

Y Whittlesea

Student Learning & Curriculum Overview

Y Community School

1. Purpose:

This document outlines the approach to student learning and curriculum and an overview of the structures by which learning is supported in the school.

2. Principles:

The approach to learning at the Y Community School is based on our understanding of the needs of our students to rebuild their trust and confidence in the education system and in themselves.

We provide a flexible supportive environment designed to meet each student at their point of need and readiness. We do this by focusing first on knowing the student and building positive attachment and relationships between them and the school, working side by side with them to discover their interest and aspirations, develop goals, and from this develop an individual plan for each student where they make choices and teachers align these with the curriculum most appropriate to that student's level of skills.

All students will have and work to an Individual Learning Plan (ILP). The key roles of teachers include:

- Exploring each student's their interests, strengths, future goals, current ability levels and barriers to learning.
- Using these to identify areas in which the student can engage in practical applied learning tasks that will develop the student's skills and allow them to demonstrate their learning.
- Guiding students in the development of tasks that are appropriately challenging and achievable to build confidence and a growth mindset around learning.
- Documenting these in the individual learning plan which can be used by the teacher(s) and student to guide their daily activities.
- Identifying students with similar interest to facilitate collaborative learning and skill development.
- Mapping the tasks identified by students to the various strands of the Victorian Pathways Certificate (VPC) or VCE Vocational Major (VCE VM) and providing students with clear guidance as to what they need to do to achieve the learning outcomes specified in these.
- Guiding students to engage in skill development tutorials and activities to support them in developing skills required to achieve tasks and demonstrate the outcomes in the VPC and VCE VM.

3. Courses Available to Students:

Given that students will be entering the school with an established pattern of disengagement and may:

- have been out of school for some time,
- not currently be enrolled in any school,
- be enrolled in a school or other provider and not attending,
- be enrolled in a school and have low attendance and or engagement,

the most appropriate curriculum for students entering the school will be the applied learning curriculum offered through the Vocational Pathways Certificate (VPC) and the VCE Vocational Major (VCE VM). These curriculums are designed with flexible delivery options in mind which aligns with the schools vision and philosophy.

As part of the intake students will be assessed as to their level of skill, their aspirations and their work habits and stamina. Based on this assessment students at years 10, 11 or 12 may commence their studies in either the VPC or the VCE VM, where they are assessed as having sufficient capacity to do so.

Students pathways may include:

- Commence in the VPC and then transition to further employment on completion.
- Commence in the VPC and then transition to the VCE VM on completing of the VPC. They will then transition to further education and or training on completion of the VCE VM.
- Commence in the VCE VM and then transition to further employment on completion.

Where appropriate students may also transition to further education or training while having partly completed one of these qualifications

Vocational training at Certificate 1 will be available to students in the VPC through courses purchased from external providers.

Vocational Training at Certificate 2 and 3 will be available to students in the VCE VM through the Northern Metropolitan VET Cluster or other providers as available.

All purchasing of external programs will use the standard VET Contract for independent schools.

4. Stages of the Student Experience:

Each student will go through four key stages in their learning journey at our school. These are not a linear process and students may move in and out of each stage at times or move quickly through the early stages if they are ready to do so. Over time the familiar and supportive environment of the school will see the students progress towards independence and readiness for the next stage of their life.

4.1 Stage 1: Intake and Induction.

The key features of the first stage of a student's engagement with the school begins with the information gathering process prior to and during enrolment. This information will inform the next steps for a student and provide a starting point for our staff to get to know them and to begin forming positive connections.

Once a student is accepted and the enrolment process completed, they will begin attending the school. Initial attendance will be 1:1 with the teacher and / or youth worker in short after school sessions and will progress to attending with a group as soon as the student and staff agree they are ready.

The focus of these sessions will be assessment of the student's, interests, skills, enablers for success, and any barriers to engagement. Initial assessments will be undertaken as soon as the student is at a stage where they are comfortable to do so these may include:

- BKSB
- BURT reading assessment
- Completing of simple written, verbal, and digital tasks to demonstrate their current levels of confidence and ability.
- Completing an engagement and focus plan to identify a student's triggers and develop strategies to de-escalate when they become heightened, anxious or exhibit other unhelpful behaviours.

