



Senior Secondary Reform

Beyond Curriculum Change

Greater Shepparton Secondary College (GSSC)

OUR VISION

TO DEVELOP CARING, CREATIVE AND
CURIOUS LEARNERS WHO ACTIVELY
CONTRIBUTE TO A BETTER WORLD.

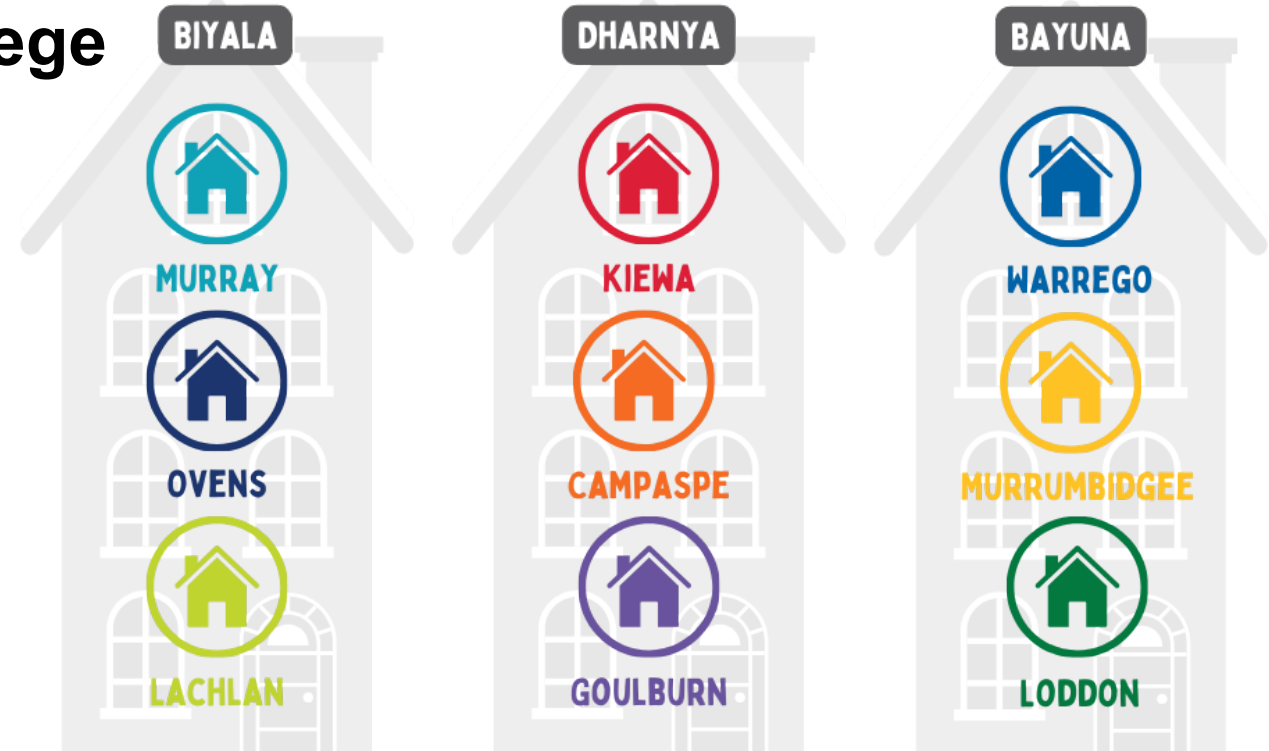


Context

Greater Shepparton Secondary College

The college comprises:

- Approximately 2000 students arranged in nine houses of 230 year 7-12 students
- Contemporary shared teaching and learning spaces and specialist areas
- Hubs for specialist subject delivery, including a STEM Enterprise Centre of Excellence



GSSC leadership model

House and neighbourhood structure

- Sense of belonging, ownership and connection
- Teams-based approach to support learners
- Teams within teams to meet the needs of our learners – “Team around the Learner” model

The GSSC way



GREATER CARE



GREATER BELONGING



GREATER EXPECTATIONS



WE ARE GREATER TOGETHER



GSSC leadership structure

Executive team

- Executive Principal
- Neighbourhood Principals x 3
- Operations Principal
- Behaviour Intervention and Recruitment

