

Procedures to Support Students to Undertake a course best suited to their abilities

The Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Certificate of Education (VCE) broadly determine our courses, but the School is responsible for interpreting course outlines and implementing guidelines that ensure challenging and worthwhile learning situations for all our students. VET (Vocational Education and Training) continues to be a viable choice for a growing number of students. Our courses are designed to provide an invigorating learning environment in which students acquire knowledge and skills which are critical to preparing them for the next stage of their academic journey.

VCE:

To gain the VCE, and obtain an ATAR, students will have to pass at least 16 of the Units they have studied. These must include:

- At least three of the four Units of English, including Units 3 and 4.
- A further six Units made up of three sequences of Units 3 and 4 of particular subjects
- A further six Units, usually Units 1 and 2.

Keeping options open

One of the great benefits of the VCE is its flexibility in allowing students to keep their options open. Although most students will have developed a plan by the time they start Year 11, this may be varied as they progress through Year 11 and Year 12. As students complete Units and receive their assessment reports, they will be able to review their choices with support from teachers.

Interests and abilities

It is important that a student choose studies which interest them and in which they can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence and find themselves struggling in other studies as well.

Achieving a balance

It is important to maintain a balance between career interests and the value of education in its own right. Students should attempt to balance their emotional and intellectual needs when choosing their subjects.

The feasibility of a class running is dependent on many variables and constraints: the timetable, the minimum class size and the physical and human resources available. Many of these issues cannot be dealt with until late in the year when results are known and the program for the rest of the school is determined. The school will always endeavour to satisfy the choices and requirements of as many students as possible. Unfortunately, there can be situations where students may not receive their first choice.

Goal Setting

Within this framework, teachers at HGS set explicit, challenging and achievable learning objectives for all students, drawing on students' background, prior knowledge and previous results.

HGS regards goal setting as a feedback tool in which educational objectives and student progress are expressed and monitored. Setting goals should guide students in understanding concepts, acquiring knowledge and mastering skills. It can also be a means for students to become aware of their own learning process.

Goal setting benefits students in many other ways, including:

- Increasing awareness of one's strengths
- Increasing awareness of one's weaknesses
- Providing an experience of success
- Clarifying the path ahead
- Encouraging prioritisation
- Building responsibility for one's learning

How we do it

- **Close Student-Teacher Relationship** – the relatively small size of our school creates the possibility of building a close and respectful relationship between our teachers and students which provides an optimal learning environment. A team approach ensures staff are informed about the specific needs of individual students and the best ways in which to support their learning.
- **Student Consultation** - All students (not only those students identified as 'at-risk') have scheduled weekly consultation sessions with teachers in a variety of subject areas which are specifically designed to review learning objectives and support students in successfully pursuing them. Work covered in these consultation sessions can include, but is not limited to:
 - setting and reviewing study goals;
 - reviewing assessment results;
 - overcoming personal challenges;
 - reducing absence and tardiness;
 - receiving feedback on individual work.

VET/VCE Vocational Major:

The Victorian Certificate of Education Vocational Major provides students with the skills, knowledge and attributes to enable them to make informed choices about employment and education pathways.

Applied learning requires nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences. Furthermore, applied learning also means acknowledging differences in styles of learning.

At HGS, a student's personal development, interests and pathways for further education and employment, underpins our delivery of the VCE Vocational Major program. Our program is integrated and student led with projects and study strongly aligned to areas of interest for the

students. We have a core group of VCE Vocational Major teachers who work together to ensure that every student has an individual study and pathways plan and understands how they can get the best possible outcome from their study. The international profile of our students demands that our delivery be flexible and customised to address the specific needs and learning situations of each student.

How we do it

- One of the key areas of study in the VCE Vocational Major curriculum is Educational Pathways Research. This requires students to investigate and evaluate options for further study according to their individual abilities and interests. Students write a detailed report on their findings and present it to class.
- Another key area of study in the VCE Vocational Major curriculum is identifying preferred learning profile of students. This assists teachers in structuring the delivery of the program in accordance with the strengths and learning style of the student. Where necessary, students are divided into tiered groups according to readiness, interest or learning profile.
- At the beginning of each unit of work, in consultation with teachers, students set goals for course progress, articulate strategies for achieving those goals according to their strengths and weaknesses and identify potential obstacles.
- At the end of each unit, students complete a reflection, highlighting the things they did well and the things they need to improve in order to achieve their goals in the future.
- Students record work completion goals for each task in their student diaries. Teachers sign-off on these goals daily.
- A large component of our VCE Vocational Major program is devoted to literacy skills development. Individual goal-setting in this context occurs through the drafting and re-drafting of course work which is the essence of course progress in this strand of the program. Any number of drafts can be done by learners in producing the final product.

Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this Procedure.

Responsible Officer	School Principal/
Implementation Officers	Head of School/Teaching Staff
Review Date	15/07/2025
Approved by	
School Council	
Associated Documents	
Holmes Grammar School Staff Manual	
Key Documents Development and Review Policy and Procedure	
Assessment and Reporting Policy & Procedure	
Student Study Planner	
Teaching and Learning Policy	

Version	Brief Description of the Changes	Date Approved	Effective Date
1	New procedure	12/08/2021	12/08/2021
2	Changes all VCAL references to VCE Vocational Major	06/11/2023	06/11/2023