Other activities that may be included in the induction period include:

- Scheduled time with school wellbeing staff.
- Developing a transport plan and routine to facilitate attendance.
- Visiting classes for short periods to become comfortable.
- Attending a part time timetable to develop confidence and begin a school attendance habit.
- Finalising an individual learning plan to set the student up for full engagement.

The outcomes from the intake and induction stage are:

- The student knows the environment, routines and people they will meet in the school.
- The student has an ILP and knows what will be expected when they enter a class environment.
- The student has a plan in their ILP to help them and their teacher when they become stressed or act out.
- The school staff have a basic profile of the student enabling them to begin tailoring support to their needs.

4.2 Stage 2: Settling in.

Once a student has been through the induction, has a viable ILP in place, and is becoming familiar with the routines of the school, their time at school will focus on developing confidence and skills to be able to become more self-directed learner and to identify their passions strengths and the areas they need to focus on to achieve goals. Typically, at this stage students will focus on units 1 in Literacy, Numeracy, Personal Development Skills and Work Related Skills from either the Victorian Pathways Certificate (VPC) or the VCE Vocational Major VCE VM. The exact mix of units for any given student will vary based on the skills, aspirations and stamina as expressed in their ILP. At this stage student project work may consist of smaller discrete projects designed to build confidence and develop an initial skills base. Vocational training may consist of discrete units at certificate 1 level and structured workplace learning may only be applicable to those students with prior workplace experience.

4.3 Stage 3: Gaining confidence and exploring the community.

As students become familiar with the school, comfortable, and confident in their capacities and are better prepared to take risks in their learning they will be supported to engage in more ambitious projects, spend more

time in the community on community projects and will typically be undertaking units 2 in Literacy, Numeracy, Personal Development Skills and Work Related Skills from either the Victorian Pathways Certificate (VPC) or the VCE Vocational Major VCE VM and may be moving into units 3 in Literacy and Work Related Skills. Students at this stage will be encouraged and supported to undertake structured workplace Learning and for those students in the VCE VM to take up VET courses at certificate 2 or 3 level

4.4 Stage 4: Taking action and moving to independence.

Students moving into or already engaged in their final year at the school and working to complete the VPC or VCE VM will be working to complete the units required to achieve their qualifications. They will be engaged in and likely showing leadership in larger projects, undertaking structured workplace learning and, for students in the VCE VM undertaking VET courses, often external to the school.

In this stage of their schooling students will be working with a range of school staff to plan for their life beyond school and ensuring they have the appropriate qualifications, skills and work and / or future education options organised.

5. Learning Structure and allocations:

The flexible and individual nature of the philosophy and approach to learning being used at the school (see *YCS Vision, Philosophy & Educational Approach*) as well as the low number of the total student enrolment, lends itself to a flexible approach to the structure of the learning program and the way students will engage with it.

The basis of the structure is core group with each student allocated to a core group teacher who is responsible to develop, support, monitor and report on the individual learning plan and the learning journey of each student in their core group. The structure is designed to provide shorter instructionally focussed tutorial sessions earlier in the day which students will select into guided by their teacher as per the needs of their ILP. Core sessions focus on supported work time with teachers and youth workers supporting students and providing additional input as required. These blocks of time also allow for project work either individually or in groups. The Mind body spirit curriculum is an important wellbeing aspect of the overall curriculum.

The day will be structured as shown below in the timetable overview.

Timetable Overview					
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning check in 9:30 – 10:00	Check in	Check in	Check in	Check in	Check in
Tutorial sessions 10:00 – 10:45	Literacy Tutorial	Literacy Tutorial	- V.E.T. - S.W.L. - Project groups	Literacy Tutorial	Literacy Tutorial
	Numeracy Tutorial	Numeracy Tutorial		Numeracy Tutorial	Numeracy Tutorial
	W.R.S. Tutorial	W.R.S. Tutorial		W.R.S. Tutorial	W.R.S. Tutorial
	P.D.S. Tutorial	P.D.S. Tutorial		P.D.S. Tutorial	P.D.S. Tutorial
Morning break 10:45 – 11:15					
Core learning time 11:15 – 12:30	Core groups	Core groups	- V.E.T. - S.W.L. - Project groups	Core groups	Core groups
Lunch Break 12:30 – 1:45					
Afternoon session 1:45 – 2:45	Mind, Body, Spirit	Core groups	- V.E.T. - S.W.L. - Project groups	Mind, Body, Spirit	Core groups
3:00 – 4:30	After school staff meetings, P.D & collaboration	Student meetings, Staff work time, Staff collaboration.	Student meetings, Staff work time, Staff collaboration.	Student meetings, Staff work time, Staff collaboration.	Student meetings, Staff work time, Staff collaboration.

