

SUBJECT SELECTION HANDBOOK

SENIOR

VCE VM & VPC 2023

WERRIBEE SECONDARY COLLEGE

Live Worthily





OUR MOTTO

Live worthily.

OUR VISION

Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally. The Werribee Secondary College community “lives worthily”.

We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.

OUR MISSION

At Werribee Secondary College we strive for success in students’ chosen endeavours.

The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programs equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education.

College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection.

At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.



Dear Student and Parents,

This is an exciting time for students as they approach the end of their secondary schooling and plan for their life after Werribee Secondary College.

There are many options for both parents and students to consider in choosing the right pathway. Our students have the choice of three certificates:

- **International Baccalaureate Diploma Programme (IBDP)**
- **Victorian Certificate of Education (VCE)**
- *** Victorian Certificate of Education (VCE) (VM & VPC) Vocational Major and Victorian Pathways Certificate** (**New in 2023: refer to following page for further details*)

We encourage families to discuss the pathway that is best. We ask that you consider the following when making pathway decisions:

- **What your child enjoys**
- **What he/she would like to do in the future**
- **What they are good at**

Students have been involved in a number of information sessions about each of the certificates and will also be completing information sessions about individual subjects over the coming weeks. We hope that this will allow students to make informed decisions about the certificate they would prefer to undertake over the next couple of years. All students have the choice of which pathway is best to meet their goals. They will go through a course counselling process where they can discuss the direction they wish to pursue in the future.

Students will be given advice about Vocational Education and Training (VET), prerequisites, subjects and ATAR's. There are many areas that are taken into account by the Middle and Senior School's when supporting the student as they make realistic pathway choices. These include, but are not limited to the areas mentioned above and the following:

- **Academic progress in Year 10**
- **Work and study habits**
- **Goals**
- **Prerequisites required for tertiary courses**

The transition from Middle School to Senior School and from Year 11 to Year 12, can be an anxious time for both students and parents. We encourage students and parents to actively communicate with a member of the Senior School office should any issues or concerns arise, so that we can provide a source of support and guidance for students in their attempt to maximize their learning outcomes and achieve their preferred pathway.

The Senior School office is not the only place students and parents can get support, they can also speak with the wellbeing team, IB Coordinator and the careers office. You will find all the staff very approachable and happy to help.

We look forward to working with you.

- Senior School Team



SENIOR SECONDARY CERTIFICATE REFORM: COMMENCING 2023

Victoria is moving to a new integrated senior secondary certificate that will bring together our two senior secondary certificates, the VCE and Victorian Certificate of Applied Learning (VCAL).

This will give all students the learning opportunities to develop the skills and capabilities needed to succeed in further education, work and life.

From 2023, enrolment options for Year 11 and 12 students will include:

- the Victorian Certificate of Education (VCE) Vocational Major
- the Victorian Pathways Certificate (VPC).

A fully integrated VCE will be implemented from 2025.

NEW: VCE VOCATIONAL MAJOR

The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

The VCE Vocational Major will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university, or directly into employment.

The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE.

NEW: VPC VICTORIAN PATHWAYS CERTIFICATE

The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level.

The VPC provides students with a standards-based certificate and will provide opportunities to progress to the VCE, including the VCE Vocational Major. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC will replace Foundation VCAL from 2023.

The VPC will support students to transition to the VCE Vocational Major, entry level VET or employment.

The VPC has been developed to be flexible, without a mandated period in which a student must complete the certificate. This allows students to complete it in a timeframe that suits their capability.



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AN INTRODUCTION

The VCE VM stands for the Victorian Certificate of Education – Vocational Major

VPC stands for Victorian Pathways Certificate

The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

The VPC is an inclusive Year 11 and 12 certificate that will meet the needs of the minority of students not able or ready to complete a certificate at the VCE level. The VPC is at Australian Qualifications Framework Level 1 and not recognised as a senior secondary certificate. Students, parents and schools choose in partnership the most appropriate course based on student need, aspiration and capability.

THE VCE VM is Applied Learning Based. Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences, where students discover how to apply what they have learnt by doing, experiencing, reflecting and relating acquired skills to the real-world.

Applied learning is beneficial for all students, as it:

- Facilitates and prepares students for successful post-school pathways including transitioning to the workforce, going on to further education and training, as well as succeeding in personal and civil life.
- Encourages personalised student-led learning, aligned to student interests and aspirations.
- Provides opportunities for students to gain industry exposure and experience through work integrated learning opportunities.
- Enables students to explore potential careers and develop technical and employability skills for the future.

Vocational and Applied Learning pathways not only equip young people for entry into the world of work also, but provide them with functional competencies and skills (including soft skills like effective communication, interpersonal skills and self-management) that are needed to participate in the economy and society.

