertiary institutions through selection criteria that complement the traditional year 12 Australian Tertiary Admissions Rank (ATAR) selection scheme.

Two other alternative selection schemes that all of our students can participate in include:

4.11 RMIT-Schools Network Access Program (SNAP) and Victoria University – Portfolio Partnership Program (PPP)

Laverton P-12 College is a SNAP and a PPP partnership school which looks at a range of factors other than the ATAR in their selection of students. In order to be offered a placement through these schemes, students must complete online selection criteria and are selected through this process, teacher references and a possible interview.

4.12 Scholarships

To ensure that disadvantaged students are given an equal opportunity to education, the leadership team actively promotes scholarship opportunities for our students. Tertiary providers, Western Chances and other private providers all provide opportunities to our students

4.13 Victorian Tertiary Admissions Centre (VTAC)

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application and offer process for places in tertiary courses at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the course selection authorities at institutions. It is the careers teachers' responsibility to establish pathways for all of its students and part of this procedure is to provide advice in regards to the VTAC system.

This Policy has been ratified by School Council on 2011.