The following table outlines the purpose and approach of each of the sessions in the above timetable.

Description of timetable areas.		
Session	Purpose & details	Time / semester <small>(based on 18 weeks / semester allowing for activities etc)</small>
Check in	<p>Morning check in allows each student to check in with their core group teacher, identify any issues that may disrupt their day, and plan their day ahead.</p> <p>The teacher & youth worker will work with students to map their day according to their ILP and organise additional support as required.</p>	45 hrs
Tutorial sessions	<p>45 minute tutorial sessions run each day 4 days / week with sessions being offered in each of the 4 key outcome areas.</p> <p>These will be instructional tutorials designed to provide direct instruction in specific skills related to the 4 strands of the VPC and VCE VM.</p> <p>Teachers will plan the sequence of tutorials in each strand on a term-by-term basis with a sequence being in place for the skills in each unit in each strand. The tutorial program will work on a rotational basis ensuring that each of the units relevant to the VPC and VCE VM with the school leadership monitoring this to ensure all students have access to tutorials to support them to complete their qualifications.</p> <p>Wherever possible tutorials will be supported with digital materials accessible to students so that they can revisit these to further develop their skill base.</p> <p>Core group teachers will work with their students to identify the relevant sequence of tutorials each student should attend in order to build their skills and progress in their ILP.</p>	<p>54 hrs tutorial time / semester total.</p> <p>Note for each student the time in each of Literacy, Numeracy, Personal Development and Work skills tutorials will vary.</p>
Core Groups	<p>Time in Core groups is designed as 'work time' where students will progress the work tasks they have agreed with their teacher and where relevant in project groupings.</p> <p>In this time students will develop their skills through application and practice. The focus is on applied learning by 'doing' and students will be supported by the staff to carry out tasks, record their accomplishments in their portfolios achieve the outcomes specified in the VPC and VCE VM.</p> <p>Teachers will have the flexibility to use this time for additional tutorials to small groups as required and to arrange flexible grouping with their colleagues to achieve interest-based project groupings and activities.</p>	119 hrs
Mind, body, spirit	<p>The mind, body, spirit curriculum focusses on the wellbeing and life skills of students covering areas such as health and wellbeing, respectful relationships, drug and alcohol education and social competencies.</p> <p>All students will undertake this curriculum which will be designed and delivered through collaboration of the wellbeing team, teachers and external providers.</p> <p>Aspects of this curriculum may allow students to demonstrate outcomes in the VPC and VCE VM,. Where this is the case the core teacher is responsible to ensure students record work in their portfolios and to assess this and record outcomes.</p>	34 hrs
VET SWL Project Groups	<p>Students will undertake one of these at any point in time.</p> <p>Vocational training will be either outsourced Certificate 1 courses relevant to the student cohort and delivered at the school or Certificate 2 or 3 courses accessed through the VET cluster as part of the VCE VM.</p> <p>Structured Workplace Learning (SWL) will be organised with students when they are at a level of self-management allowing them to access the workplace in a positive manner. School staff will regularly monitor this through liaison with employers and visits to the worksite. Students will maintain the SWL record as part of their portfolio work.</p> <p>Students may also access SWL through work placements outside school hours or on other days if these are appropriate and arrangements are made for students to access the remainder of the curriculum on other days. This will be the exception rather than the rule.</p> <p>Students not engaged in VET or SWL will be engaged in project groups. These groups will be interest based, wherever possible will include community engagement and will provide students the opportunity to demonstrate skills relevant to the strands of the VPC and VCE VM – in particular the Work Related Skills and Personal Development strands.</p>	<p>54 hrs</p> <p>Note students will be undertaking one of these areas at a time.</p>

6. Sample student learning Journeys:

The individual nature of the program at the school means that each student's learning journey may be somewhat different. Below are samples of possible structures which will allow students to complete the VPC or VCEVM over 3 years. Students who take time to settle or show interrupted attendance may undertake more extended programs over 3 ½ or 4 years.

