

A Bill for an Act relating to Reforming the Victorian Certificate of Education Bill 2020.

To be enacted by the YMCA Victoria Youth Parliament;

## **Reforming the Victorian Certificate of Education Bill 2020**

A Bill for an Act to reform the current Victorian Certificate of Education. This Bill establishes a review board that will oversee the reform. They will analyse data from students, measuring authentic engagement. This Board will develop a recommendation, to be provided to the Minister for Education and Parliamentary Secretary for Schools. Through this review, education will be critically analysed, and provide necessary changes to teaching, student voice, VCAL program, and University Entrance requirements, in addition to many other concerns.

Students need an education that prepares them for a changing world. COVID-19 has highlighted this need more than ever. The scope of this bill looks far beyond returning to 'education as normal,' this Bill is about establishing a passion and enthusiasm for learning. Students need a culture of learning embedded from their early years, to develop a passion for life-long learning. Students should not be panicking for tests or exams, but rather be confident in their abilities.

## **PART I—Preliminary**

### **Clause 1 Purpose**

The main purposes of this act are—

- (a) to reform the Victorian Certificate of Education (VCE);
- (b) to establish the Victorian Education Review Board (VERB);
- (c) to conduct a review, in which development is based on a strong understanding of the needs and experiences of students.

### **Clause 2 Commencement**

This Bill shall commence upon receiving assent from the Youth Governor of Victoria.

### **Clause 3 Definitions**

In this Bill, we define the following to mean—

- (a) **school** means a Victorian primary or secondary school or college;
- (b) **VCE** means the Victorian Certificate of Education;
- (c) **VCAL** means the Victorian Certificate of Applied Learning;
- (d) **VERB** means the Victorian Education Review Board.

## **PART II—Establishment**

### **Clause 4 Reform Guidelines**

- 4.1 The Victorian Education Review Board (VERB) is established.
- 4.2 VERB is tasked with conducting the following—
  - (a) facilitate the development and expansion of the Attitudes to School Survey to be delivered to all schools within the state, including non-government schools;
  - (b) analyse the data found in the Attitudes to School Survey, and provide a recommendation to the Minister for Education and Parliamentary Secretary for Schools;
- 4.3 Membership of the VERB shall include—
  - (a) minimum two students, from each sector, in Years 10, 11 and 12;
  - (b) two representatives from each sectors' governing body;
  - (c) representatives from other stakeholder organisations, as determined by the VERB.

### **Clause 5 Student Voice in Education**

- 5.1 Students are to be consulted on issues that concern their education.
- 5.2 Issues concerning education include, but are not limited to—
  - (a) curriculum;
  - (b) facilities;
  - (c) pedagogy.
- 5.3 Consultation shall involve the following where applicable—
  - (a) students on school councils;
  - (b) the Victorian Student Representative Council (VicSRC);
  - (c) the Victorian Youth Congress.

**Clause 6 Teaching of the VCE**

- 6.1 All VCE teachers and high school teachers within 12 months of the Bill's implementation shall be provided with—
  - (a) mental health training;
  - (b) inclusivity and disability training;
  - (c) cultural understanding and safety training;
  - (d) risk-taking awareness training.
- 6.2 These training services will include—
  - (a) 'student-focused' model of assistance;
  - (b) online accredited learning modules;
  - (c) renewal every 12 months.
- 6.3 Teachers shall receive a base salary increase.
- 6.4 Teachers in the following positions will receive a greater salary increase—
  - (a) teachers who predominantly teach in rural or remote areas;
  - (b) teachers who work primarily with students with disabilities;
  - (c) teachers who have taught for more than 10 years in succession;
  - (d) teachers who work in other high-risk/difficult environments;
  - (e) teachers who have completed training, as outlined in clause 6.2.

**Clause 7 Victorian Certificate of Applied Learning (VCAL)**

- 7.1 The VCAL program shall be expanded to provide greater options to students, such as—
  - (a) individual subjects are offered to students as 'Short Courses';
  - (b) inclusive of existing subjects and those available in free TAFE courses.
- 7.2 The VCAL shall be promoted as an equal option to the VCE.
- 7.3 Publicity campaigns shall be launched to highlight the benefits of VCAL.
- 7.4 Careers Practitioners are to be provided with appropriate resources and encouraged to discuss VCAL in schools.

**Clause 8 University Entrance Requirements**

- 8.1 The university entrance requirements are changed to reflect a holistic view of students.
- 8.2 Students entering university are assessed on—
  - (a) academic capabilities;
  - (b) involvement in co-curricular programs;
  - (c) contribution to society.
- 8.3 A university entrance scheme is to be developed by VERB.