

## TRANSITION AND PATHWAYS POLICY

### Purpose

This policy outlines the approach to providing appropriate individual pathways to all students within Damascus College, and transition from primary education, through the College and on to further education, training and employment.

### Scope

This policy complements the Damascus College Learning and Teaching Policy and should be read in conjunction with that document.

This policy informs the transition of students into and through Damascus College.

This policy applies to provision of Victorian Certificate of Applied Learning (VCAL), Victorian Certificate of Education (VCE), Vocational Education and Training in Schools (VETiS), School Based Apprenticeships and Traineeships (SBATs), Careers Education, Pathways Planning, Transition Planning and other educational initiatives.

### Definitions

**Transition** – is the process of change from one stage of education to another, training or employment.

**Individual Pathway** – the program determined by the informed program choices that a student makes to help achieve life goals and aspirations.

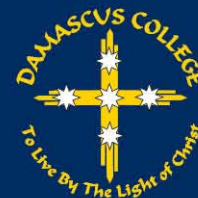
**Applied Learning** – is an approach which integrates learning within and beyond the classroom, where students and teachers partner with external individuals and organisations to enable their transition from school to the workplace.

**Careers Education** - encompasses the development of employability skills through a planned program of learning experiences in education, training and work settings. It assists students to make informed decisions about their life, study and/or work options and enable them to participate effectively in working life.

**Employability Skills** – the employability skills in the Australian Qualifications Framework are communication, team work, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

**Registered Training Organisation (RTO)** - Registered Training Organisations (RTOs) are providers and assessors of nationally recognised training. Only RTOs can issue nationally recognised qualifications; RTOs must meet the Australian Quality Training Framework 2007 (AQTF 2007) standards.

**School Based Apprenticeships and Traineeships (SBATs)** - can be undertaken as part of a VCE or a VCAL program and involve students in a combination of paid employment, training and school. Training will result in a nationally accredited VET qualification.



**Transition Planning** - provides opportunities for students to make a successful transition into and through school, and from school to further education, training, employment and active participation in the community.

**VCE** - The Victorian Certificate of Education, administered by the Victorian Curriculum and Assessment Authority.

**VCAL** -The Victorian Certificate of Applied Learning, administered by the Victorian Curriculum and Assessment Authority.

**VETiS** – Vocational Education and Training in Schools, administered by the Victorian Curriculum and Assessment Authority and Skills Victoria.

**Structured Workplace Learning** – is a work placement within a VETiS course.

**Work Experience** – is a work placement for students of 15 years or older providing experience in a work environment.

### **Policy Statement**

Damascus College will:

- provide all students with transition support from primary education, through the College and on to further education, training and employment;
- support students to achieve their full potential;
- provide opportunities for students to develop employability skills; and
- ensure staff are able to support students to select appropriate pathways.

### **Consequences**

Damascus College will:

- maintain appropriate resources to liaise with primary schools and families to support students joining the College community;
- deliver a variety of pathway options;
- make available professional development for staff to support their work in guiding students' pathways planning;
- use formal and informal data collection to track the academic and vocational choices of students; and
- identify and support students at risk of leaving school prematurely.

### **Responsibilities**

The Principal will have responsibility for the authorisation and maintenance of this policy.

### **Associated Documents**

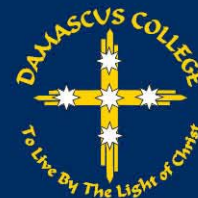
Australian Qualifications Framework (AQF)

Australian Quality Training Framework (AQTF)

Catholic Education Curriculum of Victoria (CECV) Curriculum Documentation

Catholic Education Commission of Victoria (CECV) Policies

Damascus College Learning and Teaching Policy



Damascus College Learning and Teaching Curriculum Overview [www.damascus.vic.edu.au](http://www.damascus.vic.edu.au)  
Registered Training Organisation (RTO) Guidelines.  
Victorian Essential Learning Standards (VELS)  
Victorian Curriculum and Assessment Authority (VCAA) Handbook  
Victorian Certificate of the Applied Learning (VCAL) Handbook  
Victorian Qualification Authority (VQA) Handbook.  
Victorian Curriculum Assessment Authority (VCAA) Guidelines.