



ASDAN



Pathways Programs Melton Specialist School



Brooke Briody – brooke.briody@education.vic.gov.au - Principal

Joan Cummings – joan.cummings@education.vic.gov.au – Assistant Principal

Megan Oldfield – megan.oldfield@education.vic.gov.au – Curriculum, Assessment and Program Development

Linsay Knight – linsay.knight@education.vic.gov.au – Pathways Assessment and Senior Secondary Teacher

Michelle Fry – michelle.fry@education.vic.gov.au – Pathways Support



Acknowledgement of Country

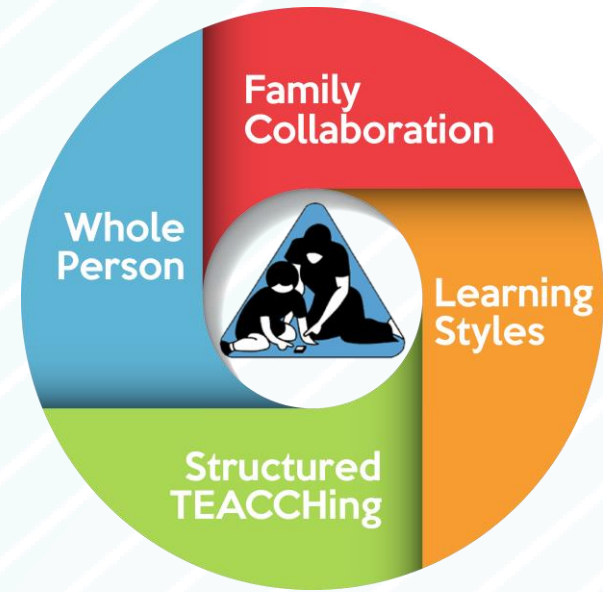
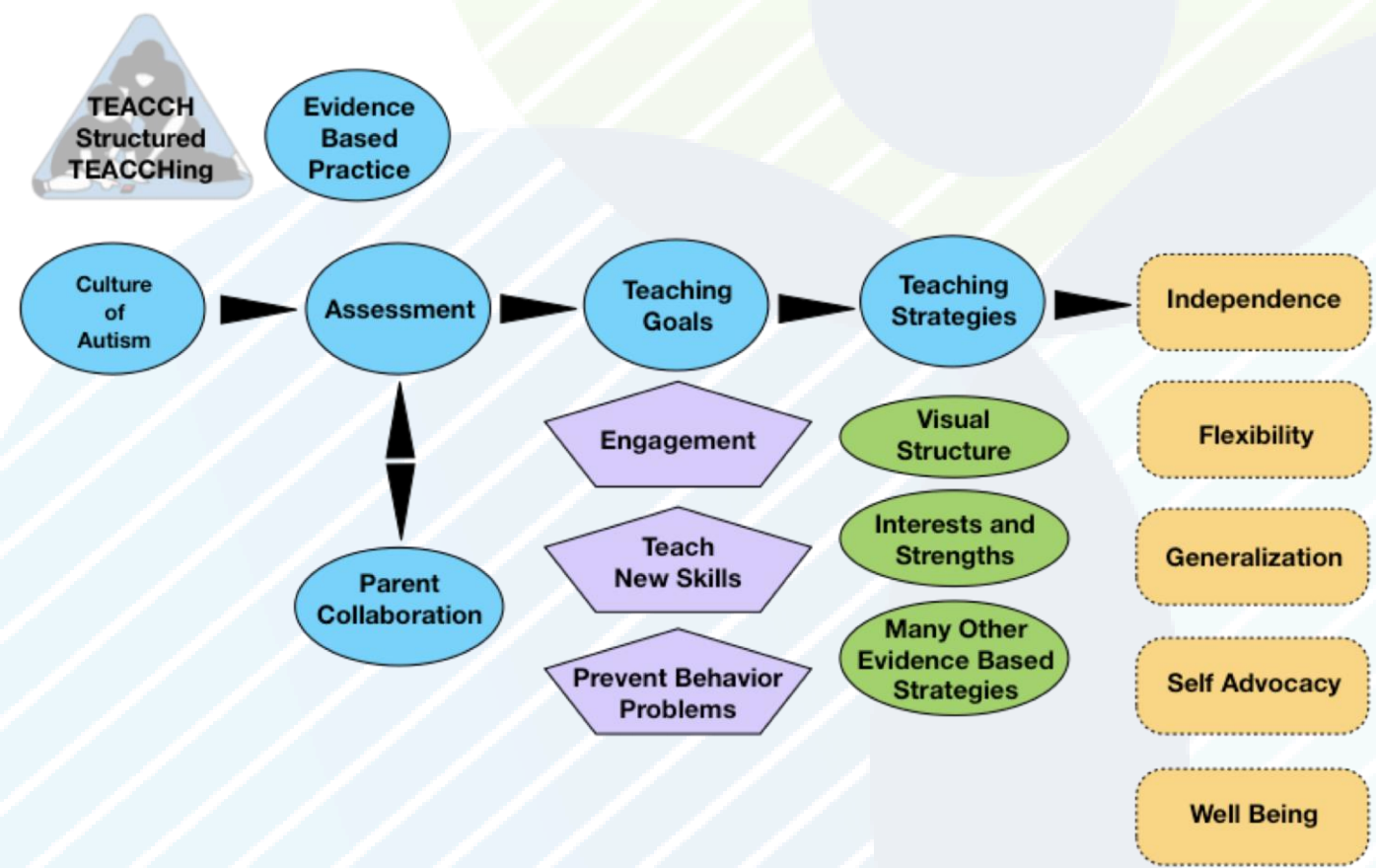
Overview



THE UNIVERSITY OF NORTH CAROLINA
TEACCH
Autism Program
Services Across the Lifespan



Structured TEACCHing



Established in 1965 by the University of North Carolina School of Medicine.

Structured TEACCHing as an Adjustment

Disability Inclusion
Education for All

Levels of Adjustment:
Resource for Parent/carer(s)

The facilitator will support SSG members to work together to complete the profile in the meeting, including agreeing the level of adjustment required to enable a student's participation and learning.

Level of Adjustment description	What does this mean?
Students access the education program provided to same-age peers within the present environment of supports offered at the whole-school level.	This means no adjustments are required.
Differentiated teaching refers to class-wide adjustments that support a broad cohort of students to access learning on the same basis as their peers.	This means adjustments are provided through usual classroom practice .
Supplementary adjustments occur for some activities at specific times during the week. The school provides some individual strategies for the student.	This means student-specific adjustments are provided some of the time .
Substantial adjustments are supports or adjustments to the usual educational program that occur at most times on most days for the student.	This means student-specific adjustments are provided most of the time .
Extensive adjustments are individualised and targeted adjustments and/or intensive support at all times for the student.	This means student-specific adjustments are provided all the time .

Student-specific adjustments are adjustments that have been planned to meet the specific needs of a student to participate at school.

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Education and Training

Links with:

- Learning and applying knowledge
- General tasks and demands
- Self care
- Interpersonal interactions

Can be a substantial or extensive adjustment.

We describe our structures as a Tier 1 approach to SWPBS.

Disability Inclusion
Education for All

Disability Inclusion Profile – Domain Table

Learning and Applying Knowledge	General Tasks and Demands	Communication	Self-care	Interpersonal Interactions	Mobility
<p>How the student learns:</p> <ul style="list-style-type: none"> Watching Listening Reading Writing Mathematics (Calculating) Focusing and directing attention Solving problems 	<p>How the student goes about their day:</p> <ul style="list-style-type: none"> Carrying out daily routines Undertaking tasks independently Handling stress and other psychological demands Managing one's own behaviour 	<p>How the student shares information:</p> <ul style="list-style-type: none"> Producing non-verbal messages Interpreting Spoken Messages Interpreting non-verbal messages Using expressive language (Speaking) Conversation 	<p>How the student looks after themselves:</p> <ul style="list-style-type: none"> Drinking Eating Dressing Toileting Washing oneself Looking after one's health Looking after one's safety 	<p>How the student gets along with others:</p> <ul style="list-style-type: none"> Responding to the feelings of others Forming relationships Regulating behaviours within interactions Interacting according to social rules 	<p>How the student moves:</p> <ul style="list-style-type: none"> Lifting and carrying objects Fine motor skills Moving from place to place Positioning one's body

View the Supporting Information Guidance for Schools for further support to identify and prepare key information to complete the Disability Inclusion Profile.

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Education and Training

Pathways Team



Joan Cummings
Assistant Principal



Megan Oldfield
Curriculum, Assessment & Reporting – Leading Teacher



Lindsay Knight
Assessments - Learning Specialist



Michelle Fry
Pathways Support



Natalie Grant
NDIS Navigator

PATHWAYS SUPPORT – ROLE AND RESPONSIBILITIES

ROLE: To connect with our Secondary students and their families to support them to build their capacity to engage in a post-school destination.

