

VCAL provider name: Lorne / Aireys Inlet P-12 College
VCAL unit name: Literacy Skills
VCAL unit: Senior Reading and Writing

Overview of the assessment task and the project/theme it is linked to:



VCAL 2010

In 2008, the VCAL program at Lorne/ Aireys inlet P-12 College was focused on ‘The Doll’s House’, a historical building in the Lorne school campus. In 2009, within an integrated unit on ‘business’, the students worked along side a business coach to organise a fundraiser entitled, ‘The World’s Largest Sandcastle competition’. This event was nominated for a number of State VCAL awards.

In 2010, the focus is on the greater community. This integrated unit focuses on volunteering; learning about a variety of organizations, philanthropists and the need and role of volunteers within different communities. The Literacy, Numeracy and Personal Development requirements of the VCAL program are met in this holistic approach. The focus is not only on academia but also on the personal growth of the individual student. This unit strengthens both of these.

With volunteering experience within the student’s local community, a city and within an indigenous community, VCAL’s should gain a greater understanding of the importance of volunteers and their work. They will also be given opportunities to utilize their skills. For example, in the area of hospitality as well various work related skills.

On a local level, the students will research volunteers within the community, organise a number of guest speakers, complete a profile on a volunteer as well as complete a number of volunteer hours themselves. Students will work with ‘Well Springs’, part of the Lorne Community Building Initiative, in a community back to the garden project 2010. They will be sharing their experiences with each other, the school and publish work for the surrounding communities.

The city experience involves working closely with two organizations that assist those in need, 'Urban Seed' and 'Missionaries of Charities'. Through them, the students should gain a greater insight into the other side of Melbourne. They will be working with issues such as addiction, cultural differences and homelessness. Students will investigate what is involved in helping others, as well as gaining hands on experience by helping to prepare and serve the homeless. As a part of this trip students are required to complete a photographic profile of the city and a reflective journal.

A relationship, throughout the year, will be developed between our students and those living in an indigenous community. Through a variety of correspondence such as, email and skype, students will share information and experiences. At the end of the unit, the VCAL group will endeavour to travel to the community and volunteer their skills.

To fund this social justice program the VCAL students will work closely with a community business coach. The senior students have worked with the coach on a major fundraising event in 2009 and will therefore, with guidance, lead the rest of the team through a number of brainstorming and role allocation sessions. The fundraising goals and strategies are student directed and decided on through research and sought professional advice.

This assessment task is integrated with VCAL Personal Development Skills.

Student roles and responsibilities in relation to the task:

Literacy

- Investigating the role of volunteers and philanthropists
- The importance of volunteers within a community
- Surveying the local community and their volunteering involvement
- Surveys – men's shed, needs of the community
- Profile on 'Urban Seed'
- Persuasive Speech on recruiting volunteers for local organisations
- Fig Tree community house – its purpose
- Liaise with Lorne Community Initiative
- Interviews – profiles on individual volunteers within the community. Publish in the Lorne Independent
- Guest speakers from the community to talk to the students
- Correspondence - emails, letters, Skype
- Reports eg. Newspaper article about experiences as a volunteer in Melbourne
- Journals – city experience / visit to indigenous community
- Photographic folio piece on 'the other side of Melbourne'
- Persuasive writing piece on Volunteering
- Documentary – cross-age tutoring. Presented to the public
- Research - oral and written presentations

Numeracy

- Statistics
- Costing – travel / accommodation
- Men's Shed - construction
- Timetables
- Maps

Personal Development

- Problem solve as required
- Participate and contribute at meetings related to projects undertaken
- Demonstrate leadership in project (s)
- Appreciate the importance of volunteers within a community
- Research formal and informal communication networks
- Investigate Men's Shed and the needs of the community
- Complete a photographic profile of the city
- Complete a reflective journal of the city volunteering / social justice experience
- Research Fig Tree Community House – its purpose

Other Literacy Assessment pieces:

- Journal writing
- Goal setting
- Film review
- Reading log
- Reflective writing piece

Student roles and responsibilities in relation to the task:

The students are required to work and have responsibilities as:

- a **team** to organise the main events in their social justice program eg. Melbourne camp, fundraiser, community volunteering and trip to the Northern Territory.
- **Leaders** along side the community business coach in facilitating the fundraiser with the intermediate students. With the concept of 'leading the future leaders'.

- **Individuals** to plan, liaise and organise their community volunteering hours and guest speakers to the school.

The students will be responsible for presenting to school council (fundraiser and camps), investigate the legalities and seek advice from the Department of Education and Early Childhood Development (DEECD) legal team, communicating with a variety of community members, plan sessions with the business coach, assist in organising the logistics of the Melbourne camp: contact with Urban Seed, Missionaries of Charity, accommodation, travel schedule and costs. Depending on the project negotiated with the students in Tenant Creek, NT students will organise project plans and materials as well as the planning of the whole trip eg. Flights, accommodation etc.

All aspects of the social justice program will be shared within the school (Prep to year 12) as well as with the greater community. This will be done through displays, a documentary and various oral presentations. Students will be responsible for updating all donators of their progress through out the year. Various works will be published on a local and region level. Parents and friends will be presented with the students work on Presentation night.