Students learn important work-readiness and personal development skills linked to community involvement and civil responsibilities. Vocational and Applied Learning pathways can offer a great way to reengage students who might otherwise consider leaving school before they reach Year 11 and 12.

VET stands for Vocational Education and Training. The VET component is compulsory within a VCE VM program because you are to focus in own industry skills within an area of your interest. The VET component of the course also results in more qualifications that are highly considered by employers and further study tertiary institutions within the area of study.



THE VCE VM PROGRAM AT WERRIBEE SECONDARY COLLEGE

YEAR 11 VCE VM TIMETABLE CONSISTS OF:

- Literacy (Unit 1&2)
- Numeracy (Unit 1&2)
- WRS - Work Related Skills (Unit 1&2)
- PDS - Personal Development Skills (Unit 1&2)
- SWL – Structured Work Placement 90 hours X 2
- Students are to find and organise their own Thursday work placements by the end of term 1 (unit 1)
- VET: Industry Specific Skills (Unit 1&2): *Please see VET booklet for the large variety of course selections*

VPC TIMETABLE

The VPC will not be suitable for all students and is offered to students on an as-needs basis.

Students complete at least 12 units, including:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units
- 2 Personal Development Skills units
- Students can also include VET, VCE subjects and structured workplace learning.

YEAR 12 TIMETABLE CONSISTS OF:

- Literacy (Unit 3 & 4)
- Numeracy (Unit 3 & 4)
- WRS - Work Related Skills (Unit 3 & 4)
- PDS - Personal Development Skills (Unit 3 & 4)
- SWL – Structured Work Placement 90 hours x 2
- Students are to find and organise their own Thursday work placements by the end of term 1
- VET: Industry Specific Skills (Unit 3 & 4) Please see VET booklet for the large variety of course selections

VCE VOCATIONAL MAJOR (VM) REQUIREMENTS

Students complete the VCE and the requirements for the VCE VM including:

- 16 units
- Three Literacy or VCE English units (including a Unit 3 and 4 sequence) the same requirements as VCE.
- Three other unit 3 and 4 sequences in total
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills units
- Two Personal Development Skills
- 180 nominal hours of VET at Certificate II level or above

Students can also include other VCE subjects and structured workplace learning.



LITERACY

LITERACY UNIT 1

Area of Study 1: Literacy for personal use

In this Area of Study, students develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F-10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3).

This Area of Study focuses on the structures and features of a range of texts and content – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students read or watch a variety of texts for a personal purpose, such as finding information. Texts should be chosen from a range of local and global perspectives including First Nations peoples and multi-cultural perspectives and should include film, TV, online videos, song, poetry, biographies, digital content and other texts of interest to the cohort. Through discussions and class activities students develop their understanding of the structures and features of these text types and their content and examine how these are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students examine how purpose, language and structure influence the audience of a text.

Area of Study 2: Understanding and creating digital texts

In this Area of Study, students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital platforms, including webpages for vocational and workplace settings, apps, podcasts as well as social media.

They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students read, view and interact with different digital platforms and applications and participate in learning activities to develop their capacity to explore and discuss digital media. They identify the ways a visitor will encounter and experience digital platforms, considering their purpose and the social, cultural, vocational and workplace values associated with it. They also explore text through the prism of their own experience, knowledge, values and interests.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.



LITERACY UNIT 2

Area of Study 1: Understanding issues and voices

This Area of Study asks students to engage in issues that are characterised by disagreement or discussion and will develop and expand upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings.

Students read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues that may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

During this unit of study, students engage with a range of content from print, visual, aural and multimodal sources. Selection of suitable text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue. Students practise note-taking and responding to short answer questions as well as formulating their own oral and written opinions.

Area of Study 2: Responding to opinions

In this Area of Study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.



LITERACY UNIT 3

Area of Study 1: Accessing and understanding informational, organisational and procedural texts

This Area of Study allows students to become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students learn to be able to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts. As a part of this exploration of texts and content, students participate and engage in activities that will equip them to access, understand and discuss these text types.

Area of Study 2: Creating and responding to organisational, informational or procedural texts

This Area of Study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating their understanding of how these texts inform and shape the organisations they interact with.