TERM 1	TERM 2	TERM 3	TERM 4
<p>NDIS Support – Year 11 & 12</p> <ul style="list-style-type: none"> Contact families in year 11 & 12 to ensure that they are with NDIS by the end of 2023 <p>SMAT</p> <ul style="list-style-type: none"> Organise sign up date – usually during first lesson Reminder to families of start dates and times Follow up outstanding enrolments Ensure SMAT notes are on correct careers <p>VEV</p> <ul style="list-style-type: none"> Reminder to families of start dates and times Follow up outstanding enrolments Ensure VET staff put VET notes on correct careers <p>Careers Counselling – Students</p> <ul style="list-style-type: none"> 1:1 session (weekly) with students focusing on preparing students (year 10) with completing the secondary profiling Career Action Plans (CAP) Support students 1:1 where required by CAP <p>Ministry</p> <ul style="list-style-type: none"> Complete Ministry profiling with selected year 10 Invite parents and student for Ministry results career counselling meeting (Term 2) Career counselling meeting with in-school pathway. 	<p>VEV/SMAT</p> <ul style="list-style-type: none"> Communication with other co-ordinators Monitor attendance Communication with parents <p>Year 10 Programs – collaborate with LT</p> <ul style="list-style-type: none"> Organise external providers Employment program (Semester 2 start) Organise slide in Program (Semester 2 start) Year 9 & Programs Apply Trade Taster program <p>Post-school Pathways Expo</p> <ul style="list-style-type: none"> Organise external providers and hold for an expo in the gym at Melton Specialist School (Term 2) Work with the assistant principal for delivery Apply Trade Taster program <p>Ministry</p> <ul style="list-style-type: none"> Invite parents and student for Ministry results career counselling meeting Career counselling meeting <p>Year 10 Information Night</p> <ul style="list-style-type: none"> Contact year 10 student families of the upcoming information night (Term 1) 	<p>Post-school Pathways</p> <ul style="list-style-type: none"> Organise 1:1 session with parents and students to support their applying for post-school pathway Provide supporting letter from VET (leave with A/LT) Meet with NDIS co-ordinators <p>Post-school Pathways Check In</p> <ul style="list-style-type: none"> Contact families of previous year teachers to confirm their current capabilities and if supporting letters are required Adjust school data <p>Year 10 Information Night</p> <ul style="list-style-type: none"> Support with information night including VET/SMAT options, and post-school options <p>VET (for following year)</p> <ul style="list-style-type: none"> Coordinate VEC 'try a trade day' Invite students on portal for their VET fee Create a CSI (join to compass 'career') Communicate with parents <p>SMAT</p> <ul style="list-style-type: none"> Organise paperwork sign up for SMAT for next year (enter to 10) Create a CSI (join to compass 'career') 	<p>Post-school pathways</p> <ul style="list-style-type: none"> Confirm placements Cancel with providers Adjust school data Support with enrolments (if required) Provide supporting letter from VET (leave with A/LT) <p>Careers Counselling – Students</p> <ul style="list-style-type: none"> 1:1 session (weekly) with students focusing on preparing students for year 11 1:1 session (weekly) with students focusing on 'thinking change' for year 12 <p>VEV/SMAT</p> <ul style="list-style-type: none"> Monitor attendance Communication with parents Organise VET orientation day (parent information) <p>Post-school Pathways Transitions</p> <ul style="list-style-type: none"> Coordinate transition visits for students (parent date) Check ins and visits with transition Work with Pathways Assessment Co-ordinator and AP

PATHWAYS ASSESSMENT COORDINATOR – ROLE AND RESPONSIBILITIES

ROLE: To support teachers with implementing assessments to support student pathways and to support students with adjustments and accommodations with their pathways

TERM 1	TERM 2	TERM 3	TERM 4
<p>My Career Portfolio – 12 Coaching</p> <ul style="list-style-type: none"> Career Action Plans (CAP) Resume Development (RD) Job site analysis (TTAP) Complete job, paperwork SMAT, visit (weekly/fortnightly based on employer professional call calling (IRA to assist) Coaching staff flow to further develop CAPS <p>SMAT</p> <ul style="list-style-type: none"> Consult head start Meet employers and complete job site analysis (TTAP) SMAT, visit (weekly/fortnightly based on employer professional call calling (IRA to assist) Update completeness of placements and potential employers <p>VPC (work with Curriculum Leader)</p> <ul style="list-style-type: none"> Support professional development for new staff Coaching with teachers to identify assessment methods Organise year 12 graduation and camps Student enrolment forms Input details into the system <p>ASDAM (work with Curriculum Leader)</p> <ul style="list-style-type: none"> Support Professional Development for new and external staff Coaching with teachers to identify assessment methods Order Modules for year 11 students <p>ASDAM Moderation (work with curriculum leader)</p> <ul style="list-style-type: none"> Establish assessment timeline with teachers Check that the starting out module has been completed Check with staff sections that are completed Internally moderate and give feedback to staff 	<p>Pathways Readiness Tool – Coaching</p> <ul style="list-style-type: none"> Work with teachers to use the 'pathways readiness tool' to inform program situations <p>SMAT</p> <ul style="list-style-type: none"> Workplace visits Job Site Analysis Form (TTAP) <p>Year 10 Students – Coaching</p> <ul style="list-style-type: none"> Complete assessment profiles for year 10 (AP and IRA to assist) Develop student profile to support in-school pathway co-ordinator with work experience placements <p>VPC (work with Curriculum Leader)</p> <ul style="list-style-type: none"> Student enrolment forms VPC audit <p>ASDAM Moderation (work with curriculum leader)</p> <ul style="list-style-type: none"> Check with staff sections that are completed Internally moderate and give feedback to staff 	<p>Year 10 Information Night</p> <ul style="list-style-type: none"> Conduct year 10 information night about career secondary programs (IR) to support with SMAT) <p>SMAT</p> <ul style="list-style-type: none"> Workplace visits Adjusting and Accommodations in the workplace <p>Year 10 Work Experience / SMAT</p> <ul style="list-style-type: none"> Work with the in-school pathways administrator to identify and implement adjustments and accommodations in the workplace <p>ASDAM & VPC – Coaching</p> <ul style="list-style-type: none"> Coaching with teachers to identify assessment methods <p>ASDAM Moderation (work with curriculum leader)</p> <ul style="list-style-type: none"> Check with staff sections that are completed VET fee Internally moderate and give feedback to staff 	<p>My Career Portfolio – 12 Coaching</p> <ul style="list-style-type: none"> Meet with curriculum leader Resume development (RD) Work-related learning activity Interviews/looking for holiday jobs SMAT sessions to support teachers with preparing year 10 students to complete the career portfolio (prepared for IR) <p>SMAT</p> <ul style="list-style-type: none"> Workplace visits Adjustments and Accommodations in the workplace Check ins and visits with transition Following year Job Site Analysis Form (TTAP) <p>Post-School Pathways</p> <ul style="list-style-type: none"> Develop transition document Adjustments and Accommodations in the workplace Work with Pathways Support and assistive Principal with organise placements for student transitions and adjustments based on TTAP profile <p>ASDAM Moderation (work with curriculum leader)</p> <ul style="list-style-type: none"> Check all areas identified in the in-school curriculum map are completed (including coaching date) Internally moderate and set moderation date For selected students: scan, moderate and submit evidence to shared OneDrive folder Ensure that student portfolios are set home <p>VPC (work with Curriculum leader)</p> <ul style="list-style-type: none"> Student enrolment forms Input Semester 1 details into the system



PATHWAYS EDUCATION
Scope and Sequence

	2024/2025	Term 1	Term 2	Term 3	Term 4	WORK EXPERIENCE
I DISCOVER	P-2	Safe people	Things I like	Things I don't like	Trying something new	In-school Opportunities Shopping in MFF Shopping at the Gotcha Shop
	3 & 4	People who help me	Thinking thoughts and saying thoughts	Working in a team	Things I am good at and my hobbies	In-school Opportunities Helping around the school: Deliveries Cleaning Staff Rooms Cleaning Shared Spaces
	5 & 6	Community helpers (roles/jobs)	Work and different types of jobs	Health & Safety (being safe 'helping')	How I learn My disabilities	In-school Opportunities Helping around the school: Deliveries Cleaning Staff Rooms Cleaning Shared Spaces
I EXPLORE	7 & 8	Skills and knowledge required in different industries (including my strengths) Career Action Plans	Behaviour and attitude in the workplace	Identify what work is – different types of jobs	Different types of work – e.g., paid, unpaid, volunteer, unemployment Work Experience Reference Sheet (Pre-resume)	In-school Opportunities Horticulture Breakfast Club Melton Fresh Food Gotcha Shop Groundskeeping Cafe?

Pathways Scope & Sequence

- Term focus linked with whole school theme
- Work Experience “In-School” & “External” opportunities
- Pathways Action Plans
- External Programs (7-12)
- Post-School Pathways

I PLAN	9	Resumes (F-3) Who am I (A-C) Career Action Plans	Writing a cover letter (F-3) Explore domestic skills (A-C)	NDIS and how it can help me (F-3) Explore culinary skills (A-C)	A Job Well Done Program (F-3) Explore leisure skills (A-C) Certificates And Resume Updates	In-school Opportunities Supervisors and Trainers for Year 7 & 8's External Opportunities Gen'l Industry Tasters (Fortnightly)
	10	Resumes Who am I (A-C) Career Action Plans	Writing a cover letter (F-3) Explore domestic skills (A-C) Pathways Readiness Tool Morriby Profile	Glide In Program or Omnemda Employment Program (F-3) Explore culinary skills (A-C)	Glide In Program (weekly) or Omnemda Employment Program (fortnightly) (F-3) Explore culinary skills (A-C) Safe @ Work Module (General) Update Resume	External Opportunities Completed through Omnemda/ Glide in during Semester 2
I DECIDE AND APPLY	11 & 12 TI & VPC	Applying Employability Skills Career Action Plans	Adjustments and Accommodations in the Workplace	Applying for Jobs and Interviews Post-School Pathways Visits	Post-School Pathways Transition Days Updated Resume	External Opportunities NET SWL SBAT
	11 & 12 IL	Going out to eat Career Action Plans	Going to a club or recreational centre	Trying different leisure activities	Post-School Pathways Transition Days	In-school Opportunities Horticulture Breakfast Club Melton Fresh Food Gotcha Shop Groundskeeping
POST-SCHOOL	ADULT TRAINING SUPPORT SERVICES (ATTS) SCHOOL LEAVERS EMPLOYMENT SERVICES (SLES) DISABILITY EMPLOYMENT SERVICE (DES) FURTHER EDUCATION APPRENTICESHIPS/TRAINESHIPS					