Portfolios

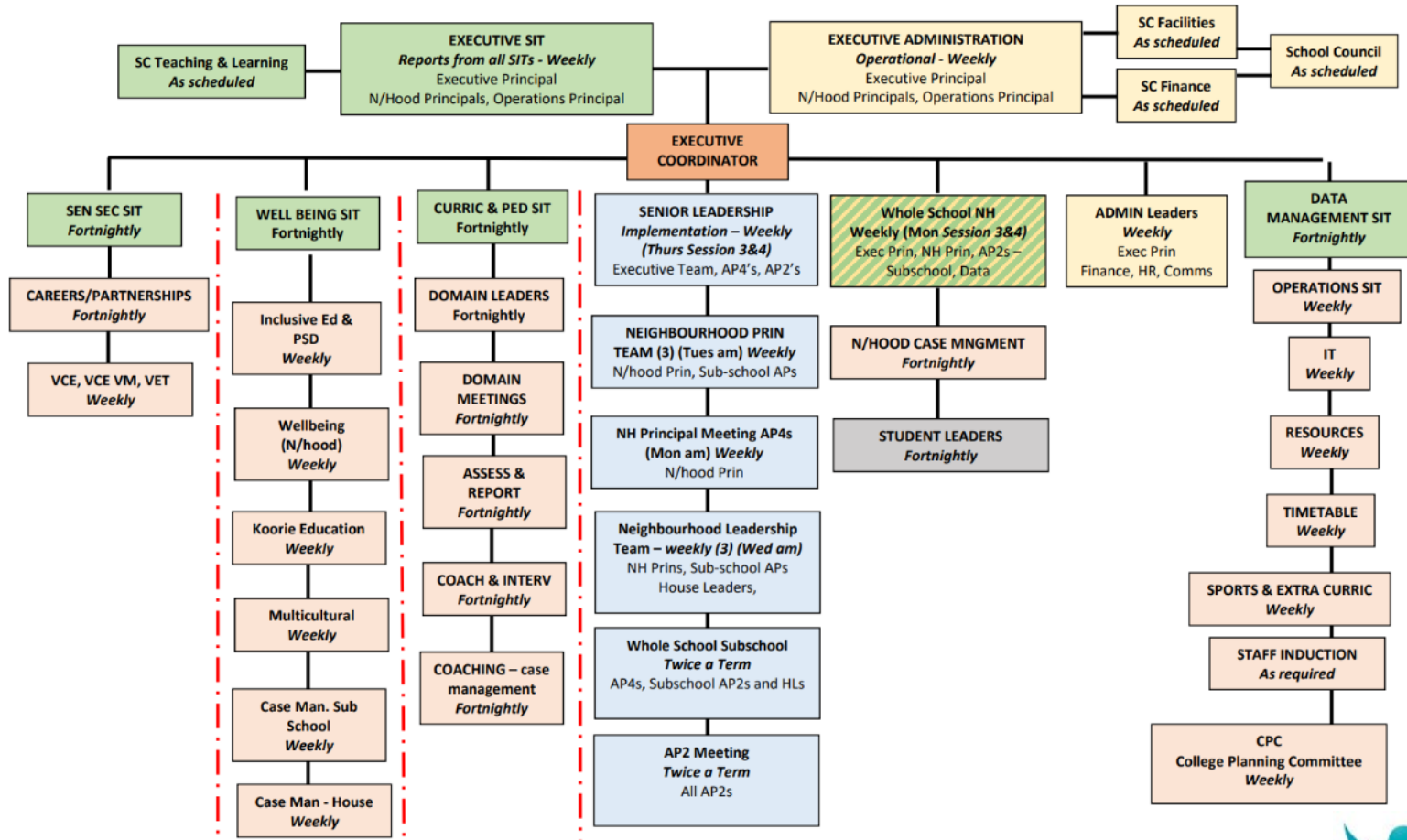
- Curriculum & Pedagogy
- Senior Secondary, Careers & Pathways
- Wellbeing & Inclusion
- Operations

Meeting structure

- Curriculum & Pedagogy SIT
- Senior Secondary, Careers & Pathways SIT
- Wellbeing & Inclusion SIT
- Operations SIT
- Executive SIT



Meeting governance



- Vertical structure with horizontal components
- Stay in your lane!