LITERACY UNIT 4

Area of Study 1: Understanding and engaging with literacy for advocacy

This Area of Study requires students to investigate, analyse and create content for the advocacy of self or a product in a vocational or recreational setting. Students research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students consider what elements are important for creating a "brand" (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. As part of this Area of Study, students compare and contrast the ways the same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages considering their purpose and the social and workplace values associated with them. Students read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Area of Study 2: Speaking to advise or to advocate

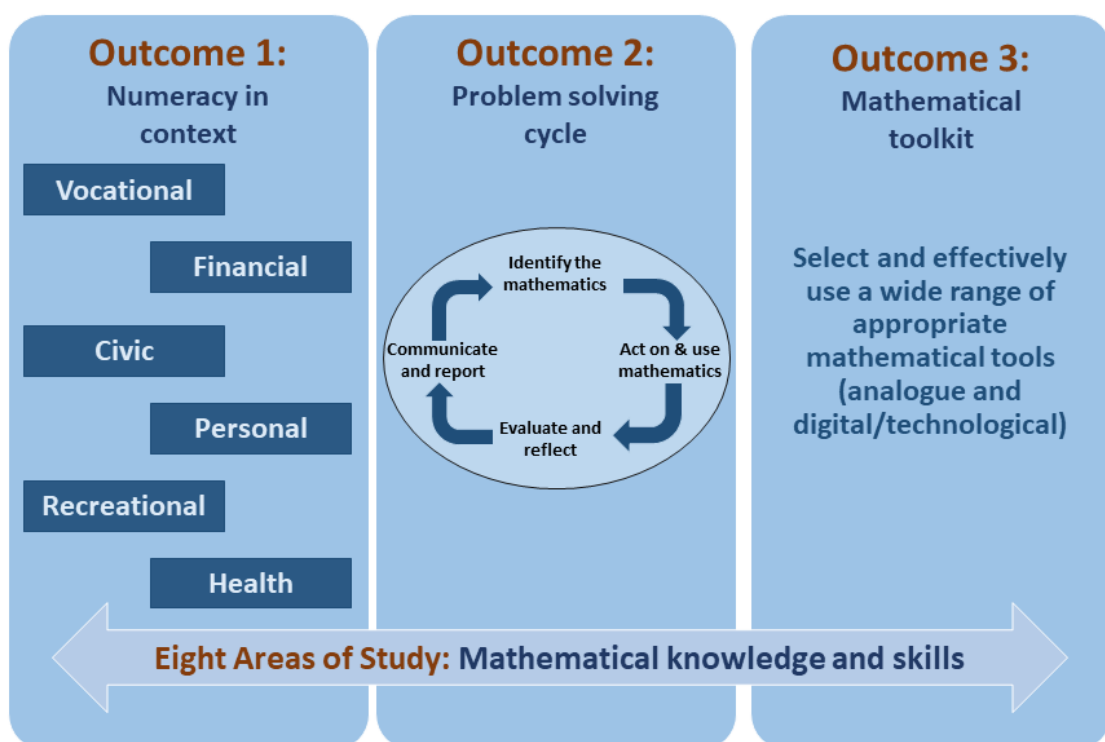
In this Area of Study, students use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this Area of Study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: *Literacy for civic participation* or *Literacy for everyday contexts*.

NUMERACY

NUMERACY UNITS 1 AND 2

In Units 1 and 2 students develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, community, national and global environments and contexts and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.



AREAS OF STUDY

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

There are eight areas of study:

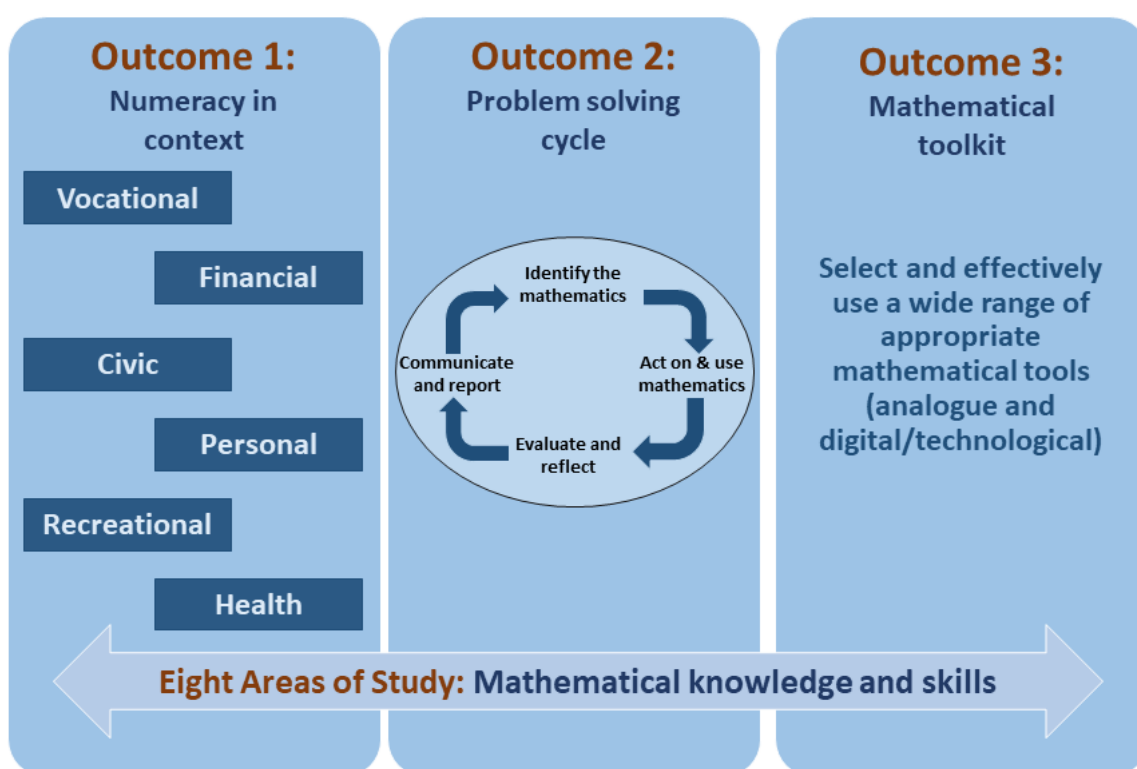
- Area of study 1: Number
- Area of study 2: Data
- Area of study 3: Dimension and direction
- Area of study 4: Shape
- Area of study 5: Quantity and measures
- Area of study 6: Relationships
- Area of study 7: Uncertainty
- Area of study 8: Systematics

NUMERACY UNITS 3 AND 4

In Units 3 and 4 students further develop and enhance their numeracy practices to make sense of their personal, public, and vocational lives. Students extend their mathematical skills with consideration of local, community, national and global contexts and an awareness and use of appropriate technologies.

Units 3 and 4 provide students with a broad range of mathematical knowledge, skills, and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.



AREAS OF STUDY

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- Area of study 1: Number
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- Area of study 4: Shape
- Area of study 5: Quantity and measures
- Area of study 6: Relationships
- Area of study 7: Uncertainty
- Area of study 8: Systematics



PERSONAL DEVELOPMENT SKILLS

PDS UNIT 1

Healthy Individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and their health and wellbeing. Students use these findings to enhance their understanding of community cohesion, community engagement and how their sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and will begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore their own identity and the role of community. Students examine relationships between technologies and health and wellbeing and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.

Area of Study 2: Community health and wellbeing

This area of study explores the health and wellbeing of individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. Students investigate activities and support services that aim to improve individual and group wellbeing within their community. Students explore the requirements for undertaking activities or voluntary work within the community. Students understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

Area of Study 3: Promoting a healthy life

This area of study investigates key advancements in technology and the impact of technology on individuals and society. Students explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.



PDS UNIT 2

Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and/or global level. Students look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They investigate the barriers and enablers to problem solving within the community.

The unit then focuses on various forms of community engagement. Students seek to understand different perspectives on issues that affect their community. They reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They plan, implement and evaluate an active response to an individual's need for community support.

Area of Study 1: What is community?

This area of study explores the concept of community at a local, national and/or global level. Students understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups and also consider the role of citizenship. Students investigate community participation and recognize that there are a range of ways to participate in community life.

Area of Study 2: Community cohesion

This area of study examines issues affecting local, national and/or global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Area of Study 3: Engaging and supporting community

This area of study considers the concept of community engagement and recognises the benefits and challenges of community engagement to address a range of issues. Students investigate the key features of effective community engagement to address issues and implement initiatives.



PDS UNIT 3

Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. They examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate their own contribution as well as the overall effectiveness of their team.

Area of Study 1: Social awareness and interpersonal skills

This unit considers the concept of social awareness and interpersonal skills in different settings and contexts, along with strategies to demonstrate social awareness and apply interpersonal skills when using digital technologies.

There is a focus on qualities of leadership, and how these qualities can be applied to the achievement of goals within personal and community contexts.

Students examine characteristics of effective leaders, and various contexts and styles of leadership. They investigate a range of leadership styles and other influences affect the behaviour of leaders. Implicit to this unit is that leadership need not be privileged or rare, students also reflect on how leadership qualities can be applied in a range of contexts.

They explore key characteristics of effective teamwork, and design and implement individual or group activities focused on achieving specific goals. This unit focuses on the leadership and collaboration of teams, particularly within the context of collaborative problem-solving. Students reflect on how to lead and contribute to teams, and on the development of particular leadership and teamwork skills. They participate in a collaborative problem-solving activity, evaluating their own contribution as well as the overall effectiveness of the team.