Section 1



7 – 12 A-C Learners
Strengths Profile



Section 2: Year 7 – 8



Section 2: Year 9



Section 2: Year 10



Section 2: Year 11 - 12

Community



COMMUNITY Scope and Sequence

2024	Term 1	Term 2	Term 3	Term 4
P-2	School is a safe place	Transitions	Being safe	People I know and strangers?
3 & 4	Being safe at school	Being safe on excursion	Expected vs. Unexpected	Relationships Circles and strangers
5 & 6	Expected Community Behaviours	What can we access?	How do we plan?	People who can help me
7 & 8	Expected Community Behaviours	Planning your journey TRAVEL – FT around Melton	Preparing for your journey TRAVEL – Shopping Centres	Feeling unsafe and what to do TRAVEL – Shopping Centres
9 & 10	Expected Community Behaviours TRAVEL – Shopping Centres	Travelling & Getting Off TRAVEL – Shopping Centres	Coping if things go wrong TRAVEL - Health Centres, Magistrates Court, Police Stations	Keeping safe around strangers (stalking, assault) TRAVEL – Sport Centres or Ovals
11 & 12 IL	Going out for a drink TRAVEL -shopping, library, Woodgrove, Frontier Park	A trip out TRAVEL – circus, gardening, dancing, riding, walking, computer games, library	Going to a club or recreational centre TRAVEL – sports facilities, Blackwood, Woodgrove, Swimming	Going out to eat TRAVEL – Bowling, Pub Lunch, Sailing, Woodgrove
11 & 12 TI	Planning a journey TRAVEL – Bowling, golf, swimming, gym, sports centres	Travelling TRAVEL – wildlife centres, indigenous areas	Coping if things go wrong TRAVEL – Post-school pathways	Getting off TRAVEL – sailing, art gallery, cinema, concerts, museums, theme park, library
11 & 12 VPC	Planning a journey TRAVEL – Job Camp Certificate	Travelling TRAVEL – Job Camp Certificate	Coping if things go wrong TRAVEL – Post-School Providers	Staying Safe TRAVEL – sailing, art gallery, cinema, concerts, museums, theme park, library

- Developed scope and sequence to develop students independent travel skills/ access to the community

Continuing to develop

- Inclusion of a camp scope and sequence
- Excursions linked with themes
- How community links to the Victorian Curriculum (planning and assessment)



Melton Fresh Food (Mini-Woolies)



MELTON FRESH FOOD – ORDERING PROCESS

Note

- Orders for the following week must be placed by Thursday 3:30pm. If an order is not placed by this deadline then it will be declined and your class will not be able to 'shop' for your items.

Example Description

- 'In Week 8 I have planned for my class to make playdough as part of our 'mini enterprise' project that links in with numeracy and literacy curriculum. I will need to order flour, food dye etc.'

5. Reason for order (eg. sensory, cooking, shopping experience etc.) *

Enter your answer

All documents can be found:

Compass > Class Resources > Melton Fresh Food

Ordering Process:

- Click on the 'Star' scroll down to 'Melton Fresh Food Order Form'.

Melton Fresh Food Order Form

* Required

1. Today's Date *

Please input date (MM/DD/YYYY)

2. Name *

Enter your answer

3. Complete the form. Please copy and paste the exact item description from the Woolworths website- this will help us find the right item for you. Once all boxes are completed, press 'Submit' this will then allow you to print the order form. The order form must be presented upon arrival at MFF.

Any questions, please contact Shanae Romey

- Year 7/8 students work at part of their in-school work experience
- Classrooms order items and students 'purchase' them from the store
- Classrooms use it as a practice shop with shopping lists – and assessments
- Structured play space



Melton Fresh Food Task Analysis

Student Name	Target Skill	Observed Competence Level
	1. Read and understand the shopping list	
	2. Read and understand the shopping list	
	3. Read and understand the shopping list	
	4. Read and understand the shopping list	
	5. Read and understand the shopping list	
	6. Read and understand the shopping list	
	7. Read and understand the shopping list	
	8. Read and understand the shopping list	
	9. Read and understand the shopping list	
	10. Read and understand the shopping list	

MELTON FRESH FOOD CURRICULUM GUIDE

Booking Sheet

Category: [Select a group]

View Resou: [Select a group]

- Bikes
- MYKI Cards & Keys
- Rooms
- Rooms > Conference Rooms
- Rooms > Outdoor Spaces
- Rooms > Shared Spaces
- School Buses
- Student Services
- Technology > Headphones
- Technology > iPad Sets
- Technology > iPad Trolley
- Technology > Laptop Trolleys
- Wellbeing

View Resource Schedule

< Prev Next > Date: 10/05/2023 Add Booking

	8 AM	9 AM	10 AM	11 AM	12 PM	1 PM	2 PM
Goatcha Shop							
Melton Fresh Food		9:00 - 1:00 MOT					

Shopping at Melton Fresh Food



Line Up outside and wait for my turn

Get shopping basket

Get shopping list

Look for items on my shopping list and put them in the basket

Line Up on the "X" and wait my turn

Pay for my groceries

Take my change and it into the wallet

Take my groceries and walk to the door

Sit and wait to go back to class

Structures – Physical Space

Entry to the store



Yellow line for students to stand and wait.

Tape and arrows for visual assistance.

Physical space:
What do you see?



X's to line up & pay

Visuals match social story

Start and finish points.



Structures – Shopping Lists



Match Backs

- Student will take one item at a time and match to the visual on the shelf before adding the item to their basket.

SHOPPING LIST	
ITEM	
<input checked="" type="checkbox"/>	Chicken Noodle
1	Palmolive
1	Toothpaste
1	Full Cream Milk

Fold/Disappear

- When students collect their items, they will fold over the 'tick' to mark off the item before moving on.
- Helps with remembering what item the student is up to next.
- Helps with distractibility.



Number of Items

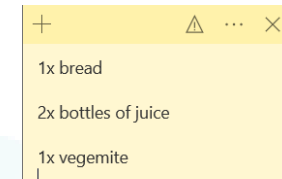
- Some students may be able to identify the numerical value (right side).
- Some students may not understand the number but may be able to see the items spread out (as above).



Real Object

- One item at a time (eg. Toilet roll to represent toilet paper, drink bottle to represent water, etc.)
- Multiple objects on a match back for students who can look for multiple items.

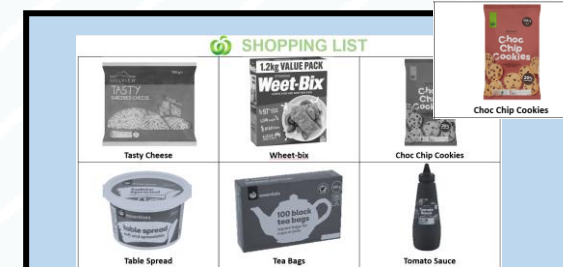
Be Safe | Be Respectful | Be Responsible



Mark Off

- Tick boxes for students to tick off items as they move through their shopping list (right list).
- Visuals supported if the student isn't familiar with these items or needs visual assistance when reading.
- Written list on a post-it note or scrap piece of paper.
- Items can be marked off as the student goes

SHOPPING LIST	
✓	ITEM
<input type="checkbox"/>	1 Muesli Bars
<input type="checkbox"/>	1 Scotch Finger
<input type="checkbox"/>	1 Choc chip cookies
<input type="checkbox"/>	1 Apple
<input type="checkbox"/>	1 Banana



Large Visual

- Black and white match back.
- Large coloured images placed near the food items.
- Students look for the item and match the coloured piece to the black and white image.

Year 9&10 Programs

Year 9



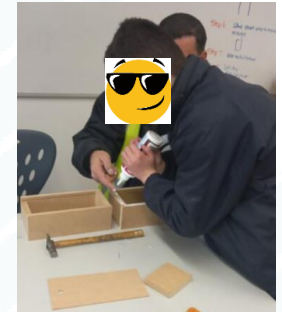
Trade Tasters



Horticulture



Sport & Recreation



Building & Construction

Year 10



Work First



Trade Taster Day



Hospitality



Music & Arts



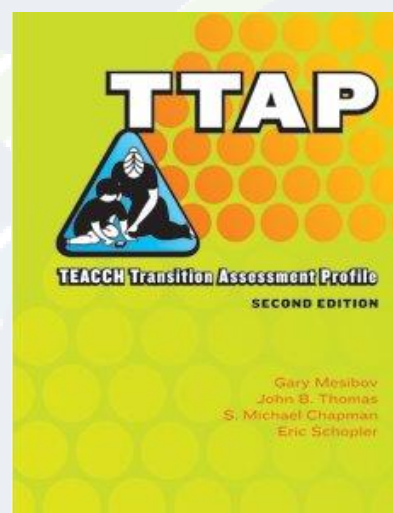
Early Childhood

Assessments to inform Senior Secondary Programs

The image shows two forms from Melton Specialist School. The top form is the 'STRENGTHS PROFILE' which includes fields for Student Name and Date, and a table for 'VOCATIONAL SKILLS' divided into 'Clerical Skills' and 'Domestic Skills'. The bottom form is the 'PATHWAYS ACTION PLAN' which includes a field for Full Name, a goal for when to finish school, a space for an add picture, and a 'FAM' (Family) section with various traits like BRAVE, CARING, etc. There are also sections for 'THINGS THAT I LIKE DOING AT SCHOOL', 'THINGS THAT I DON'T LIKE DOING AT SCHOOL', 'THINGS THAT I LIKE DOING OUTSIDE SCHOOL', and 'THINGS THAT I WOULD LIKE TO TRY OUTSIDE OF SCHOOL'.

Pathways Actions Plans Strengths Profile (A-C)

- Modified for each Year level
- Further modified and completed with families for A-C students



TEACCH Transition Assessment Profile

- *In Development*

The image shows a 'Student Pathway Assessment' form from Melton Specialist School. It includes a 'Student:' field and a large table with columns for 'Readiness' and 'Teacher Judgement'. The table has multiple rows for different skill areas. A large 'DRAFT' watermark is overlaid on the form. At the bottom, there are fields for 'ASDAN' and 'VPC'.

Pathways Readiness – Teacher Judgement Tool

Teacher judgement tool used to help support student placements in a certificate suited to their needs and inform post-school pathway options.

- Academics
- Attendance/Travel
- Personal Skills
- Executive Functioning
- Work Related Skills
- Communication & Social Skills



My Career Insights – Morrisby Profile

- Completed with our Year 10 students
- Useful profile tool for our students- great visual and videos.
- Pre- assessment of student's suitability to complete Full Morrisby or Interests and Personality only.
- Preferred delivery method is 1:1 delivery to assist as reader
- Useful for those students who have already decided their career path as offers alternative options-
- In event of future career change or does not meet ATAR or LLN requirements.