Level of teacher support:

The teacher's role will be to:

- Contribute to the class as an active team member.
- Assist in contacting the DEECD Department
- Facilitate when required, observe and problem solve when required
- Initiate a link between a school in Bachelor NT and the students

The teacher's role is a supportive one. It is based on seeing each student as an individual with different educational and emotional needs. The teacher's role is to encourage and enthuse whilst still being mindful of 'life in the real world'.

A VCAL teacher's role is to not only impart knowledge but to guide and facilitate self-learning. Personal journeys as well as achievements are celebrated.

Please indicate the Learning Outcome/s to be demonstrated by this evidence

Student Evidence (refer to Portfolio of Evidence in section 1)	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Students definition of a volunteer		X	X				X	
Presentation to school council		X						
Poster advertising for volunteers			X				X	
Fundraiser You tube film Script.		X					X	

Comment [01]: Place an 'x' to indicate your answer

Comment [02]: Click in this cell and press tab when you want a new row

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Profile on 'Urban Seed'		X	X		X	X	X	
Social Justice Camp Journal	X		X			X		
Photographic profile on the other side of Melbourne	X					X		
Interview a volunteer folio piece	X		X				X	
Minutes of social Justice program meetings.		X				X		
Organise community volunteer guest speakers Notes on Speaker. Minuted with Daily organiser.		X				X		
Write a speech persuading the youth of the community to join a volunteer organisation.				X	X		X	
Design flyers for plant a seed Men's shed.			X					
Compare two blogs giving different Views on Tony Abbott's direction to not continue with the Rudd's government's goal of halving homelessness by 2020. Present as a public debate.				X			X	X
Argumentative piece on Why bother to volunteer?				X			X	X
Reflective Journal – Melbourne Camp with team and individual evaluation of camp	X				X	X		
Brief descriptive report on the Social Justice camp for school, Newsletter, Community Paper and local paper.			X				X	
Poetry – emotive pieces written by volunteers	X				X			
Individual profile for Students at Tenant Creek.	X					X	X	
Documentary about the local community and school for Aboriginal	X		X					

Is the activity included in this template part of an integrated program?

Yes	No
X	

Please indicate the other VCAL units and learning outcome/s that are also met by this integrated program

	Unit title	Level	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Literacy Skills		S	X	X	X	X	X	X	X	X
Numeracy Skills										
Work Related Skills										
Personal Development Skills			X	X	X	X	X			

Comment [03]: You only need to type R/W for Reading and Writing or O/C for Oral Communication or U1 for Unit number

Comment [04]: You only need to type F for Foundation or I for Intermediate or S for Senior

UNIT 1

Teacher name: Cherie Osta

Date: 5th March 2010

Assessment Template: Literacy Skills Senior Reading and Writing

Learning outcome 1

Writing for self expression

Write a complex recount, narrative or expressive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

Conduct an interview with a local community resident about their experiences and reflections as a volunteer. Write a biographical text drawing on knowledge of the organisation/s the person belongs to. A presentation of all volunteers' stories and their photos will be displayed on a 'story board' for the school and wider community.

Tuning in activity - Students will be exposed to a variety of autobiographies and personal profiles to become familiar with the genre. Eg. Newspapers, internet, books etc.

1.3 1.2 Small group – Discuss and list features of autobiographies.

Whole Class – Share lists with class

Audio – Watch a variety of interview techniques and discuss styles and questioning strategies used.

1.1 1.2 Role Play – Students write out a variety of 'leading questions' and interview each other. Pairs give constructive feedback to their partners.

1.3 1.4 Writing – Students research their chosen volunteers organisation / s and write a variety of questions.

Interview – Students organise, conduct and record interview

1.6 1.4 1.5 Write up – Students write the autobiography approx 400 – 600 words

Present – Written pieces of work with accompanying photos will be displayed for the community on a 'story board' and published in the local newsletter.

Elements

All elements must be met in the one assessment task/activity:

Writing process

1.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

1.2 Use language and tone appropriate to text purpose and audience.

Structure

1.3 Organise ideas and information to suit purpose.

Length/complexity

1.4 Incorporate a range of topics, beliefs, issues or experiences.

1.5 Use literary devices to convey character, setting and/or emotions.

Mechanics

1.6 Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 2

Writing for practical purposes

Write a complex instructional or transactional text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Formal meetings discussing the Social Justice Program will be recorded through minutes taken by each student. 2.1 An agenda will be compiled by student before each meeting. 2.1 2.2 2.3 2.4 2.5 Formal format will be used with appropriate headings and subheadings. 2.5 Minutes will be forwarded to all VCAL members.