Area of Study 2: Effective leadership

This area of study investigates the concept of leadership and the qualities of effective, ethical leaders. Students look at contexts in which people become leaders, a range of leadership styles, ethics and expectations of leaders in a democratic society. Students consider how leaders foster innovation and creativity to solve problems and achieve goals.

Area of Study 3: Effective teamwork

This area of study examines leadership and collaboration within teams. Students demonstrate the characteristics and attributes of effective team leaders and team members, and reflect on their own contribution and leadership potential as they participate in a team or group activity. They evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.



PDS UNIT 4

Community project

This unit focuses on student participation in an extended project relating to a community issue. Students identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

They look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of their selected issue can be improved.

Students will engage in a process of planning, implementing and evaluating their response to their selected community issue. They conduct research, analyse their findings and make decisions on how they will present their work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present their project appropriate to their audience of peers or community members and evaluate the effectiveness of their response.

Area of Study 1: Planning a community project

This area of study is an introduction to an extended community project that addresses an environmental, cultural, economic or social issue. Students conduct research to identify a range of relevant issues in their community and justify the selection of a chosen focus for their project. They seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of their chosen issue in their community.

Area of Study 2: Implementing a community project

This area of study involves the implementation of a detailed plan for the selected community project and considers the key elements and key considerations when implementing a plan of action through to completion. Students consider possible health and safety and ethical risks of their project, document evidence and make decisions on how their findings will be organised, analysed and presented.

Area of Study 3: Evaluating a community project

This area of study covers the evaluation of the outcomes of the completed community project. Students become familiar with strategies to effectively communicate reflections and findings and engage with audiences. Students will determine a suitable audience for their findings, identify and practice appropriate presentation skills, and make decisions about how their community project will be evaluated.



WORK RELATED SKILLS

WRS UNIT 1

Careers and Learning for the Future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry level pathways, emerging industries, growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills and capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Area of Study 1: Future careers

This area of study evaluates information relating to employment by considering the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. Students will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Area of Study 2: Presentation of career and education goals

This area of study enables students to consolidate their knowledge and understanding of future careers and their personal aspirations, skills, capabilities and attributes. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.



WRS UNIT 2

Workplace Skills and Capabilities

As the nature of work changes over time, so do the skills, capabilities and attributes needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills, capabilities and attributes that are valued in a chosen pathway.

In this unit, students consider the distinction between essential employability skills, specialist and technical work skills, personal capabilities and personal attributes, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills, capabilities and attributes and promote them through writing resumes, cover letters and interview preparation.

Area of Study 1: Skills and capabilities for employment and further education

This area of study considers the changing nature of work and the impact this has on future career pathways. In this outcome, students distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They are able to recognise how personal capabilities and attributes contribute to future success and demonstrate their own skills, capabilities and attributes through artefacts and evidence.

Area of Study 2: Transferable skills and capabilities

This area of study recognises the relationship between transferable and employability. Students will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries. Students will apply strategies to promote their unique skills and capabilities through writing job applications and participating in mock interviews.



WRS UNIT 3

Industrial Relations, Workplace Environment and Practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

1. wellbeing, culture and the employee-employer relationship;
2. workplace relations; and
3. communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. Students will investigate key areas relating to workplaces relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

Area of Study 1: Workplace wellbeing and personal accountability

This area of study introduces students to the features and characteristics of a healthy, collaborative and harmonious workplace. Students examine the concept of culture and consider the characteristics of work/life balance. They analyse the interconnection between employee and employer expectations

and understand the importance of diversity and inclusion in the workplace. Students apply their understanding of workplace wellbeing to simulated workplace scenarios and real-life case studies.

Area of Study 2: Workplace responsibilities and rights

This area of study gives an overview of workplace relations, including the National Employment Standards and methods of determining pay and conditions. Students consider the characteristics and legal consequences of workplace bullying, workplace discrimination and workplace harassment, and gain an overview of the common legal issues experienced in the workplace. Students examine processes to address and resolve workplace disputes.

Area of Study 3: Communication and collaboration

In this area of study, students learn to apply effective and efficient workplace communication strategies. Students consider their role and the role of teams in the workplace. Students also investigate techniques for developing and fostering professional, formal and informal networks and the role of digital and electronic collaboration and communication.



WRS UNIT 4

Portfolio Preparation and Presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit, students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Area of Study 1: Portfolio development

This area of study outlines the purpose of a portfolio and considers the intended audiences and uses of portfolios in different contexts. Students will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio. Students will prepare a portfolio proposal and plan the development of their portfolio.