My Career Insights – Completion Reports

Students registered 18/23

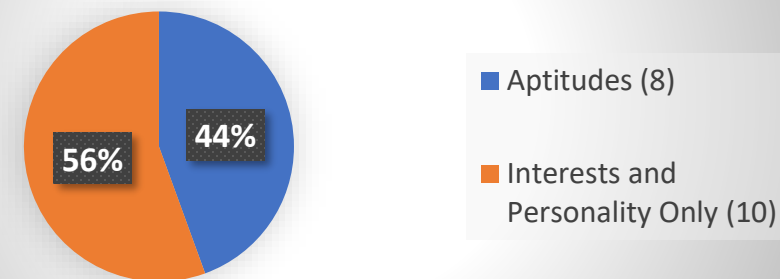
Students completed 17

Unpack interviews 17

My Career Insights – Unpack

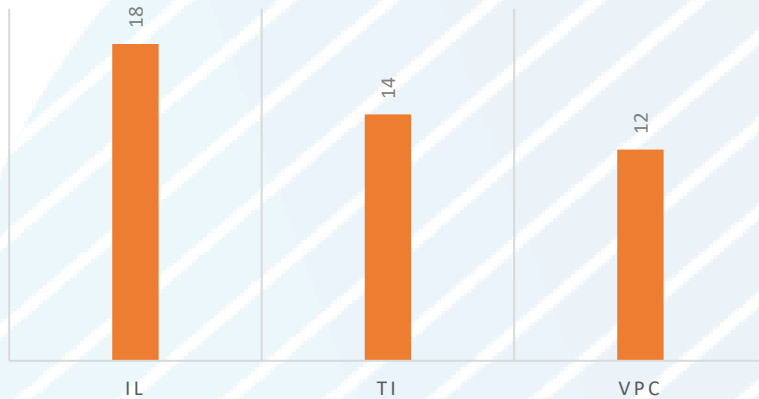
- Completed training to undertake “unpack interviews”.
- Beneficial for our students because can provide context particular to their level of achievement.
- Also to build relationship with family/carer to support post school pathway planning
- Opportunity to discuss NDIS supports and can incorporate different options into discussions

Profiles - 2023



Senior Secondary Programs

SENIOR SECONDARY STUDENTS
(44)



HIGHER LEVEL OF
SUPPORT



LOWER LEVEL OF
SUPPORT

Independent Living Program



Towards Independence Program



Victorian Pathways Certificate



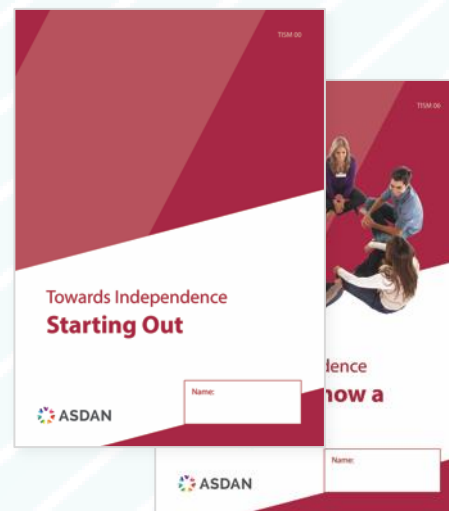
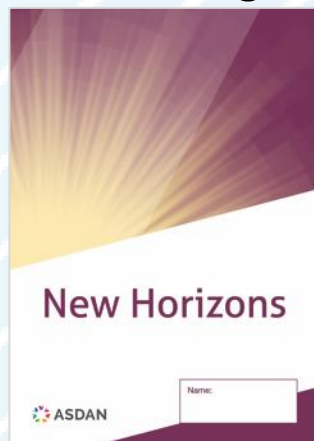
ASDAN

What is it?

It provides a framework of modules through personal, social and independent skills that can be developed and accredited.

Who is it for?

Learners aged 14+



Levels of Support



No Help: for users who can do things on their own



Signed Help: for users who need signed or spoken help



Gestural Help: for users who need hand signals or gestural prompts



Physical Help: for users who need physical help



Sensory Experience: for users who can be involved through a sensory experience (eg hearing, touch, feel, smell, taste)

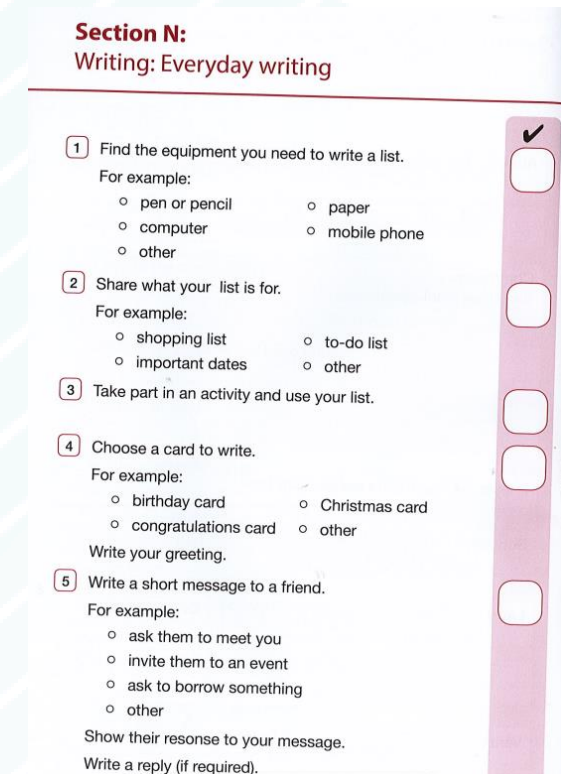


Experience Recorded: for users who are provided with an experience but are unable to take part

Requirements



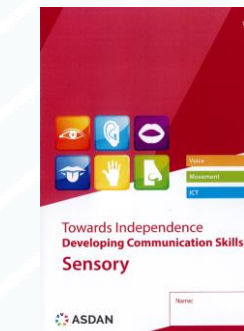
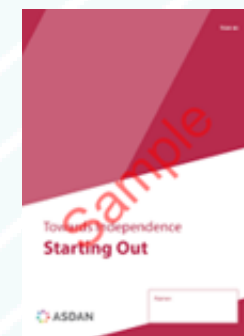
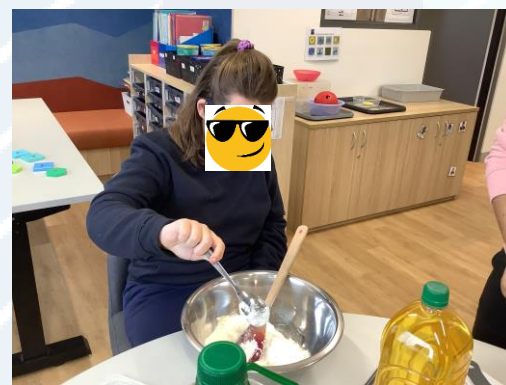
To complete this module you must complete **a minimum of six sections.**



INDEPENDENT LIVING

INDEPENDENT LIVING – YEAR 11 & 12 - 2024			
Project	Module	SECTIONS TO BE TAUGHT THROUGHOUT THE YEAR	
COMMUNITY PROJECT	UNIT 10 THE COMMUNITY (1)	Section: COMMUNITY PROJECT	Section: COMMUNITY PROJECT
	UNIT 10 THE COMMUNITY (2)	Section: COMMUNITY PROJECT	Section: COMMUNITY PROJECT
	UNIT 10 THE COMMUNITY (3)	Section: COMMUNITY PROJECT	Section: COMMUNITY PROJECT
SOCIAL MEDIA PROJECT	UNIT 11 SOCIAL MEDIA (1)	Section: SOCIAL MEDIA PROJECT	Section: SOCIAL MEDIA PROJECT
	UNIT 11 SOCIAL MEDIA (2)	Section: SOCIAL MEDIA PROJECT	Section: SOCIAL MEDIA PROJECT
	UNIT 11 SOCIAL MEDIA (3)	Section: SOCIAL MEDIA PROJECT	Section: SOCIAL MEDIA PROJECT
PERSONAL DEVELOPMENT SKILLS PROJECT	UNIT 12 PERSONAL DEVELOPMENT SKILLS (1)	Section: PERSONAL DEVELOPMENT SKILLS PROJECT	Section: PERSONAL DEVELOPMENT SKILLS PROJECT
	UNIT 12 PERSONAL DEVELOPMENT SKILLS (2)	Section: PERSONAL DEVELOPMENT SKILLS PROJECT	Section: PERSONAL DEVELOPMENT SKILLS PROJECT
	UNIT 12 PERSONAL DEVELOPMENT SKILLS (3)	Section: PERSONAL DEVELOPMENT SKILLS PROJECT	Section: PERSONAL DEVELOPMENT SKILLS PROJECT

- Vocational Skills Project
- Business Enterprise Project
- Community Project
- Personal Development Skills Project



	9.00 – 10.30	10.30 – 11.00	11.00 – 12.30	12.30 – 1.00	1.00 – 2.30	2.30 – 3.00
MONDAY	Vocational Skills Project	Personal Development Skills Project	Business Enterprise Project	Personal Development Skills Project	Community Project	Personal Development Skills Project
	Independent	Morning Tea	Bedroom	Lunch	Sight Seeing bus tour	Personal Care
	Laundry	Personal Care	Lounge Room (Leisure)	Yard		Lounge Room (Leisure)
	Group		Independent	Personal Care		Bus
TUESDAY	Business Enterprise Project	Personal Development Skills Project	Vocational Skills Project	Personal Development Skills Project	Vocational Skills Project	Personal Development Skills Project
	Group	Personal Care	Independent	Lunch	Laundry	Lounge Room (Leisure)
	Laundry	Morning Tea	Bedroom	Yard	Group	Personal Care
	Teacher		Library	Personal Care	Teacher	Bus



DEVELOPING COMMUNICATION SKILLS: SENSORY

Section A: How I communicate

Activity 4: Show that you can communicate with another person

Section C: Communicating using ICT

Activity 4: Show how you can use ICT to make choices

INDEPENDENT LIVING

Section H: Ironing

Activity 5: Show you can fold your clothes or hang them on a hanger



INDEPENDENT LIVING

Section G: Using a tumble dryer

Activity 2: Show you can place the correct amount of clothes into the dryer
Activity 3: Show you know how to set the correct time and temperature to dry the clothes.



