

Terms of Reference: Response from Rosny College

Analysis of and recommendations regarding future curriculum provision and design for Years 9 to 12.

- The current model of one year subject offerings for students is valued by the community. It allows flexibility for students to experience both a breadth and depth of subjects
- Whilst the point above is highly valued it also presents some difficulties for students who are not able to achieve the full 60 points in year 11 (half the TCE value) due to extenuating circumstances so there needs to be some consideration of this
- There is a level of risk in delivering subjects to extension schools via VLE
- The model of a separate campus for year 11 and 12 caters for the developmental needs of emerging young adults
- Lack of continuity from year 10 presents an ongoing issue for achievement in years 11 and 12. A possible solution could be delivery of more TASC subjects in year 10 where appropriate or increased attention to ACARA standards
- A review of the TCE should be undertaken including the relevance of ticks and benchmarks needed for PAs (Preliminary Assessment rankings in level 3 subjects). Suggestion that RPL for literacy and numeracy ticks be given for benchmark NAPLAN results with intense intervention in year 9 and 10 for those students that do not reach these benchmarks.
- Consideration to attaining 'ticks' in certain VET programs should be given
- Whilst the breadth of subjects is considered a strength by many there are also some who believe that there could be a considered and thoughtful rationalisation of some subjects
- There is a strong feeling that 'compulsory ' subjects of Maths and English should not be introduced
- Under the current system academically able students are not required to do foundation subjects and are able to work at more challenging subjects. This is highly valued by many

Specific recommendations regarding participation and transition policies and procedures that align with the findings of the report and the Education Bill.

- Maintaining students until age 18 or cert III or equivalent will present resourcing issues that will need to be taken into account
- Maintaining students until age 18 or cert III or equivalent will need to ensure appropriate pathway options for students in curriculum options (eg VET)
- Strong links and collaboration between colleges and high schools are vital

- Continue the current strong support for literacy and numeracy intervention in primary and early years
- Look at creating closer partnerships between welfare benefits and attendance at schooling where there are ongoing issues of non-attendance

Analysis of current workforce characteristics and a proposed workforce development strategy (particularly for Years 11 and 12).

- Rosny College has utilised 3 of the new workforce initiatives this year and has found them all beneficial (Intern program, System Leadership Development Program and the Para-professional program)
- Consideration could be given to incentives to attract high performing principals to difficult or low performing schools
- Provide more autonomy for schools to hire appropriate teachers without being restricted by 'red tape'
- A current issue that affects attainment is the lack of knowledge of staff across the 7-12 curriculum needs. This could be addressed through various means eg looping, shared PL and moderation opportunities
- Development of subject expertise in high school offering years 11/12 is critical and should be supported by colleges
- Consideration given to recognising outstanding teachers with high levels of pay without them having to leave the classroom and move into administration positions.
- Consideration of maximum periods of tenure for staff (teachers and administration) in school locations
- Continue the current strong links and collaboration between colleges and industry to maintain integrity of VET programs and the delivery of high leveled qualifications

A report and recommendations on VET and VEL in Tasmania's government and non-government schools in accordance with the terms of reference at Appendix B, which considers the expectations of key stakeholders.

*In 2016 Rosny College delivered units of competency from 16 qualifications ranging from Hospitality, Kitchen Operations, Sport and Recreation, Outdoor Recreation, Vocational Pathways, Community Services, Screen and Media, Construction, Automotive Vehicle Preparation, Construction, Retail Cosmetics
Most qualifications are at Certificate II but some are at Certificate III/IV.*

Currently in 2016 there are 270 students. This is up from 231 in 2015.

Each program makes strong use of industry and maintains links with industry. This is done through a formal industry engagement program and validation and through links such as work placement for students.

Most programs make use of work placement. Students undertake work placement for approximately 80 hours throughout the year. Work placement provides student with an industry perspective and often leads to further employment in the industry sector. All programs are required to have assessments validated by industry and all programs are required to have industry consultation in their development. These processes lead to strong links between the training program and industry.

All programs have authentic learning spaces to engage students in real world learning opportunities. These include metal and wood workshops, commercial kitchen, beauty salon, marine facilities, sporting equipment, outdoor education facilities, child care facilities and access to aged care homes.

In 2015 Rosny had 231 VET enrolments and issued 226 qualifications or statements of attainments. Rosny has retained 93% of enrolments in VET programs in 2016. Students excel in working in authentic environments for example hospitality students provide food to staff and students through the College Café. Tourism students assist in the running of public events and Construction students assist to build real buildings.

Employers are very supportive of VET programs. Students are often offered employment prior to completion of their program and employers are very positive about Rosny students when they on work placement. VET programs are also used to support students at risk of disengaging from formal education. This is done through qualifications such as Vocational Pathways.

All programs deliver a minimum of 30 TCE points on completion and are also taught in addition to Work Readiness course delivering 10 TCE points (2016). Several programs are delivered in conjunction with TASC courses so provide a minimum of 45 credit points towards the students' TCE attainment.

VET programs at Rosny provide nationally recognised qualifications in a supported educational environment. The College focuses on attendance and engagement of students whilst providing for their social and emotional wellbeing. Students attending a VET program receive a high level of pastoral care due to being in a support group with their VET teacher. Completion of a VET program provides focussed training leading to employment outcomes.

General Comments

- The time frame for consultation was too short to allow a fully comprehensive study of all the variables involved (for example the algorithms in some level 3 subjects that are needed in order to achieve a PA)

- Consideration could be given for TASC to offer official certification for students who are simply not capable of achieving TCE (the current statement of achievement is not often used because of the incredibly time- consuming nature of the procedure and the fact that the student has to be identified as eligible very early.) There are students who would not be eligible as HAN but cannot reach the number of level 2 points required for a TCE. These young people should not be labelled as failures.