**[Alex Shepherd]:** Hi, everyone. Welcome to our webinar on finishing the VCE VM and VPC in 2024. I'd like to start this afternoon by acknowledging the traditional owners on the lands which we're meeting today, which is hopefully all across Victoria. So we'd like to acknowledge the traditional owners of the land, and we appreciate the wisdom, teachings, and learnings of the longest-living cultures and are guided by the continued strengths and resilience of Aboriginal and Torres Strait Islander peoples. We pay our respects to and acknowledge elders as holders, protectors, and educators of Aboriginal and Torres Strait Islander culture.

Look, thank you for joining us today. My name is Alex Shepherd. I'm the VPC senior project officer here at the VCAA, and behind the screen there is my co-host, Joanne Binns, our education specialist, and we're going to take you through just a few things that we find really helpful at this time of year, leading into the end of either year 11 or year 12 for students and just some things that we have kind of talked about maybe in Community of Practice sessions or other webinars that we felt would be better to put in a bit of a one-stop shop for people who are just really thinking and focusing on making sure their students are succeeding in their chosen pathways at the end of this year. Now, we booked this webinar in for an hour this afternoon. I don't endeavor that it will take that long, but of course if there are heaps of questions then that might take a little bit longer. I have left a section open at the end to give everybody a chance to ask any questions that you might have.

Today we're going to be having a look at effectively preparing for the end of the year for year 11 and year 12 students in the VCE VM and VPC. We're not specifically looking at VCE students this afternoon or considering exams or results in that nature, but what I have done at the end of the webinar is I've popped in a contact list so if you do have any questions that are revolving around things like special provision or VCE-specific questions, you've got the right people to contact in those areas. Today we're going to have a look at inputting results, what happens if students are deemed at risk of not completing their certificate, special provision and flexibility within the VCE VM and VPC, and transitioning between certificates, and then finally we'll have a look at celebrating success in your context, in your setting.

First of all, it's really important to take note of this date, which is the 18th of November. This is our VASS critical date that I'd like to draw your attention to. This is the date that all results for students in the VCE VM and VPC need to have all unit results and the S's and the N's done by the 18th of November. Schools may have specific timelines for reporting and putting out their own reports on your learning management system, whatever that looks like, but for purposes of entering the results for us at the VCAA it is the 18th of November, so students have until that date to be getting work in and having it checked and assessed ready to go.

So all schools, we really want to emphasize please, please, please check your eligibility reports and please make sure that if there are any anomalies that are popping up, that you contact us as early as possible so that we can work through that process with you and make sure that all students are eligible as expected or, if not, we're figuring out what's happening for that particular student. If for whatever reason a result comes in after the 18th of November, you can still make an amendment to the results for your students, so VASS administrators just need to download the relevant amendment form on VASS and send that to the student records team here at the VCAA for checking. And just a reminder that changes post-deadline incur a fee. That's just something that we have to let everybody know.

Starting off this afternoon, we're going to just start by having a look at the purpose of assessments. So this has been taken directly from our study designs, and just a reminder that assessment is an integral part of teaching and learning, that at the senior secondary level assessment helps identify opportunities for students for further learning, describes student achievement, and articulates and maintains standards, especially as we're trying to make sure that we have consistency amongst students in the VCE VM and VPC, and provides the basis for the award of the certificate. Regarding end-of-year preparation, it is important to note that all assessment has been completed and marked before the 18th of November. And as you can see here, we've got our assessment principles. These are for the VCE VM and VPC students. They look the same against the study designs and the curriculum designs. That assessment should be valid and reliable, should be fair, it should be flexible and should be efficient, and we're going to talk about that in a little bit more detail as we go through.

As we're talking about entering your S or your N results, award of the S or N grade is based on the outcome statement in the VCE and the learning goal in the VPC, and the decision to award the S or the N is the remit of the teacher. So having a further look at what that looks like against the outcome, Jo, if we just move to the next slide, so here we can see the Work-Related Skills Unit One, Outcome One. You may have seen us talk about something similar to this in previous webinars and presentations where we're just reminding people that VCE VM and VPC is a standards-based assessment. The outcome or learning goal is the standard against which the students are assessed, so to meet the standard the students must develop capacity in and demonstrate the relevant key knowledge and key skills in the VCE VM.

If we break this down even further, we can see here that the when, when we look at when the students will be able to demonstrate this and achieve this, is on completion of the unit so students should be able to identify and discuss in this instance likely employment growth areas using credible data. That is the what they should be demonstrating to meet the standard, and the how refers to how the students are demonstrating their achievement of the standard, which is at the appropriate level, which is by applying their findings to develop strategies to improve future career prospects. If we have a look at the VPC, it does look very similar in terms of the curriculum design, but, excuse me, the slight difference is that to meet the standard, the student must develop capacity in or demonstrate the relevant learning goal and applications.