INDEPENDENT LIVING

Section F: Using a Washing Machine

Activity 6: Show you can place the clothes on the washing line



DEVELOPING COMMUNICATION SKILLS: SENSORY

Section A: How I communicate

Activity 4: Show that you can communicate with another person

Section C: Communicating using ICT

Activity 4: Show how you can use ICT to make choices

Section E: Communicating through touch

Activity 1: Explore sensory equipment using different ways of touching

Activity 2: Respond to the person or people who are working with you

WORK EXPERIENCE



Melton Fresh Food



Horticulture
&
Woodwork



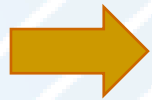
Office Cleaning



Administration Tasks



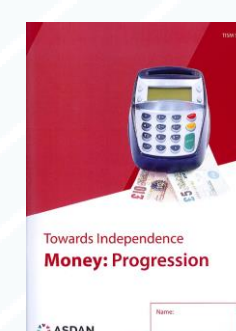
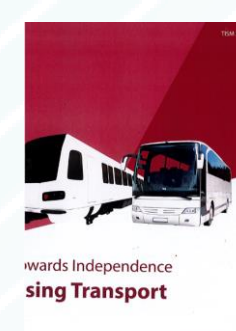
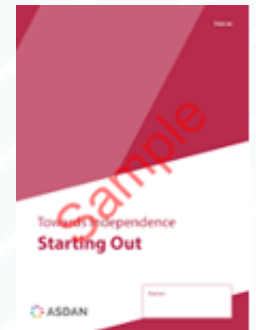
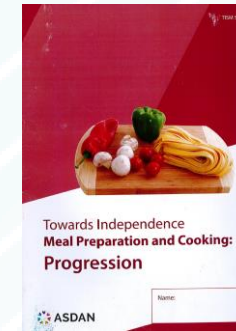
INDEPENDENT LIVING PROGRAM POST-SCHOOL PATHWAYS



ADULT TRAINING SUPPORT SERVICE (ATSS)

TOWARDS INDEPENDENCE

TOWARDS INDEPENDENCE – YEAR 11 & 12 - 2024									
Project	Module	SECTIONS TO BE TAUGHT THROUGHOUT THE YEAR							
COMMUNITY PROJECT	LONG TRAVEL (0)	SECTION A: PERSONAL AND SOCIAL		SECTION B: FINANCE					
	DEVELOPING COMMUNICATION PROGRESS (1)	SECTION A: PERSONAL AND SOCIAL		SECTION B: FINANCE					
	MONEY: PROGRESS (2)	SECTION A: PERSONAL AND SOCIAL		SECTION B: FINANCE					
	PROJECT OVERVIEW: Students will participate in community activities that enable them to practice using public transport, financial literacy and numeracy skills and social literacy activities.	SECTION A: PERSONAL AND SOCIAL		SECTION B: FINANCE					
JOB READY PROJECT	INTRODUCTION (0)	SECTION C: COMMUNITY		SECTION D: COMMUNITY					
	DEVELOPING COMMUNICATION PROGRESS (1)	SECTION C: COMMUNITY		SECTION D: COMMUNITY					
	MONEY: PROGRESS (2)	SECTION C: COMMUNITY		SECTION D: COMMUNITY					
	PROJECT OVERVIEW: Students will participate in a community activity that enables them to practice their communication skills, including writing a resume, responding and responding to job interviews and building their work related skills with being independently.	SECTION C: COMMUNITY		SECTION D: COMMUNITY					
BUSINESS ENTERPRISE PROJECT	INTRODUCTION (0)	SECTION E: BUSINESS		SECTION F: BUSINESS					
	DEVELOPING COMMUNICATION PROGRESS (1)	SECTION E: BUSINESS		SECTION F: BUSINESS					
	MONEY: PROGRESS (2)	SECTION E: BUSINESS		SECTION F: BUSINESS					
	PROJECT OVERVIEW: Students will participate in a business activity that enables them to practice their communication skills, including writing a business plan, responding and responding to job interviews and building their work related skills with being independently.	SECTION E: BUSINESS		SECTION F: BUSINESS					
Co-curricular activities	Activities	Date (or weeks)	Activity	Date (or weeks)	Activity	Date (or weeks)	Activity	Date (or weeks)	Activity
	National Action Against Bullying	Sept 15	Financial Literacy Week	Sept 17	Book Week	Sept 18	National Cyber Protection Week	Week 13	
	Anti-Bullying	Week 15	Money Day	Week 26	Book Week	Sept 1	National Cyber Protection Day	Week 13	
	National Book Week	Week 8 & 9	Prize Day	Week 26	Book Week	Sept 1	National Cyber Protection Day	Week 13	
Reading	Week 15	Prize Day	Week 26	Book Week	Sept 1	National Cyber Protection Day	Week 13		
Reporting	Week 15	Prize Day	Week 26	Book Week	Sept 1	National Cyber Protection Day	Week 13		



- Vocational Skills Project
- Business Enterprise Project
- Community Project

TIMETABLE

	9 – 10	10 – 12	12 – 1	1 - 3
MONDAY	COMMUNITY PROJECT <i>Offsite</i>			
TUESDAY	HOMEGROUP	JOB READY PROJECT	WOODGROVE LUNCH BREAK	BUSINESS PROJECT
WEDNESDAY	SBAT – Water to All/ Mambourin <i>Offsite</i>			
THURSDAY	SBAT – Water to All/ Mambourin <i>Offsite</i>			
FRIDAY	HOMEGROUP	BUSINESS PROJECT	WOODGROVE LUNCH BREAK	JOB READY PROJECT



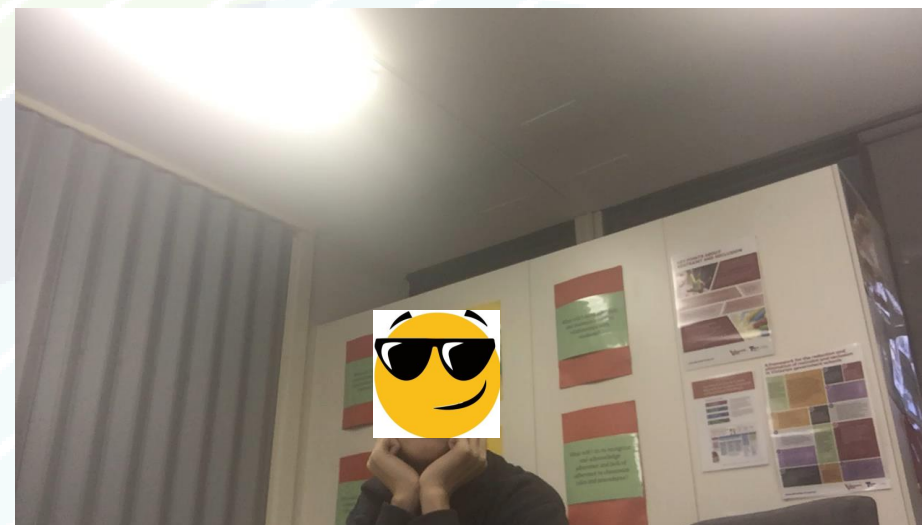


MEAL PREPARATION AND COOKING: PROGRESSION

Section B: Food Storage

Activity 1: Show the foods you would put in the fridge

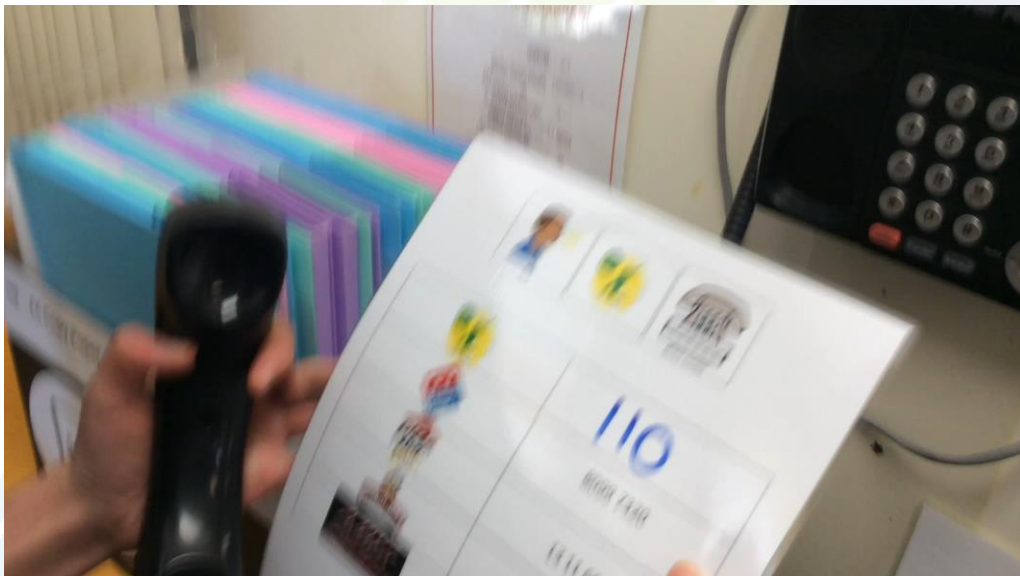
Activity 5: Show how good suitable for the fridge should be covered or stored.