Preparing for the senior secondary reforms

- Planning began with leaders meeting from across three campuses
- Formation of the “Senior Secondary Pathways Team”
- What we knew – Firth review, changes on the way with the senior certificate options
- Priorities for the team:
 - to enhance vocational and applied learning options
 - to enhance the flexibility of the senior timetable
 - to develop a leadership structure for our soon-to-be-merged college that would support the needs of senior students into the future
- Maximising opportunities for students was at the centre of all decisions



Senior secondary reforms in action

A snapshot of student program options

Let's hear from some of our students!



Timetabling for flexible options

- First iteration of the new timetable for our new college saw applied learners able to engage in SWL one day a week
- Second iteration designed with the introduction of the VCE VM to improve flexibility
- Current iteration further supports access to vocational education
- 5 period per day timetable
- 6 block timetable – 2 singles and a double for each subject
- 1 period “Pathway Mentor”
- Blocked GSSC VET studies

GSSC Six Block Timetable

2024 Senior School 10-12

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Home Group 8:55 – 9:05	Home Group	Home Group	Home Group	Home Group	Home Group
Session 1 9:05 – 10:02	1	5	6	2	4
Session 2 10:02 – 10:59	2	5	3	2	4
Recess 10:59 – 11:39					
Session 3 11:39 – 12:36	5	6	4	1	3
Session 4 12:36 – 1:33	4	6	PATHWAY MENTOR SESSION	1	3
Lunch 1:33 – 2:13					
Session 5	3	1	2	5	6



Senior secondary timetable structure

Problem of Practice:

Remaining student centred, how can our timetable allow the flexibility required for one day per week VDSS/SWL/SBATs?



Leading together: inspire, learn, network

GSSC senior secondary leadership structure

OUR SENIOR SECONDARY, CAREERS & PATHWAYS TEAM



EXECUTIVE PRINCIPAL
BARBARA O'BRIEN



NEIGHBOURHOOD PRINCIPAL,
SENIOR SECONDARY & CAREERS
KIRSTEN TOZER



ASSISTANT PRINCIPAL, SENIOR
SECONDARY & CAREERS
ZARINA FLEMING

CURRICULUM



VCE LEADER
FELICITY CUMMINS



APPLIED LEARNING
LEADER RUTH O'BREE



VASS DATA ENTRY
LIZ ADAMS



INDUSTRY ENGAGEMENT
COLLEEN WILKINSON



PARTNERSHIPS MANAGER
LISA KERR

CAREER PATHWAYS



CAREERS MANAGER NATASHA BOYKO



BIYALA CAREERS
PRACTITIONER
SUSAN BARR



DHARNYA CAREERS
PRACTITIONER
GREG BRISTOL



BAYUNA CAREERS
PRACTITIONER
DAN WATSON



Leading together: inspire, learn, network

GSSC senior secondary, careers & pathways team – working together

- Regular meetings
 - Operational
 - SIT
- Collaboration – within the college and external
- Delivery of professional learning



The careers team - neighbourhood model

- Centrally located careers hub in each Neighbourhood
- Qualified practitioners



Distributed leadership

Each neighbourhood careers practitioner has been allocated a responsibility to manage across the college.

- Work experience and structured workplace learning
- Morrisby career profiling
- Events and communications



Pathway mentor program

- One period per week
- Three specific programs running simultaneously, targeting Year 10, 11 and 12
- Varied format: presentations, hands-on, information sharing
- Assemblies – Year 10-12 by houses or year level by neighbourhood
- Targeted careers support
- Level-specific topics such as VTAC and SEAS, employment information, industry guest speakers, life-skills (TFN, accommodation), mental health and wellbeing, study skills, goal setting etc.



Careers and pathways

Problem of practice:

Raising aspirations for all students – how do we achieve this via a robust careers counselling program that includes parent/carer involvement?