Area of Study 2: Portfolio presentation

This area of study provides students with the opportunity to apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills, knowledge and attributes, including visual appeal, varied and appropriate content. Students will evaluate their portfolio using a range of mechanisms including self-assessment, feedback and comparison with criteria.



STRUCTURED WORKPLACE LEARNING

Structured Workplace Learning (SWL) recognition provides the formal framework and processes to enable students to integrate their on-the-job experience and learning in a workplace with nationally recognised VET undertaken as part of either the VCE or the VCAL.

Students will participate in two, two-week long block placements in each semester. This is a change from the current one day per week work placement. Changes to this were required due to employer's requests and the new Vocational Major Certificate. This will be indicated on the Events Calendar for 2023.

SWL recognition is available for students who undertake SWL in an industry aligned to the VCE VET program they are enrolled in. SWL recognition is also available for students undertaking a school-based apprenticeship or traineeship (SBAT).

In order to receive VCE or VCAL credit students need to maintain and complete their Workplace Learning Record (WLR). WLRs are available for download on the relevant [VCE VET programs](#) page. A complete list of VCE VET WLRs will be made available in the resources below. The SBAT WLRs are available for download on the [Apprenticeships and Traineeships](#) page.

The SWL assessment record, to be filled out and signed by the assessor or teacher, can be found on the [SWL recognition assessment guidelines](#) page.

SWL CREDIT RECOGNITION

SWL recognition benefits

- Students experience a high-quality placement with employers who understand their VCE VET program
- Students are better prepared for employment, with a greater understanding of their personal strengths and career opportunities
- Students achieve VCE or VCAL credit by learning in the workplace.

School-based apprenticeships or traineeships

Students are able to receive credit for workplace learning recognition while undertaking a SBAT. It works in the same way as SWL recognition with three stages required to achieve credit into the VCE or VCAL.

Credit recognition

In order for a student to be eligible for credit they should:

- be enrolled in a minimum of 180 hours in the VCE VET program or SBAT for the year
- undertake a minimum of 10 days full-time equivalent of structured work placement
- complete the WLR according to the VCAA assessment guidelines
- report on at least six UoCs in Section 2 of the WLR
- one UoC must be a work, health and safety unit.

SWL recognition provides credit at VCE units 1 and 2 level only and for all three levels of VCAL as general credits. Credit is limited to one unit per year with a maximum of three units in any single VCE VET program, with four units of credit being available for all types of VET training.

Credit for SBATs is limited to two units per year.

When the staff member has assessed a student's WLR, the staff member will complete and sign the SWL recognition assessment record and provide it to the school VASS administrator for result entry.

A student will receive a Satisfactory (S) or a Not Satisfactory result (N) for units undertaken in SWL recognition.

To find out how recognition is assessed, see the [SWL Recognition assessment guidelines](#).



VET – VOCATIONAL EDUCATION & TRAINING

Please refer to the VET handbook for full information and course list for VET.



ACADEMIC HONESTY AND INTEGRITY POLICY

Rationale

The Academic Honesty Policy provides a framework to ensure that the values and expectations which relate to the academic work and professional work ethic at Werribee Secondary College is upheld at all times. The values and expectations of the students and staff relate to the school values and guiding statement. Academic honesty requires one to behave in a manner that supports our school values and guiding statement. All members of the Werribee Secondary College community are required to know and comply with this policy.

Scope of this policy

This policy applies to all assessments across all subjects and all year levels at Werribee Secondary College.

A. Academic Honesty – What it is

Academic honesty is a set of principles that inform the values of honest and responsible behaviour in an academic setting.

Assignments and coursework are designed to enable students to learn and demonstrate new ideas; grading and marking are designed to provide feedback on how students have progressed. Therefore, for the results and feedback to hold meaning, all assessment needs to result from the students own achievements and effort.

All policies and procedures that relate to academic honesty at Werribee Secondary College align with the policies and procedures set by the Department of Education Victoria. Refer also to the following policies:

1. Werribee Secondary College Assessment Policy
2. Student Engagement and Wellbeing policy

B. Academic Misconduct – What it is – What it can look like

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- b. Collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
- c. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.
- d. Misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other students, or communicating with another student).
- e. Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media). (*"Article 20", 2014, IBO*)



Some examples of the forms that academic misconduct can take:

- Presenting segments of or whole works by another person as your own.
- Including quotes and materials from another's works within your own without adequate acknowledgement.
- Paraphrasing the work or ideas of another person without adequate acknowledgement.
- Copying work and ideas from another student - within OR without the College community.

Referencing

Werribee Secondary College educates its staff and students on the importance of Copyright and respecting the works and ideas of others. One method of respecting original owners of works and ideas is to acknowledge the source of information by correct referencing. The College currently uses Modern Language Association 7th edition (MLA 7) as its preferred style of referencing.