DEVELOPING COMMUNICATION SKILLS: PROGRESSION

Section E: Preparing for an interview

Activity 1: Take part in a mock interview for your work placement



DEVELOPING COMMUNICATION SKILLS: PROGRESSION

Section E: Speaking & Listening: Using a Telephone

Activity 1: Say why you need to make a call

Activity 2: Find the telephone number

Activity 3: Dial the number

Activity 4: When your call is answered greet the person

Activity 5: Give them your message

Activity 6: Answer any questions

Activity 7: At the end of your call give a farewell greeting



MONEY: PROGRESSION

Section A: Coin and note values

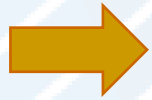
Activity 1: Pick out the coins and notes you know

Activity 2: Name the coins and notes

TOWARDS INDEPENDENCE POST-SCHOOL PATHWAYS



SCHOOL LEAVERS EMPLOYMENT SERVICES (SLES)



ADULT TRAINING SUPPORT SERVICE (ATSS)

PLANNING

COMMUNITY PROJECT (odd year)

TOWARDS INDEPENDENCE – RESOURCE BANK

PROJECT OVERVIEW	Elaboration		Link with the community/ special events	
	Students will participate in community excursions that enable them to practice using public transport, functional literacy skills, numeracy skills and social leisure activities. During classroom learning opportunities students will identify and practice coping skills through role plays and scenarios, identify and explain different signs in the community and money signs.		Bowling, golf, swimming, gym, sports centre, wildlife centre, art gallery, cinema, theatre, concert, museum, theme park, library	
CROSS CURRICULUM LINKS	Developing Communication Skills: Progression		Money: Progression	
	Section K – Reading: Reading in the Community	Section B – Preparing for your journey Section D – Getting off Section E – Coping if things go wrong	Section C – Buying something regularly	
ASSESSMENTS	Pre – For Teaching and Learning		Post – Of Teaching and Learning	
	Developing Communication Skills - Section K Activity 1 – Video of student pointing out 5 different signs at school Activity 2 – Video of student saying what each sign means (when pictures of signs are presented) Activity 3 – Video of student to Woodgrove) Activity 4 – Video of student traffic lights when green Activity 5 – Annotated student taken of different signs		Developing Communication Skills - Section K Activity 1 – Video of student pointing out 5 different signs at school Activity 2 – Video of student saying what each sign means (when pictures of signs are presented)	

Developing Communication Skills Section K – Reading in the Community

Activity	TEACHER TABLE	HANDS ON	GROUP	TECHNOLOGY	INDEPENDENT
1. Find five signs in your centre e.g. safety signs, information signs, other	<p>Community Signs Posters Display the poster on the white board and use the questions to guide discussion/demonstrate understanding.</p> <p>Community Signs Posters – Version 2</p> <p>Water Safety Signs</p>	<p>Walk around the school Walk around the school pointing out different signs that they can see.</p> <p>1 Spy Students cross off signs that they can find in the school.</p>	<p>Community Signs Bingo – please laminate The teacher will show students a safety sign from the deck. Students will locate the safety sign on their board and place a token on it.</p> <p>Differentiation</p> <ul style="list-style-type: none"> Student wins when 1 line horizontally/diagonally is covered Student wins when the board is covered Students find and match the card (no winners) <p>Extension</p> <ul style="list-style-type: none"> When each card is called students explain or show what it means 	<p>Photography activity Take photos of signs in the school and make a collage</p>	<p>Find and Circle – please laminate Students will find and circle a sign identified.</p> <p>Differentiation</p> <ul style="list-style-type: none"> circle pictures circle words <p>Community Signs cut and paste Students will find and circle a sign identified in the signs (use visuals where required) and cut out and paste next to the matching sign</p>
2. Show or tell someone what they mean	<p>Safety Signs PowerPoint Teacher will discuss the features (colour, symbols etc) of each sign and their meaning.</p> <p>Matching Words to Definitions – please laminate Students match the words to the definitions.</p> <p>Matching Pictures to words and or definitions – please laminate Students match the word and pictures to the definitions.</p>	<p>Spotting Signs Students walk around different community environments (during travel training) and identifies different signs.</p>	<p>I Have who Has Game – please laminate Distribute cards among students. Person with the start cards begins the game and reads out the script. Students with the next card continues. The first person with no cards wins.</p> <p>Road Signs Snap Distribute the cards amongst students. Each student takes turns putting a card down. When two cards of the same are shown students must hit the pile. First</p>	<p>Photography activity Take photos of signs in the school and make a collage – share what they mean with a teacher (links with activity 5)</p>	<p>Sign Task Cards Students look at each symbol and place a clip on what it means.</p> <p>Sign Task Cards – Word to picture Students look at each symbol and place a clip on what it means</p> <p>Hazard Symbols Match and Draw</p>

COMMUNITY PROJECT

Developing Communication Skills

Money - Progression

Using Transport

COMMUNITY- RESOURCE BANK.docx

Activity 1

Community signs bingo page 3.pdf

Activity 2

community signs cut and paste pg 52.pdf

Activity 3

community signs posters ...

Activity 4

community signs posters pg 78.pdf

Activity 5

Eye Spy.docx

Activity 6

find and circle page 25.pdf

Photography Activity.docx

Walk around the school.docx

water safety signs.pdf

ASSESSMENT AND MODERATION

▶ Anthony B1 SH.MOV

**Indicate the support level obtained for each activity

ASDAN - TOWARDS INDEPENDENCE COMMUNICATION - PROGRESSION



Section R: Project

Student	1	2	3	4	5
Student A	✓ NH	✓ SH	✓ NH	✓ NH	✓ NH
Student B	✓ SH	✓ NH	✓ SH		

Record of Activities

When you have done an activity you can tick or colour in the box:

Section A Getting ready to work in the garden	1 2 3	Level of Support most frequently used in this section: NH
Section B Using tools safely	1 2 3 4 5 6	Level of Support most frequently used in this section: SH
Section C Growing seeds and plants indoors	1 2 3 4 5 6	Level of Support most frequently used in this section: NH
Section D Loving plants outdoors	1 2 3 4 5 6	Level of Support most frequently used in this section: SH
Section E Keeping the garden safe	1 2 3 4 5 6	Level of Support most frequently used in this section: NH
Section F (Project) Project Title: _____	1 2 3 4 5	Level of Support most frequently used in this section: NH

Choose ONE Level of Support that has been used most frequently throughout the module (this will appear on the certificate): NH

Learner signature: Paul
Tutor/supervisor signature: [Signature]
Date: 09/11/2020

YEARS 11 - 12 CURRICULUM, ASSESSMENT AND REPORTING GUIDE

Section A: Health and Safety

- Show you know about possible dangers in the kitchen.
 - Spillages
 - Sharp knives
 - Electric sockets and wet hands
 - Sausagepan handles placed on the hob or cooker
 - Cupboard doors left open
 - Dirty hands
 - Dirty equipment
 - Inappropriate clothes and shoes
 - Long hair
 - Other
- Show you know what to do if there is an accident.
 - Cut
 - Burn
 - Spills
 - Breakage
 - Fire
 - Other
- Show you know how to call the emergency services.
- Show how to leave the building safely.

Section A: Health and Safety

Activity:

- Matching consequences to dangers
- Role playing dangers in the kitchen
- Social stories 'How to call 000'
- Practice emergency drills

Comments:

Tutor/Supervisor/learner: _____

P level or other centre assessment tool:

Subject area: Work Related Skills

Level of support:

Skills:

- Hazard awareness
- calling for help
- First Aid
- Food Safety

Evidence ref:

- A1 Dirty Hands
- A3 Knives
- A1 Electrical Sockets
- A1 Knives
- A2: A3, A4

Verified by: _____ Date: _____

ASDAN EVIDENCE FEEDBACK

Teacher: Aaron	Reviewer: Megan Oldfield	Date: 23.06.21
KEY NA = Evidence is not appropriate ✓ = Good and no further changes required. Activity is complete unless otherwise indicated. IP = Incorrect Prompt Level BLANK = No Evidence has been uploaded.		
OVERALL COMMENTS: <ul style="list-style-type: none"> Great annotations for the work samples provided! These in-depth annotations demonstrate your knowledge of the students and provisions made to assist them with their numerical understanding such as the concept of 'overspending'. Where an activity uses 'and' both activities will need to be included e.g. "notes and coins" Great visual supports used to assist students to understanding the task and what they needed to do! For your first time working with the ASDAN curriculum and assessing you've done a great job! 		ACTION: <ul style="list-style-type: none"> For future evidence collection – if students need to 'ask' this might be a good opportunity to video Cody's section L evidence was missing.

MODULE: Money	1	2	3	4	SECTION: G – Managing Money	5	6	7	8	9
Student										
A Zay	✓	✓	✓	Missing notes	✓					
Alel	✓	✓	✓	Missing notes						

MODULE: Money	1	2	3	4	SECTION: L – Handling Data	5	6	7	8	9
Student										
Alel	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Cody	IP									

VICTORIAN PATHWAYS CERTIFICATE

	9-10	10-12	12-1	1-3
MONDAY	HOMEGROUP	WORLD OF WORK PROJECT	WOODGROVE	SOCIAL MEDIA PROJECT
TUESDAY	JOB CAMP CERTIFICATE <i>Offsite</i>			
WEDNESDAY	VET CERTIFICATE <i>Offsite</i>			
THURSDAY	STRUCTURED WORKPLACE LEARNING (SWL) <i>Offsite</i>			
FRIDAY	HOMEGROUP	SOCIAL MEDIA PROJECT	WOODGROVE	WORLD OF WORK PROJECT

- Enables the development of knowledge, skills and personal attributes relevant to further education and employment.
- Competency based in Literacy, Numeracy, Personal Development Skills and Work-Related Skills
- Project Based Learning
 - Who am I
 - Job Ready
 - My Future
 - Social Media
 - Graduation
 - The Arts
 - World of Work
 - Year 12 Jumper
 - Fundraising
 - School Captain

Student Performance Profile

Student Name: Hunter Mulverna School: Melton Specialist School
 Company: Melton City Libraries Date: 18/7/24
 Supervisor Name: Melissa Sudrick Supervisor Signature: Melissa Sudrick

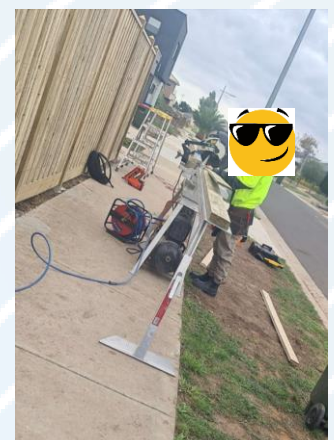
Notes for supervisor:
 Please complete the following section carefully by reading the descriptions and choosing those that most accurately reflect the performance of the student. Please tick all that apply as appropriate. Please tick in the appropriate column against each criterion. You may wish to discuss the assessment with the student, or you can complete the form in confidence and pass on to a member of the school checking in on school.