If we have a look at what that looks like broken down, the when is again on completion of the module and what is the skills that are listed there, which is understanding of self, using a range of teamwork, communication, and time management skills, and understanding and applying the skills required for setting and achieving personal goals. And how they should be demonstrating these skills is through the application process, and we just remind people that it doesn't need to be sort of a tick off one by one approach. The assessment can be integrated. You can pick and choose what you think is appropriate for your students.

Alongside this, in the VCAA study design an assessment tool is described as a method to collect evidence on the standard reached by students, and this can be a task or it can be a teacher observation using a checklist. What we have here are just a range of suggestions. This is for collecting evidence across VCE VM and VPC, but please remember that for VCE VM students do need to actually complete the assessment that is defined in the tables on each of the outcomes. If the student doesn't have an S straight away for a particular unit, it may be that you go back and collect further evidence using a range of different techniques in order to generate the S for the student.

All right, so if we have a look at flexibility in the VCE VM and VPC, one of the things that I just wanted to draw your attention to, and I've just popped a little link in here, is for when we have VPC students within the class with our VCE VM students, what we want to emphasize here is the idea that there can be flexibility in the delivery of content and assessment. So if you have VPC students in your VM classroom, it's important to remember that they can be assessed differently to the VCE VM and students can have different types of evidence that the teacher is collecting. In the example that I've just grabbed from our website here, we've got an example of a literacy class and the students are looking at and viewing the same content, but the VPC students are responding to it slightly differently to the VCE VM students. And the main thing to remember with assessment in both the VM and VPC is that students can have multiple opportunities to satisfy the outcomes in the VCE VM and the learning goals in the VPC.

At this point in the year, I think it's really pertinent to mention the Student Achievement Profile summary. We've been speaking to a few schools lately who maybe weren't aware of this being available to students, so I thought I'd just draw on it this afternoon because it might be relevant to you within your setting. The Student Achievement Profile summary, I've just popped a bit of background on this slide here. I'm not going to read through all that. You can have a look through that a little bit later, but basically if you recall within the VCAL model, students had the opportunity to collect the VCAL Intermediate Certificate and potentially exit the school if they weren't looking to finish their final year or the Senior VCAL. And so as that's changed to the VCE VM, with having the two full years required to complete the certificate it may be not appropriate for students that may have decided that they want to leave before the end of completing their certificate.

And so the Student Achievement Profile was developed in response to that so that students have documentation that they can take away with them once they have left school, so what schools can do is actually apply for the Student Achievement Profile on behalf of the student, obviously after having a discussion with the careers team or the family or whoever may be involved in deciding the student pathways. Jo, if we just have a look at the next slide, you can see that the document shows everything that the student has completed satisfactorily, so everything that is listed on the student's enrollment on VASS that they have an S for, that includes VCE VM units, VET units, VPC units, whatever they've been enrolled in that they have achieved an S for will be put onto the Student Achievement Profile summary, and that includes if they've done the GAT as well and achieved a satisfactory level in that, so it may be a viable option for some students.

There is... I'll show you the eligibility requirements in a moment. Oh, thanks, Jo. To be eligible to receive the Student Achievement Profile, a student does need to have in VCE or VCE VM eight completed units. That is in any units, units one to four. They don't have to be sequential, but they do have to be eight units in total and one unit completed in the VPC. So if schools are looking to generate this option for their students, it doesn't mean that the student will be exited from the school and kicked off the system. They're actually still retained on VASS and if they want to go and continue and come back to the school or do something else, maybe move to a tertiary setting where they pick up the VCE again in the future or the VPC, they've still got those credits sitting there waiting for them so it doesn't preclude them from doing any further study or rejoining to complete the VCE VM or VPC.

Okay, so what do we do if a student is identified as at risk of not completing the certificate that they have been enrolled in? So what we're talking about here specifically is for students who are at risk of receiving an N or multiple Ns in studies, but specifically for students who are looking to complete over the two years. Obviously if you have students who you've predetermined that they are going to spend three or four years completing the certificate, this doesn't apply to them, so students at an alternative setting, for example. This information is really for teachers who are considering what the options are around the students who may be struggling to complete the entire certificate or looking to have a break or whatever the reason is.