Thank You

For your time today



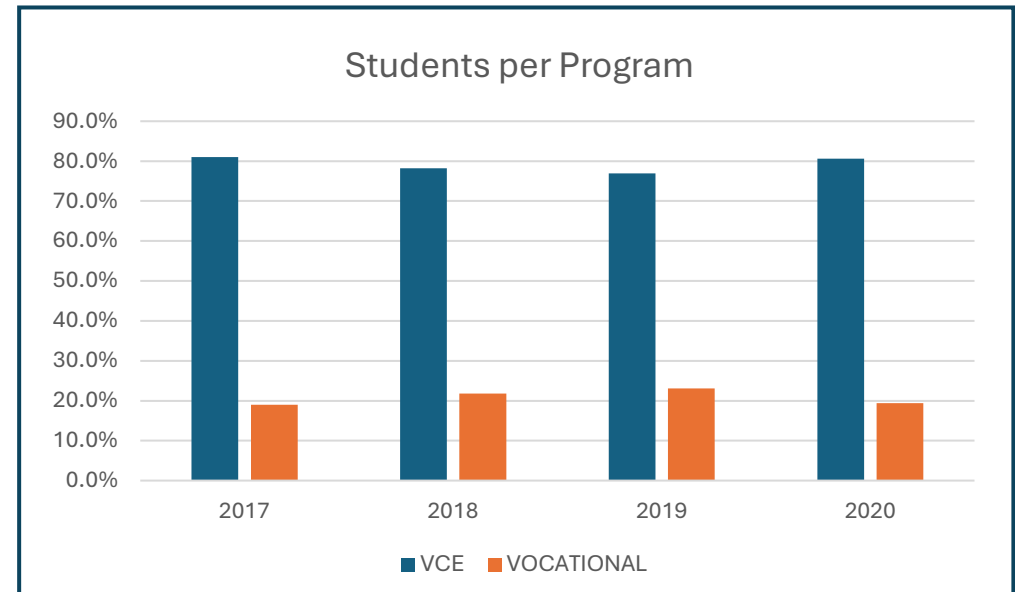
Senior Secondary Reform

Broadening access to the
VM stream within VCE





What does this data suggest to you about the pathways for the students at our school? Turn and talk



Learning intention

To reflect on how Senior programs can be provided and understand the potential of the VCE Vocational Major



Context of the challenge

Firth Review

Final report published in November 2020.



Rowville Secondary College

- Two campuses (both 7-12) with a significant number of both VCAL and VCE students.
- Programs at each campus allowed students to focus on their strengths (Sports Academy, Institute of the Arts, General Excellence, Maths and Science Academy)
- Complexity

Approach

The beginning

In July 2021, RSC created a Senior Certificate Working Party.

The Working Party was strategically constructed.

Steps taken

1. Reviewed current provisions
2. Asked ourselves if we are meeting the needs of our students
3. Created a mission statement
4. Designed program and implementation

Role of leadership

Resources – time and expertise provided. Work valued through AIP.