Criteria **Not competent** **Competent** **High** **Very high**

Reliability (18/04/2023)		Will complete tasks and meet deadlines	Thinks ahead and often completes tasks without direction	Is resourceful, problem solver, independent worker and keen to take on extra responsibilities
Initiative (18/04/2023)		Performs most tasks satisfactorily	Can be relied upon to complete allocated tasks and follow through with tasks with challenges	Shows determination in meeting difficult tasks and can be relied upon to make an extra effort when needed
Response to advice (18/04/2023)		Requires assistance to complete tasks	Acts on advice and seeks clarification when needed	Seeks feedback to improve work performance and make changes
Quality of work (18/04/2023)		Completes tasks to standard	All work is of high standard and care is made for quality and safety	Great attention paid to detail. Work is always of high quality and demonstrates safety awareness
Approach to learning (18/04/2023)		Has not achieved desired level of learning. However, can bring equipment to work	Willing to learn and develop skills at an acceptable rate	Seeks out new skills and knowledge
Confidence (18/04/2023)		Struggles with tasks but has some interaction with staff and students	Feels confident and is comfortable in a work environment	Is a capable and self-directed worker and an excellent communicator in all work situations
Work attendance and punctuality (18/04/2023)		Usually present with satisfactory attendance	Always punctual with excellent attendance	Always punctual and arrives early or on time



Building & Construction VET



Building & Construction SWL



Independent Travel



Job Camp Certificate



Community Project Fundraiser

SWL Employer Report

VICTORIAN PATHWAYS CURRICULUM POST-SCHOOL PATHWAYS

➔ OPEN EMPLOYMENT

➔ FURTHER EDUCATION

➔ DISABILITY EMPLOYMENT SERVICES (DES)

➔ APPRENTICESHIPS/TRAINEESHIPS

➔ SCHOOL LEAVERS EMPLOYMENT SERVICES (SLES)

PLANNING

VPC 2024 THEMES/PROJECTS			
HOME GROUP - Overview			
<ul style="list-style-type: none"> Foody topping competition Acknowledgement of Country Social Thinking PSO BBB 	<ul style="list-style-type: none"> Morning briefing (timetable, calendar, personal calendar, using school diary, looking at the weather for the week and how to dress) Check ins Personal Care (showing) Making breakfast/lunch to take to Woodgrove Budgeting (having enough money for Woodgrove) 	<ul style="list-style-type: none"> SLPI (social teaching and then applied through projects) Plan of how to get out in the community (PTV, time management) 	<ul style="list-style-type: none"> SLPI (social teaching and then applied through projects) Plan of how to get out in the community (PTV, time management)
Term 1	Term 2	Term 3	Term 4
Harmony Day Students will plan a Harmony Day celebration for the whole school. <ul style="list-style-type: none"> First National Peoples Cultures in our class and community What is Harmony Day and when is it? Why do we do it? Games around the world Food around the world Passport Activity (scavenger hunt) Culture exploration (PowerPoint/video) Plan a trip to a cultural site Tree planting? Craft making Greeting in different language Date of different 	SB- Students will learn about and explore the responsibilities faced as they become an adult. <ul style="list-style-type: none"> Responsible driving Responsible gambling 17N and what it is? Voting Laws (inc. consent) Sex Education (inc. cost to hire a child) Buying a car (inc. Car comparison, petrol, rear, fees, insurance) Budgeting (based off disability pension/ wage) Medicare Renting (inc. insurance) Speeches Credit cards and interests (inc. loans) Supernatural Mental Health Fundraiser	Graduation (Year 12) Students will plan and organise their Year 12 Graduation by surveying their peers and advocating these choices to the Graduation Committee and creating their own Graduation speeches. <ul style="list-style-type: none"> Plan and organise Year 12 Graduation Food elections (data) Music exploration (From Term 3) Voteboard (barstroom - decorations, speakers, awards, drinks etc. entertainment) Insurance Penpalist Colour Themes Speeches Teamwork Responsible drinking Jumpers (Year 11)	My Future (Year 11) Students will reflect on post-school options (for year 12) and identify places that they were interested in. Students will plan a holiday for when they finish Year 12 and begin to apply for school holiday jobs. <ul style="list-style-type: none"> Planning a holiday (travel, activities, budget). Reflecting on post-school options Cover letters Applying for school holiday/part time jobs The Arts (Year 11) Students will experience and investigate different forms of expressive arts. <ul style="list-style-type: none"> Biography of an actor, dancer, designer, celebrity, musician, artist

FOOD SELECTIONS

- creating clubs
- identifying data
- 3.5. outline meal children's menu
- strong leader's unfamiliar food

COLOUR THEME

- creating clubs
- interpreting data
- internet exploration
- LITERACY M2 G12(C)

INVITATIONS

- data
- include structure
- LITERACY M1 G12(C)

GRADUATION SPEECH

- All students create a speech for the night
- use **apps.brainstorm** for the night - captions speech
- LITERACY M2 U18 G12(C)
- students read other students' speeches
- LITERACY M1 U2 G12(C)
- LITERACY M1 U2 G12(C)

PROBLEMS/CHALLENGES

- POSS

TEAMWORK

- Factors and influence team
- Team process/expectation
- POS U1 M1 G11(C)

VISION BOARD

- Brainstorm
- decorations
- speeches
- awards
- dress code
- invitations style
- entertainment

PAMPHLET

- Running sheet
- Discuss presentation of the night
- LITERACY M1 U2 G21 (C)

INTERNET RESEARCH

- look ways to source information
- LITERACY M2 G12(C)

PERSONAL FACTORS

- 11P ENKS
- Equal Writing
- POS U1 M1 G11(C)
- (S)

RESPONSIBLE DRINKING

- Make a PowerPoint + r
- LITERACY M1 U3 G31 (C) G2 (C)
- LITERACY M1 U4 G1 (C) G2 (C)

DEBATING A PLAN

- WRS U8 M1 G21 (C) G12(C) U4
- WRS U2 M2 G22 (C) G2 (C)

Year 12 Jumper Project – For Year 11 Students (odd & even year)

VPC – RESOURCE BANK												
OVERVIEW	Elaboration Students will work in a small team to plan and organise their Year 12 Jumper for the following year. They will use formclothing.com to create their own jumper styles, identify community issues such as affordability and survey their Year 11 peers to determine the most effective design. They will present their design to the School Council, present information to their parents at SSG's and develop information for the school Newsletter and Facebook page.										Link with the community/ special events <ul style="list-style-type: none"> School Council Presentation. Present design and information to their parents at SSG. Developing information for the school Newsletter and Facebook page. Collaborating with Year 11 peers in the Towards Independence and Independent Living programs. 	
	During classroom learning opportunities students will learn different reflection strategies to support their self-regulation and self-development skills whilst identifying and practicing behaviours that make a good team and identifying how these skills and attributes can help them in the real-world. Students will learn letter writing and proposal skills which focus on providing information to parents/carers and the school community as well as identifying speaking and listening skills to enable them to present information to parents/carers and the school council.											
Work Related Skills												
Unit 1			Unit 2			Unit 3			Unit 4			
Module 1.1.1	Module 2.1.2	Module 3.1.3	Module 1.2.1	Module 2.2.2	Module 3.2.3	Module 2.3.1	Module 2.3.2	Module 3.3.3	Module 1.4.1	Module 2.4.2	Module 3.4.3	
x	x	x	x	x	xx	x	x	x				
Personal Development Skills												
Unit 1			Unit 2			Unit 3			Unit 4			
Module 1.1	Module 1.2	Module 2.1	Module 2.2	Module 3.1	Module 3.2	Module 4.1						
xxx	xx	xx	x	x	x	x						
Literacy												
Unit 1			Unit 2			Unit 3			Unit 4			
Module 1.1	Module 1.2	Module 2.1	Module 2.2	Module 3.1	Module 3.2	Module 4.1						
x	x	xxx	xx	x	x	x	x					
Numeracy												
Unit 1			Unit 2			Unit 3			Unit 4			
Module 1: Personal Numeracy	Module 2: Financial Numeracy	Module 3: Health and Rec Numeracy	Module 4: Civic Numeracy									
Location	Systematics	Number	Change	Shape	Quantities	Data	xxx	xxxxx	x	likelihood	x	

**DISCLAIMER* The attached resources are to be modified and adapted to meet the needs of the individual student.*

Week	BOLD and UNDERLINE resources/tasks to be used as evidence – ensure tasks are labelled and added to the student's online portfolio					
1	TEACHER U1: To identify behaviours that make a good team (including personal attributes)	TEACHER Ask: "what does it mean when we reflect mean?" - use apps.brainstorm , requires include a definition of reflection. Explain and elaborate on why it's important: "Reflection helps us remember lessons learned and gives us a sense of accomplishment. When we consider our challenges and experiences deeply, we can identify gratifying experiences and things that we can aspire to do differently going forward. It helps us think about what we are doing." It helps us: - Build better relationships - Understand ourselves better - Make better decisions Ask: "what are some ways that we can reflect?" - use apps.brainstorm Show and discuss Teamwork PowerPoint	HANDS ON Throughout the weeks provide students with opportunities to practice the below reflection strategies: restate why reflection is important and how it helps - these may be initially taught as a small group and then practiced independently (this could be done after conflicts, something that they've found difficult, a new experience etc.) Stop, Question, think: Reflection (these questions could be emailed to students to respond or asked as a check out) Meditation (take a video of the student and label as POS U1 M1 1.111) Journal Writing Prompts - Students will write in a journal each morning and or prior to going home. For evidence take a photo of the student and annotate their engagement and add to the prompts. Take a walk in nature Take students in groups of four to walk around	GROUP Teamwork Group Brainstorm Team attributes priorities - 1. individually students rank the teamwork attributes from least important and why (by gluing on an A4 poster). 2. Some discussion around what each of these means may be required. 3. Students compare their priorities and discuss why they value some higher than others. 4. Students create a teamwork priority chart.	TECHNOLOGY Introduction and v4l Workplace skills response Students will watch a short video introducing the eight employability skills and reflect on how they currently show these and what they need to improve. Employability Skills PowerPoint - four students have watched the video they will create a short PowerPoint explaining what each of the employability skills are. Teamwork and Teamwork Skills response Students will individually watch a short video and respond to questions about the teamwork skills shown.	INDEPENDENT Teamwork expected and unexpected

ASSESSMENT AND MODERATION

Melton Specialist School
VPC Curriculum, Assessment and Reporting Policy

Purpose
The purpose of this policy and procedure is to provide clear guidance to teachers, students and parents/carers when Melton Specialist School VPC (Victorian Pathways Certificate) program an curriculum delivery, assessment requirements and standards.

