



## CURRICULUM POLICIES

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# VCE POLICY

## Completion of the V.C.E.

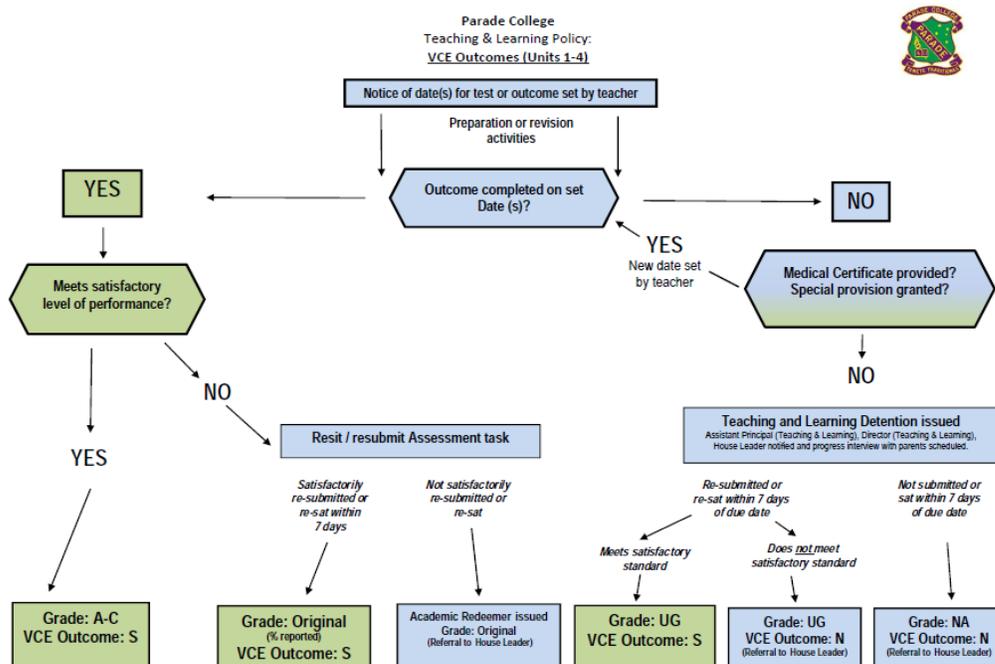
### Satisfactory Completion of the VCE

The VCAA advises that for: Satisfactory completion of the VCE, students will be required to satisfactorily complete sixteen units of study, including:

- three units of English, English Language, or Literature (which must include the 3/4 sequence); and
- a minimum of three sequences of Units 3 and 4 studies other than English.

### Deadlines & Timelines

College policy is that all work must be submitted by the due date. The College will distribute a full list of due dates for all subjects as well as the title of the task. Absence on the due date must be verified by a medical certificate and a new submission date is to be negotiated with the relevant teacher.



### Examinations and Outcome Assessments

VCE examinations occur at end of the year. Students must attend all exams as there is no provision to re-sit VCAA tasks.

### Attendance

Students are required to attend a minimum of 90% of classes. Failure to do so may result in an N for the unit. In the event of absence from class parents should follow the procedures outlined in the College Attendance Policy for Notification of Lateness or Absence from School. It is a requirement that parents / guardians notify the College between 8.00am-9.30am if their son is to be absent from Tutor Group on that day, and a note sent upon return to school. Absence from assessment of VCE outcomes requires a medical certificate in order for the task to be rescheduled as per VCAA guidelines.

## **Achievement of Outcomes (Satisfactory Completion)**

For satisfactory completion of a unit, a student must demonstrate a satisfactory understanding of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. The key knowledge and skills and the Advice for Teachers included in the study design will assist teachers in making this judgment. The school will develop courses that will provide opportunities for students to demonstrate achievement of the outcomes and to satisfactorily complete the units of their VCE studies. The judgment of satisfactory completion is a school responsibility.

Achievement of an outcome means:

- the work meets the required standard as described in the outcomes;
- the work was submitted on time;
- the work is clearly the student's own;
- there has been no substantive breach of rules.

If all outcomes are achieved, the student receives S (Satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- the work is not of the required standard as described in the outcomes;
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- the work cannot be authenticated; or
- there has been a substantive breach of rules including school attendance rules.

If any one of the outcomes is not achieved, the student receives N (Not Satisfactory) for the entire unit.

Where a student has completed work but there has been a substantive breach of class attendance (i.e. below 90% attendance at scheduled classes), the student may be awarded N.

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage, but should not report them to the VCAA. The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Technology-related excuses are never accepted as reason for failure to complete/submit work.