	Year 1	Year 2	Year 3
Student A	Semester 1 VPC Literacy 1 VPC Work Skills 1	Semester 1 VPC Numeracy 1 VPC Personal Development 2 VET	Semester 1 VPC Work Skills 3 VET SWL
	Semester 2 VPC Literacy 2 VPC Work Skills 2 VPC Personal Development 1	Semester 2 VPC Literacy 3 VPC Numeracy 2 VET	Semester 2 VPC Work Skills 4 VET SWL
Student B	Semester 1 VPC Literacy 1 VPC Numeracy 1 VPC Work Skills 1 VPC Personal Development 1	Semester 1 VPC Literacy 3 VPC Work Skills 3 SWL	Semester 1
	Semester 2 VPC Literacy 2 VPC Work Skills 2 VPC Numeracy 2 VPC Personal development 2	Semester 2 VPC Literacy 4 VPC Work Skills 4 SWL	Semester 2
Student C	Semester 1 VCE VM Literacy 1 VCE VM Work Skills 1 VCE VM Personal Development 1	Semester 1 VCE VM Literacy 3 VCE VM Work Skills 3 VCE VM Numeracy 1 SWL	Semester 1 VCE VM Personal development 3 VCE Numeracy 3 VET
	Semester 2 VCE VM Literacy 2 VCE VM Work Skills 2 VCE VM Personal development 2	Semester 2 VCE VM Literacy 4 VCE VM Work Skills 4 VCE VM Numeracy 2 SWL	Semester 2 VCE VM Personal development 4 VCE VM Numeracy 4 VET

7. Assessing and recording student progress:

The nature of the student cohort as well as the type of learning being undertaken lend themselves to a portfolio approach that captures student's efforts and ensures they can experience success and see the results of their efforts. The portfolio will be the key tool through which students will demonstrate their learning and teachers assess them against outcomes. Students will be introduced to the portfolio approach in their induction and at the beginning of their settling in period. T

Teachers will develop a portfolio approach with their students to record evidence of their learning journey and capture the evidence that they have demonstrated the learning required for their relevant qualifications. This could include, hard copies of work, student reflections, photographic, audio or video evidence, peer feedback, teacher assessments and any other information relevant to the task being performed. Teachers will guide students as to the

evidence they need to capture in their portfolio to meet outcomes and the criteria this needs to meet. Students will be supported to record regular reflections on their work and progress to assist them to build confidence and to develop a conscious understanding of their learning.

At least once per term teachers will undertake a moderation activity guided by the Teaching and Learning Leader. They will view the portfolios being developed by students from another teacher's class and explore the levels of task and assessment being used by other teachers to measure student progress on outcomes. Teachers will provide feedback to each other, and the Campus Principal and Teaching and Learning Leader will oversee the process and identify areas for improvement either across the campus or for individual staff.

8. Review of curriculum structures and offerings:

As recorded in the YCS Vision, Philosophy & Educational Approach an annual approach to curriculum review and continuous improvement will be used.

At this time the review will also include a review of time allocations to the various types of activities and the overall structure will also be undertaken with all staff with the key tests being whether this is meeting the needs of students, supporting them to engage successfully, and providing for them to complete the VPC or VCE VM.

9. Related documents:

- YCS Vision, Philosophy & Educational Approach

10. Document Control:

Review of this document is the responsibility of the Executive Manager Y Schools and will be undertaken every three years, or prior as required by law, in consultation with appropriate People.

Policy available on Y-MAC>Communication>Manuals and Files>Policies and Procedures

This document is due for review on [Click or tap to enter a date..](#)

Version:	Description of Amendment	Amended by	Approver and date	Release Date
1.0	Document created	Paul van Breugel	Executive Manager Y Schools 15/6/2023	1/11/2023