Introduction
The VPC Program is designed to develop personal, social and communication skills to extend post-school pathway opportunities for students at VPS. On completion of the VPC Program, students will be able to make informed choices about employment or education pathways.

Teachers plan and implement projects that encompass multiple curriculum areas (Literacy, Numeracy, Personal Development and more) (Personal Development) and provide learning opportunities in a variety of settings such as additional courses, industry experience and community participation to create meaningful pathways through applied learning to considering students:

- Interests
- Strengths
- Learning styles
- Communication styles
- Current level of understanding
- Health & experience
- Interaction to other contexts
- Role
- Goal skills
- Team

Eligibility for the VPC Certificate
A student is awarded the VPC Certificate when they have satisfactorily completed a minimum of 12 units. A VPC unit is satisfactorily completed once all the modules which that unit have been completed. Completion of a module is based on the teacher's assessment of the student's achievement of the learning goals for that module.

The minimum requirement for satisfactory completion of 12 units must include:

- 2 units of VPC Literacy units
- 2 units of VPC Numeracy units
- 2 units of VPC Personal Development Skills units
- 2 units of VPC Work Related Skills units

The remaining four units may include units of competency from VETL (Structured Workplace Learning Recognition (S, credit only) and the remaining VPC units.

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Melton Specialist School

YEARS 11 - 12 CURRICULUM, ASSESSMENT AND REPORTING GUIDE

Melton Specialist School – Victorian Pathways Certificate Student Overview

KEY
The letter identified corresponds to the project folder that the assessment is located e.g. J = Year 12 School Jumper Project

Work Related Skills											
Unit 1			Unit 2			Unit 3			Unit 4		
Module 1.1	Module 1.2	Module 1.3	Module 2.1	Module 2.2	Module 2.3	Module 3.1	Module 3.2	Module 3.3	Module 4.1	Module 4.2	Module 4.3
Personal Development Skills											
Unit 1			Unit 2			Unit 3			Unit 4		
Module 1.1	Module 1.2	Module 1.3	Module 2.1	Module 2.2	Module 2.3	Module 3.1	Module 3.2	Module 3.3	Module 4.1	Module 4.2	Module 4.3
Literacy											
Unit 1			Unit 2			Unit 3			Unit 4		
Module 1.1	Module 1.2	Module 1.3	Module 2.1	Module 2.2	Module 2.3	Module 3.1	Module 3.2	Module 3.3	Module 4.1	Module 4.2	Module 4.3
Numeracy											
Unit 1			Unit 2			Unit 3			Unit 4		
Module 1: Personal Numeracy			Module 2: Financial Numeracy			Module 3: Health and Rec Numeracy			Module 4: Civic Numeracy		
Location	Systematics	Number	Change	Shape	Quantities	Data	Likelihood				

- Who am I Project
- World of Work Project
- Year 12 Jumper Project
- VPC Student Overview.docx

Name: Caleb Date: 18/7/23 PDS U1 M1 1.1 (2)

EMPLOYABILITY SKILLS POWERPOINT

Learning Intention – TO create a PowerPoint to explain to someone what the employability skills are

#	TO DO	✓
1	Open PowerPoint	✓
2	Create slide 1 Title: Employability Skills Name: Type your name	✓
3	Create slide 2 Title: Communication Use google and type in your own words what communication in the workplace is (give examples of how you have done this)	✓
4	Create slide 3 Title: Team work Use google and type in your own words what teamwork in the workplace is (give examples of how you have done this)	✓
5	Create slide 4 Title: Problem solving	✓

Persuasive Text Rubric

LO# - ELEMENTS	LOWER THAN EXPECTED (0)	EXPECTED (1)	ABOVE EXPECTED (2)
a.	Used one or two processes such as planning, drafting or editing to produce written texts.	Used simple planning, drafting and editing processes to produce written texts.	Used planning template, created a written draft that demonstrates editing that includes spelling, cohesion and punctuation.
b.	Language used is not appropriate or understood by the reader.	Used language and tone appropriate to text purposes and audience.	Sustained and consistent use of effective words and phrases which enhance meaning.
c.	Explanatory structure (title, introduction, three opinions with facts/statistics, and conclusion) is absent or minimal.	Sequenced and structured information and/or ideas coherently – title, introduction, three opinions with facts/statistics, and conclusion.	Explanatory structure (title, introduction, three opinions with facts/statistics, and conclusion) is highly developed.
d.	Wrote less than a paragraph or less than three pieces of information in point form.	Wrote at least one paragraph or three to four pieces of information in point form.	Wrote more than one paragraph or more than five pieces of information in point form.
e.	Minimal punctuation which provides little assistance to the reader. Spelling of most words cannot be understood.	Spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.	Provides accurate markers of punctuation for controlled reading. Procedural text contains correct spelling of all simple words, most common words and some difficult words.

/ 10 %

POST-SCHOOL PATHWAYS PROCESS

School tours promoting Senior Secondary programs and pathways
SSGs

SWL Workplace Visits (VPC)

TERM 1

TERM 2

TERM 3

TERM 4

- NDIS and Post-School Pathways Parent Information Sessions Years 9 – 12
- NDIS Navigator Follow Up
- Pathways Actions Plans (Part 1 completed)

- School Leavers Check In
- Morrisby Profiling – Year 10s
- Post School Pathways Expo – Years 7 – 12
- Year 10 Information Night – Senior Secondary Programs, VET, SBAT, SWL

- Pathways Counselling with students
- Post-School Pathways Meetings with parents/carers
- Post-School Pathways visits (travel training)
- Pathways Actions Plans (Part 2 completed)
- Pathways Readiness – Teacher Judgement Tool
- VET and SBAT Selections
- VET & SBAT Sign-Up

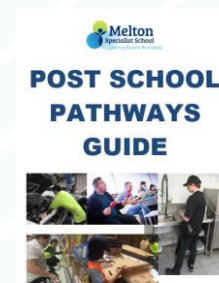
- Year 12s finish a week after their mainstream peers
- Year 12 Graduation
- School Leavers Sign-up workshops
- Post-School Pathways Transitions
- WEC Orientation (for next year)
- SBAT Orientation (for next year)



Year 12 Graduation

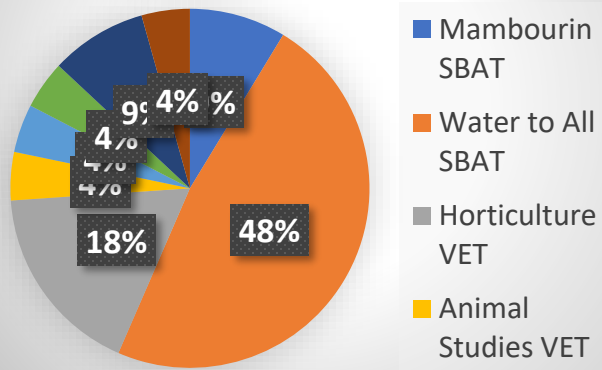


Post-School Pathways Expo



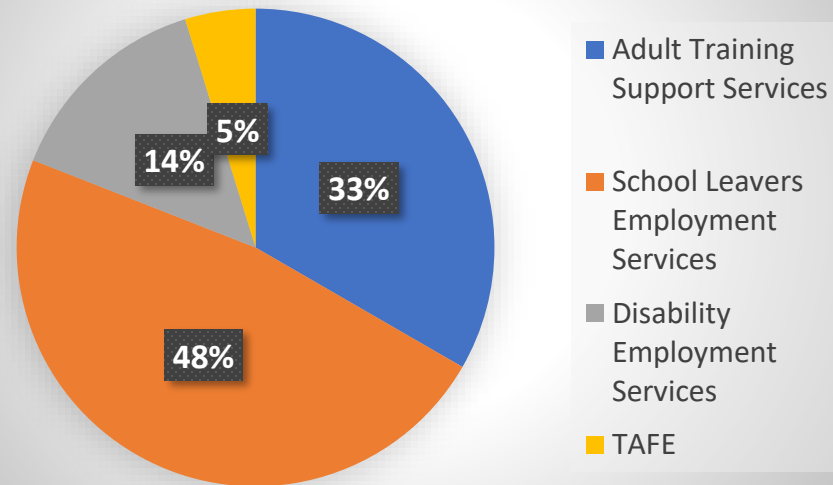
DATA

External Programs - 2024

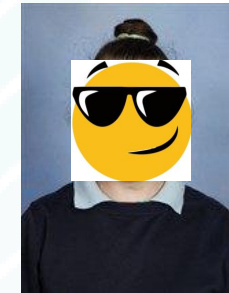


**NOTE* 24 students in our VPC & TI Programs (1 student not placed)*

School Leavers - 2023



**NOTE* 21 students Graduated in 2023
14 will Graduate in 2024*



Makayla

Graduated 2023

- School Captain
- Government Grant to support her Anti-Bullying Campaign
- WEC Awards
- Early Childcare VET
- Early Childcare SWL
- Continuing Early Childcare at Victoria University

Questions?