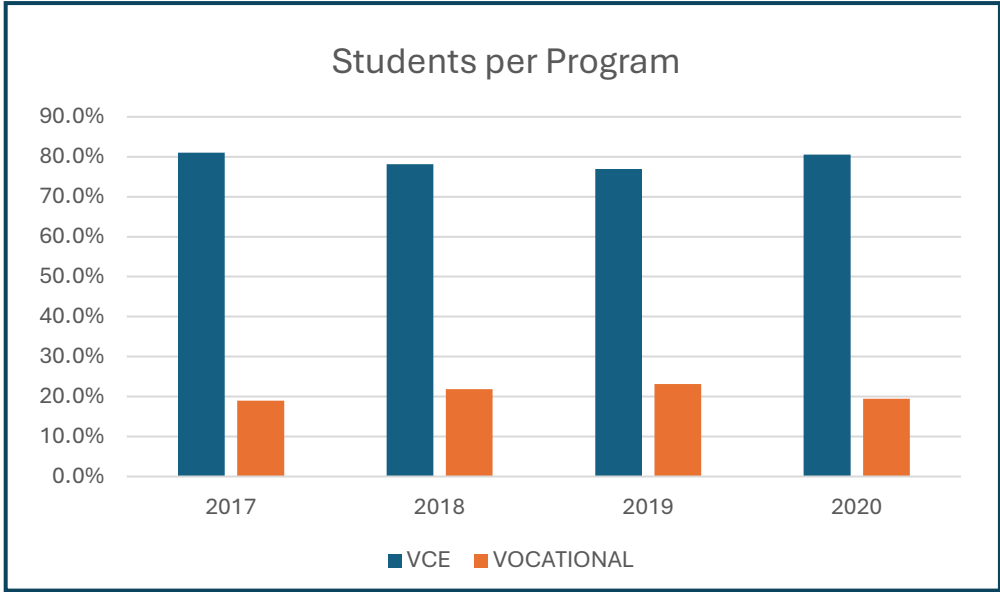
Autonomy

Timing of the creation of the Working Party meant successful implementation was possible





Reflections



Mission statements

Rowville Secondary College's mission statement:

Nurturing strengths to create curious and powerful learners.

Senior School Certificate mission statement:

The Senior School Certificate Program will maintain a focus on the strengths of the student, provide flexibility, be rigorous and meaningfully include Vocational students as equal and purposeful members of the Rowville Secondary College community.

The opportunity

- This significant change to the structure of Vocational Learning presents opportunities for senior programs at Rowville Secondary.
- Greater integration between VCE and VCE Vocational Major students.
- Flexibility for students to study VCE Vocational Major units and VCE units.
- Access to vocational learning for all RSC students.
- Supportive and collaborative pathway counselling to ensure students are prepared for the most appropriate pathway.
- Purposeful engagement with Specialism (Arts) and Training (Sports) for vocational students.



Barriers

- Teachers have low expectations of 'vocational' students
- Students have low expectations of themselves
- Avoidance of challenge in the community
- Capacity of some students to respond to VCE curriculum
- Cost of the program (students undertaking a full week of classes)



Design

Cultural change

Improving understanding of vocational learning:

- development of two vocational electives (Year 9 and Year 10)
- improved pathways and careers counselling

Increasing cohesion among students

Focus on the College community understanding the programs.

Implementation

Creation of a VCE: VM Learning Area with a leader – responsible for developing curriculum for Year 9 and 10 electives, work related skills and personal development skills.

Literacy and numeracy managed by the English and Maths Learning Area

More focus on creating pathway counselling through the Careers Team & Learning Mentor Curriculum

VCE teachers had input and choice about how assessment would happen for VCE: VM students in their VCE classes.

The students generally undertake the same assessment (SACs) as VCE students unless there is an IEP which indicates that other support is required.

Significant time given to curriculum development.

Design

VCE

Yr 10: acceleration in Unit 1 & 2 VCE Subject

Yr 11: six VCE subjects which can include a VET subject

Yr 12: five VCE subjects which can include a VET subject

VCE VM

Yr 10: most will accelerate and complete WRS Units 1 & 2

Year 11: any VCE English/VM Literacy, any VCE Mathematics, PDS, VET subject (we offer internal VET) and up to two VCE subjects

Year 12: any VCE English, VET, choice of three either VM or VCE subjects

Possibility to do work placement during Year 11 exams

VCE VM SBAT

Year 11 & 12 only:
Two days at school and three days training/work

Complete all required units for VCE VM:

Literacy
Numeracy
PDS
WRS

The SBAT program can also be undertaken by our VPC students

Enablers

Our structure in terms of specialism (coaching and arts) means that an integrated VM would better allow our students to focus on their strengths.

Student numbers. We are a large school with currently 577 Year 11 & 12 students across two campuses.

Our community is often quite conservative in terms of what they view as education, and a model which mimics standard programs is going to be more successful.

Structure supports student agency. It provides increased choice in the vocational pathways which VCAL limited.

Enablers

We have two very popular internal VETs: Music Performance and Sport & Recreation. We also offer VET Dance to Dance Specialists. This supports students who do not want to go off site for the VET part of their program.

Change in structure of days occurred concurrently to this change. We went from six 48-minute periods to four 70-minute periods.

Evident value in the new program to our students and staff.

Increased numbers of students in the lines means an increased offering of subjects.