Now, in saying this, we have had a lot of these questions around, "What do we do with this student? How can we ensure a pathway for them?" Which falls a little bit outside of the remit of the VCAA because we don't necessarily know your students, we don't know their backgrounds or their histories. We can try and advise you as best we can, but certainly these conversations are best had with your careers team or your regional pathways team that are supporting the school because ultimately, any changes to a student's program are a school-based decision. It's not the decision of the VCAA. So we can give you some options, and literally just spoke to a school this afternoon and gave them about four or five options for some specific students, which is all just around how our policies work and what can be done. So we can certainly help you out in that respect, but I've just put down probably the most common questions and responses that we've had from people around, "If students have maybe not completed a couple of units at year 11, what can we do?"

So if it's just one or two units that they haven't completed in year 11, first of all I would be asking the question if the students have had multiple opportunities to do the assessment or to redeem prior assessments in order to demonstrate their understanding to generate a satisfactory grade. Beyond that, it might be appropriate if they are looking to move into year 12, and of course taking into consideration your timetabling and your staffing at your school, if they're looking to move into year 12 in the following year, you can enroll them concurrently in units, say, one and three or two and four. You don't need to apply for us for any special permission to do that. That is again a school-based decision if you've got students that need to actually do an entire unit, they received an N for it the year prior.

The other question is around whether or not the classes are... Maybe they've entered VCE or VCE VM and they've found that the classes are a little bit too difficult for them and they'd be better off moving to the VPC. You'll see there that I've got the note students can move between certificates. However, in saying this, and we're going to look at the specifics of this a little bit later on, but one of the things that we really want you to be mindful of is that students still need to meet the eligibility requirements for that certificate, and if they haven't sort of generated enough S's or have received an S for different areas, it may not be appropriate for them to move. So it just depends on the student and the way in which their program has been entered as to whether or not it's going to be appropriate for them to move certificates.

And so in year 12, there are again a couple of options. If students have started year 12, maybe for whatever reason they have had some absenteeism and they are not present at school, they're not able to complete some subjects, they can continue into the following calendar year and continue their enrollment. So there is no definitive I guess cut-off date that we would expect students to... Obviously we usually expect them to finish within two years, but if they need to go into third or even fourth year to do so, you don't need to apply to us to be able to do that for your students. And again, just coming back to the Student Achievement Profile summary, if there's been some sort of disruption to schooling, it may be better for the student at that time to look at receiving the Student Achievement Profile as opposed to pushing to complete the certificate if it's not appropriate them to do so at that time. So there are quite a few options for students, and I'm certainly happy to have a chat with you around what's going to be best for your students but would certainly encourage you as well to speak with either your careers team or whoever your regional pathways team may be to ensure that your student's pathways are being considered and their tertiary or career options post-school are being considered.

All right, so special provision for school-based assessment in the VCE and VCE VM. I've just popped this in as a bit of a reminder. I'm assuming that most people are sort of aware of this. We have spoken about it quite a bit this year in our various presentations, but I just thought it was timely to just remind people as well. We have had a couple of emails recently asking about applying for special provision for the VCE VM, which you don't need to do because there are no external assessments for VCE VM subjects, so it would only be if students are undertaking a scored 3-4 subject that they would need to do that. And as you can see here, we've got the list of what we would define as sort of the eligibility requirements around needing special provision. So if the student does have an acute or chronic illness, physical or psychological, factors relating to personal circumstances or an impairment, disability, including learning disorders, we have a list, I've linked it there through the handbook and the website, of what you can do from a school-based response to students who may be in one of those one or more of those categories. Again, ultimately it is a school-based decision as to whether or not and how you provide special provision for your students.

Okay, and this brings us to the transitioning between the certificates. So as I mentioned before, it is possible to transition between the VCE, the VCE VM, and the VPC, but there may be limitations depending on what a student has done, how many credits they have, and whether or not it's going to be realistically achievable for the student given the timeframe that they would like to complete the certificate in. Again, I've got here it is ultimately a school-based decision if you feel it's in the best interest of your student to be moved between certificates, and discussions to change the certificates should be had with the student and their parents or guardians with the student's pathways and aspirations in mind. And just a couple of things to note here about the practicalities of moving a student's certificate because it can be sometimes I guess thought of as an easy solution, but there are administrative components to it, which is that for any changes to enrollments, obviously need to speak to and apply to the student records team and fill out an amendment form for the enrollment and send that to the student records team for processing.