Examples of MLA 7 style referencing

Intext Citation: (Rowling. 21-26) Works Cited List: Rowling, J.K. Harry Potter and the Goblet of Fire. London: Bloomsbury, 2004. Print.

Intext Citation: (Sutherland) Works Cited List: Sutherland, Natalie. "What Qualification Should You Take On?" Training.com.au. N.p., 9 Dec. 2016. Web. 21 Nov. 2018.

ROLES AND RESPONSIBILITIES

It is the role of the whole College community to understand, respect and practice academic honesty. The whole College community encompasses the Principals, teachers, education support staff, librarians, students and parents.

Expectations of Heads of College

- Establish and maintain a current academic honesty policy.
- Provide teachers with effective training opportunities.
- Support teachers and students to adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for students if they engage in academic misconduct.

Expectations of the Senior Years Program Coordinator

- Ensure that the school's academic honesty policy is aligned with the Senior Years Program (eg. VCE and IB) expectations and undergoes a periodic review. See Appendix for processes and forms.
- Ensure that teachers, candidates and legal guardians are aware of senior program requirements concerning academic honesty.
- Agree with all senior teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure candidates and invigilators are provided with relevant information about the conduct of examinations and related assessments.



Expectations of Heads of Faculty

- Ensure that academic honesty skills (correct citing, good researching etc) are included within the curriculum.
- Promote and support academic honesty within their team of teachers.
- Set clear expectations for course work and assignments and provide guidance to staff and students.
- Be a role model of academic integrity to other teachers and staff.

Expectations of the Teachers

- Set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted.
- Discuss and promote the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct
- Assess student work objectively to the best of their ability.

Expectations of the Student

- Understand that academic honesty is inherent to best academic practice.
- Ensure that all work follows the guidelines of best academic honesty practices.
- Utilise the support provided to adhere to best academic practice.
- Correctly and adequately acknowledge sources.
- Understand academic honesty and the potential consequences of academic misconduct.

Expectations of Parents/Guardians

- Support their student.
- Understand academic honesty and the potential consequences of academic misconduct.
- Be aware of and understand the internal procedures taken by the College to confirm authenticity of work.

PROCESS FOR SUSPECTED ACADEMIC MISCONDUCT

In a school setting, most acts of academic dishonesty are not intentional. The Werribee Secondary College community believes in seizing those opportunities to teach integrity, responsibility and honesty as such those incidents are teachable moments. If there is a suspected case of academic dishonesty, the following steps will be taken if the Academic Honesty Policy has been breached.



Years 7-10

First Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as a first offence and inform the parents through a chronicle entry.
2. The class teacher will meet with the student to talk with them about the reasons for the possible misconduct.
3. The student will receive individual support in learning how, when and where to cite. In this instance, the teacher will explain why the student's behaviour is academically dishonest and work out how to solve the problem, eg. resubmit work, or come to a better understanding of academic honesty.
4. The year-level coordinator will monitor the occurrence in case it is a problem across the board.

Second Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as a the second offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend a lunchtime detention where they will be asked to resubmit the assessment.
4. If the student fails to attend the lunchtime detention, the assessment will remain ungraded.

Third Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as the third offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher and the year-level coordinator will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend an after-school detention.
4. This offence requires consultation with the sub-school director. Work that is plagiarised may not meet the assessment criteria so it may remain ungraded and could affect the overall grade level achievement.

Senior Years (Year 11 and 12)

(The following process is aligned with the VCAA rules on school-based assessments)

Step 1. Reporting alleged breaches of academic honesty

- The Year-level Coordinator is the initial point of contact for reports of breaches of academic honesty.
- Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.
- Allegations should be handled sensitively and may need to be kept confidential.
- On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school.
- The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.



Step 2. Preliminary investigation

On receipt of an allegation, the year-level coordinator will,

- Assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.
- Detailed records of the preliminary investigation should be kept and may be used in any later decision-making.
- If further investigation is required, the case will be escalated to principal class or delegate (sub- school director). The school may decide if it is appropriate to appoint an external person to carry out the investigation and report back to the school.

Step 3. Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached rules for academic honesty (or VCAA School-based Assessment rules or IB Assessment rules). In this case,

- The evidence should be put to a decision-maker for determination whether the allegations are proven, or not proven.
- The investigator must approach the investigation with an open mind, and act fairly and without bias. They should consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some or all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded- this evidence should not be discounted.
- The investigation may include discussions with the study teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

- Any instructions given to students by the teacher about the conditions under which the School-based assessment (or IB assessment) was to be undertaken (including the VCAA examination rules)
- The student's work if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
- Samples of other work by the student for comparison, if relevant
- The teacher's record of authentication
- The teacher's opinion about the student's work
- Accurate notes of conversations with witnesses, the teacher and the student

If this investigation suggests there is any substance to any allegation:

- The student should be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation.
- Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview.
- The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.
- If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.