Challenges

- SBAT is successful in terms of effective structured workplace learning. We still have room to improve in terms of inclusion of these students in our broader program given the structure.
- Accessing workplace learning for the VCE VM cohort is the same challenge it was in VCAL.
- Some of our student managers find the complexity of VCE Vocational Major difficult to navigate. We have responded with more training.
- Accessing external VET: with the increasing demand, timing of external VET can impact on the school program, and we are looking to increase the number of VET subjects we offer in the lines.
- Quality teachers for the VCE VM subjects.

Outcomes

Flexibility to modify individual student programs within the lines.

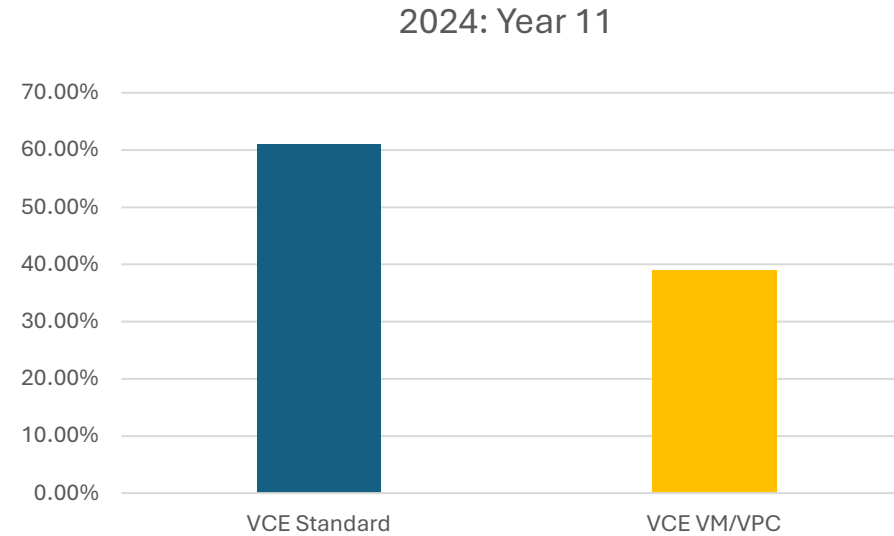
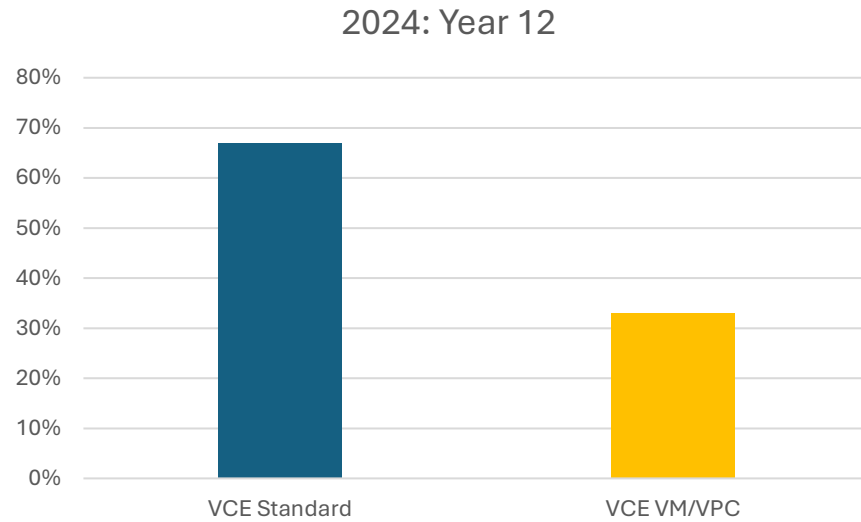
Students in VCE can easily access VCE VM subjects but at this point we are reserving that option for those who need individual pathways support.

Change of culture regarding non-scored VCE. Students now know if they don't want to be ranked that they do VCE VM. Only in extraordinary circumstances do we do non-scored VCE.

Culture of the cohort has changed. Year 12 formal was much less divided and more cohesive.



Outcomes



In year 10 this year, 50% of the cohort are completing the full year elective *Getting Ready for the Workplace* (WRS Units 1 & 2).

Thank you