Elements

All elements must be met in the one assessment task/activity:

Writing process

2.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

2.2 Use language and tone appropriate to text purpose and audience.

Structure

2.3 Organise information and/or ideas logically to suit purpose.

Length/complexity

2.4 Present specialist and/or technical knowledge, highlighting features of special note.

2.5 Present information accurately, clearly and concisely.

Mechanics

2.6 Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 3

Writing for knowledge

Write a complex report, explanatory or expository text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Students research the background of a Melbourne volunteer group, 'Urban seed' through a variety of mediums including Internet, newspaper archives and volunteers members. Students write an article about the history of the volunteer organisation, what it offers, how it runs and includes three brief bibliographies on working members. This piece will be suitable for publishing. Students are required to correspond with editors from Local newspapers in order to publish the article.
- 3.1 3.4 Tuning in - Students will research and record information gathered on the history of 'Urban Seed'
- 3.2 3.3 3.4 Writing – A written report will inform the public of the history of the volunteer organisation, 'Urban Seed' and their role in the community approx 400 – 600 words.
- The structure of the text will be in the form of a newspaper article.
- 3.4 3.5 3.6 Students incorporate facts gathered into an article suitable for publication.
- Present - Students will present their findings to the whole school in a written report or as a power point presentation.

All elements must be met in the one assessment task/activity:

Writing process

3.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

3.2 Use language and tone appropriate to text purpose and audience.

Structure

3.3 Sequence and structure information and ideas logically to suit purpose.

Length/complexity

3.4 Present a range of abstract concepts and/or technical facts within a specialist field.

3.5 Present information accurately, clearly and concisely.

Mechanics

3.6 Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 4

Writing for public debate

Write a complex persuasive, argumentative or discursive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Volunteer organisations need more youth to contribute their services in their local area. 4.1 Students research other Youth volunteer organisations to investigate special features that encourage members. 4.2 4.3 4.5 4.6 Students write a speech persuading the youth of the community to join these groups. The audience target will be from Year 3 to 12. Students will produce a poster to encourage volunteers.

Elements

All elements must be met in the one assessment task/activity:

Writing process

4.1 Use the processes of planning, drafting and editing to produce written texts.

Purpose

4.2 Use language and tone appropriate to text purpose and audience.

Structure

4.3 Organise ideas and arguments to suit purpose.

Length/complexity

4.4 Provide and integrate evidence to support own argument.

4.5 In an argumentative or discursive text acknowledge and rebut opposing point/s of view.

Mechanics

4.6 Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 5

Reading for self expression

Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- Poem – Students to choose and respond to an emotive poem to which they are able to relate. The poems are all written by volunteers and are based on their experiences both giving and receiving help.
 - 5.1 5.3 Read –a variety of poems written by volunteers or by those that have experienced help.
 - 5.2 Discuss - the elements of poetry eg. Rhythm, verses etc
 - 5.2 5.3 Brainstorm in small groups / whole class - Students acknowledge and discuss the authors desire to provoke empathy and the reasons why the author presented the poem in this way.
 - 5.4 Writing - Students describe how the poem made them feel and whether the author achieved his / her purpose and does it affect all readers the same way. 400 – 600 words
- Present – students share their written pieces.

Elements

All elements must be met in the one assessment task/activity:

Purpose

- 5.1 Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

- 5.2 Identify the fundamental point of view shaping the text and the devices used to present that point of view (for example, characters).

Application

- 5.3 Compare and contrast with other texts.

Critique

- 5.4 Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.

Learning outcome 6

Reading for practical purposes

Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- 6.1 6.2 6.3 6.4 Students read an information booklet by Urban Seed about its services and other and various volunteer organisations.
- 6.5 Students provide a written and oral comment on the effectiveness of the information. Eg. Who would benefit from this publication? Is it useful for the general public?

Elements

All elements must be met in the one assessment task/activity:

Purpose

6.1 Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

6.2 Identify the key instructions and any interpretations.

6.3 Identify (if any) misleading information in the text.

Application

6.4 Compare and contrast with other known texts.

Critique

6.5 Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.

Learning outcome 7

Reading for knowledge

Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- **7.1 7.2 Students will read the History of Urban Seed and identify, highlight and discuss main points. 7.3 7.4 7.5 7.6 Students write information in points and comment on its effectiveness as an effective source for information. A report will be written up of their findings. See learning outcome 3.**

Elements

All elements must be met in the one assessment task/activity:

Purpose

7.1 Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

7.2 Differentiate between information and interpretation in the text.

7.3 Extract information relevant to given research task.

Application

7.4 Compare and contrast with other texts.

Critique

7.5 Analyse the conclusions reached.

7.6 Present an opinion on the content and effectiveness of the text in relation to the audience and purpose.

Learning outcome 8

Reading for public debate

Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.

Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:

- **8.1 8.2 Compare two blogs/articles/editorials on Tony Abbott's direction to not continue with the Rudd government's goal of halving homelessness by 2020.**
- **8.3 8.4 8.5 Students record points from both articles and present an opinion of these in oral form to the class as a public debate.**

Elements

All elements must be met in the one assessment task/activity:

Purpose

- 8.1 Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.

Comprehension

- 8.2 Identify the underlying values system implicit in the text.

Application

- 8.3 Compare and contrast with other texts.

Critique

- 8.4 Evaluate the arguments and evidence given.

- 8.5 Present an opinion on the text, taking into account the content and the effectiveness of the text in relation to the audience and purpose.