- The student's parents or guardians may be advised of the nature of the allegations, depending on the school's policy in relation to reporting discipline matters.
- If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements (or IB requirements)

The student may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

Step 4: Decision-making The decision-maker

The principal (decision-maker) has the authority to decide if a student has breached the rules for academic honesty. The principal may wish to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may wish to delegate their authority to make decisions about alleged breaches of VCAA examination and authentication rules to a hearing panel formed by senior staff members appointed by the principal. The following are required for the decision making:

- It is important that the decision-maker is not the investigator of the allegations.
- The material gathered during the investigation should be provided to the decision-maker, including evidence (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.
- If the decision-maker forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-maker should confirm in writing to the student that no further action will be taken.
- If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened.
- The decision-maker should reserve their judgment until they have heard from the student at the meeting or hearing.
- The principal (decision-maker) will apply the following principles to make the decision regarding alleged breaches of rules: - The decision-maker must act fairly and without bias
- The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision maker.

Before the hearing or meeting:

The student must be given notice which include the following:

- the date, time, place and likely duration of the meeting or hearing
- the allegation/s against the student
- the names of all decision-makers
- advice that the student may bring a support person to the meeting or hearing
- the name of a contact person if the student has queries about the meeting or hearing
- a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing



- the possible outcomes, including penalties VCE and VCAL Administrative Handbook 2019 Scored assessment: School-based Assessment
- It is generally appropriate, depending on the age and circumstances of the student, to allow a parent, guardian or other support person to be present at any interview, meeting or hearing
- The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student, but that is appropriate given the nature of the allegation/s

At the hearing or meeting:

At the meeting or hearing, the principal or delegate (decision-maker) must explain the purpose of the meeting or hearing to the student, and confirm the allegation/s against the student and the possible outcome,

- The decision-maker may ask questions of the student.
- The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing
- The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation/s (and the student's defence) is supported by evidence that is relevant and credible
- The decision-maker must take into account all relevant factors and no irrelevant factors
- The decision-maker must decide on the balance of probabilities whether the allegation/s is proven – the allegation/s does not have to be proven beyond reasonable doubt
- The decision-maker must decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.

Possible penalties include:

- a verbal or written warning
- detention or suspension
- refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the assessment schedule (IB or VCAA).
- refusal to accept the part of the student's work found to have been completed in contravention of assessing body's (IB or VCAA) rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit or IB course.
- refusal to accept any part of the work, awarding an N for the outcomes
- The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA.
- The decision maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.
- The college will follow recommended sanctions and penalties by the relevant assessing body, eg. VCAA, IB

After the meeting or hearing

The school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)



- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.
- The school should retain all material related to the allegation/s, in case the student wishes to appeal a decision.

How this document is communicated

This Academic Honesty Policy has been developed collaboratively with staff at Werribee Secondary College in accordance with VCAA and IB regulations.

All students will receive a copy of the Academic Honesty Policy upon enrolment for new students or confirmation of subjects for continuing students. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

The librarian will conduct a session about academic honesty at the beginning of each school year. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

Review of this policy

This policy will be reviewed and updated in 2022 by the staff at Werribee Secondary College.

Works Cited

"Article 20: Candidates suspected of academic misconduct." General regulations: Diploma Programme. Cardiff: International Baccalaureate Organization, 2014. PDF.

IB learner profile. N.p.: International Baccalaureate Program, 2013. PDF. VCE and VCAL Administrative Handbook, 2019.PDF

Appendices

Appendix 1: Electronic Version

[WSC Authentication Form for all Assessments](#). This form is shared to all senior years teachers.

Appendix 2: WSC Academic Honesty Process

Step 1. All students will receive a copy of the Academic Honesty Policy upon confirmation of enrolment for new students or confirmation of subjects for continuing students.

Step 2. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy.

Step 3. A staff briefing will be conducted each year to ensure that all staff (current and new) understand the policy and processes involved.

Step 4. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.



Step 5. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

Step 6. The librarian will conduct a session about academic honesty at the beginning of each school year. This process will be reinforced in each of the subjects.

Step 7. The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

Appendix 3. Acknowledgement of the Academic Honesty Policy Form

This electronic form must be submitted by all students at the start of each year. This form is shared to the Senior Years Team.

[Acknowledgement of the Academic Honesty Policy](#)