For students moving to or from the VPC, first of all if they're moving to the VPC it's really important to remember that students do need the two units of WRS and PDS that are specific to the VPC. These cannot be substituted with anything else. You cannot use VCE VM units to count towards VPC PDS and WRS units. That's actually not a VCAA decision. That's a decision by the VRQA that is sort of above us to ensure the integrity of the VPC certificate, so just to be mindful that that rule does exist for literacy and numeracy. It is any of the English studies or VM literacy that can credit towards the VPC as well as any mathematics study, including VM numeracy, that can credit towards the VPC. But going the other way, VPC units do not credit to the VCE VM, so if students have started in the VPC then they may need to do additional units depending, again, on the timeframe in which they're looking to complete.

And just a reminder to ensure that all information on VASS is accurate and reflects what the students are actually learning. It is our general recommendation that you don't move a student's certificate mid-year or mid-term, that you do look at doing it at the end of the year just because there are a number of risks that we've identified with doing anything sort of ad hoc during the year because it can create some sort of further issues, but, again, if you want to give us a call and have a chat about what that looks like, we can talk you through the process and go over anything that you sort of need to know from that perspective.

Finally, we've got a little Slido that Jo's put together just around looking at how your school celebrates student success. We've talked about all of the rules and the regulations, but what about what we do for students to actually ensure they have a really positive end to their final year, whether they're just coming into the end of year 11 or finishing at the end of year 12 or their final year? Is your school running assemblies? Have you got certificates? Do you do awards or presentation nights? In the Slido, if you just want to pop a couple of words and what your school does to celebrate student success, and it'll make a little word cloud once everybody's put in all of their answers.

So I've got some suggestions in there around how do you showcase student work? Do you have a parents' night? Do you have classroom celebrations with maybe a little gallery walk or something? Are there newsletters that go out? We spoke to a school recently who at the end of the year, the students host a thank-you lunch for all of the people who have been guest speakers and teachers who have helped out with or the school community who have helped out with the projects that they've been running throughout the years, so the students do everything. They prepare the food, they buy the groceries, they invite the guests, and they put up their work as well around the school so that they can showcase what they've been doing, which is just such a lovely way to... Really great community response there from that school and a great way to show the student work and what they've achieved throughout the year, and then that gets a little write-up in their end-of-year yearbook and their local newsletter and I think also their local community newsletter as well, which is really sweet.

We've got some great responses. Canva, good one for getting all of your graphics done and using that to put everything together. I've seen more and more schools opting to use that because obviously it's free as well, so anyone can jump on. A yearbook, great, and getting signatures. Yeah. Photo boards, just your graduation, presentation at staff briefing. Love that. Using an Instagram account or social media account to reflect student work, but the big ones, awards evening, social media posts, we've got some newsletters in there as well, which is great to see. I'll leave that Slido open while people are still generating their responses, but, Jo, if we could go to the next slide, the Department of Education actually has this really great resource that is downloadable. I've just popped the link in there, which is actually a checklist just of things that you may or may not have thought about in responding to what the students might've done throughout the year to really ensure that your students have a positive end to the year. So it's not mandatory by any means, but just might be if you're new to the role, if you're thinking about new ways that you can show support for the VCE VM and VPC students, just a great way to get thinking about that.

And as usual, as I said earlier we've popped the contacts in so that everyone can click on the link when you receive the webinar pack and it's got all the relevant contacts in there as well, as well as links to our other professional learning videos and platforms that we have on our website because our website can be very tricky to navigate sometimes, and so this just takes you through all of that and it's also got a link to our Community of Practice, so we certainly do encourage you to join one of our Communities of Practice. We have some excellent applied learning leaders across the state. It's broken up by region. So if you haven't joined, really good to get in touch and have a look at joining the Community of Practice so you can get extra resources and anything that you need to know about VCE VM and VPC.

We're going to be running webinars across the rest of term three that are looking at, first of all, finishing up for this year obviously, making sure that students are succeeding in their chosen pathways, but also towards the end of term three we'll also be looking ahead to next year. So if people are thinking about or have undertaken new roles in the applied learning space and want more information about that, you're welcome to just jump on the website and join those ones coming up. And just to spruik my other upcoming webinar around VASS reading and interpreting eligibility reports and full details reports for students, just doing just a very brief sort of overview of how to look at those and break them down and make them I guess more palatable with all of the changes that have taken place to the VASS program over the last couple of years.

And we've just got a little survey just looking at what is going to be best for you in your setting, how you found today's session. You can't be too mean to us. It's okay. We need to know what educators and practitioners need around the state in order to provide the best professional learning, so if you want to jump on and do the survey and let us know how we're going, that would be great. All right, so with that in mind, I'll leave the survey up a little bit longer so people can have a chance to get the QR code, and otherwise we will finish up there. Thank you so much, everyone, for joining us on this lovely sunny--well, it's sunny in my neck of the woods--afternoon and please enjoy the rest of your week. Thank you.

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