It is the student's responsibility to keep all work backed-up to allow for unforeseen events such as these.

### **Lost, stolen or damaged work**

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage, but should not report them to the VCAA. The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

**Technology-related excuses are never accepted as reason for failure to complete/submit work.**

It is the student's responsibility to keep all work backed-up to allow for unforeseen events such as these.

## Reporting achievement of outcomes

There are two symbols for reporting achievement of outcomes: S means the outcome has been achieved; N means the outcome has not been achieved.

In Unit 3 and 4 studies, teachers will provide written feedback and a raw score for the task. It is important to understand that this score can and will change as a result of VCAA Statistical Moderation.

## The VCE Progress Panel

This Panel will convene whenever the need arises. The membership of the Panel will normally include some of the Assistant Principal (Teaching & Learning), Dean of Learning, and the subject teacher. The Panel will hear cases involving:

- Suspected plagiarism
- Issues relating to authentication
- Student issues relating to the award of an 'N'.

Students who want to request an appointment to attend the VCE Progress Panel will need to put their reasons in writing on the appropriate form available from the Assistant Principal via the Teaching and Learning Secretary.

## Authentication Rules for Students

Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts, until further evidence is provided. Under VCAA rules it is students who must prove originality of their work.

1. Students must ensure that all unacknowledged work submitted for coursework assessment is genuinely their own work.
2. Students must acknowledge all resources used. This includes:
  - text, visual and source material;
  - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note-taking) but which has been significantly transformed by the student and used in a new context;
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgement;
  - actual corrections or improvements made or dictated by another person.
4. Students must sign a Declaration of Authenticity only for those coursework tasks that include work done outside of class. This declaration states that all unacknowledged work is the student's own.
  5. Students who knowingly assist other students in a Breach of Rules will be penalised.

## Submission and Satisfactory Completion of Work

Students are to submit all work for assessment to the subject teacher at the time specified by the teacher of that subject. In the event that the class does not take place on the day the work is due, alternative arrangements will be made by the teacher. Learning Area Leaders will determine the process for cross marking of samples of work.

Students are to refer to the Teaching and Learning Policy for VCE Outcomes for details.

## **Unsatisfactory Completion of an Outcome**

Students are to refer to the teaching and Learning Policy for VCE Outcomes for details. Parents will be notified where a student is deemed to have not satisfactorily completed an outcome. It is important to note that while VCAA rules allow for re-sitting to demonstrate an 'S', raw scores and grades cannot be changed.

## **Special Provision in the VCE**

The purpose of Special Provision in VCE is to assist students in defined circumstances to complete the VCE.

There are four forms of Special Provision:

- Student Programs;
- School-Based Assessment;
- Special Examination Arrangements;
- Derived Examination Score.

A student is eligible to apply to the VCAA for Special Provision and Special Examination Arrangements if, at any time while studying for the VCE, he is adversely affected in a significant way by:

- Illness (physical or psychological);
- Any factors relating to personal environments;
- Other serious causes;
- An impairment or disability, including learning disabilities.

The circumstance affecting the student does not include matters or situations of the student's own choosing, for example, involvement in social or sporting activities, employment or school events. All Applications and enquiries go to the Year 11 and 12 Additional Needs Coordinator.

## **English as an Additional Language (EAL) Status**

As the satisfactory completion of an English Study is a compulsory requirement of achieving the VCE, students who are unfamiliar with the English language because they are from non-English speaking backgrounds or are hearing impaired may have access to enrolment in English as an additional Language.

A student may be eligible for EAL status if they meet both of the following conditions:

1. (a) The student has been a resident in Australia or New Zealand or other predominately English speaking country for no more than seven years, that is, their date of arrival was on or after 1 January 2007 for students who are in a Units 3 and 4 program in 2014. (Note: The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English speaking country. This calculation should not include time spent out of Australia during school vacations; or (b) the student is an Aboriginal or Torres Strait islander student whose first language is not English.
2. English has been the student's major language of instruction for a total period of not more than seven years over the period of their education.

For more information contact the Dean of Learning (Years 10-12).

# ASSESSMENT POLICY

## Preamble

The Assessment Policy of Parade College is central to the curriculum of the school. In accordance with the Mission Statement, it should meet the needs of all students, parents and teachers, and nurture a desire for self-improvement and achievement. Assessment provides regular information about students' progress and leads to communication between students, parents and teachers. The ways in which teachers assess student progress have a profound influence on student learning. Effective teaching involves a mixture of formative and summative assessment. Assessment forms the basis for the promotion of students. This policy should be read in conjunction with the College Promotion Policy.

## Principles

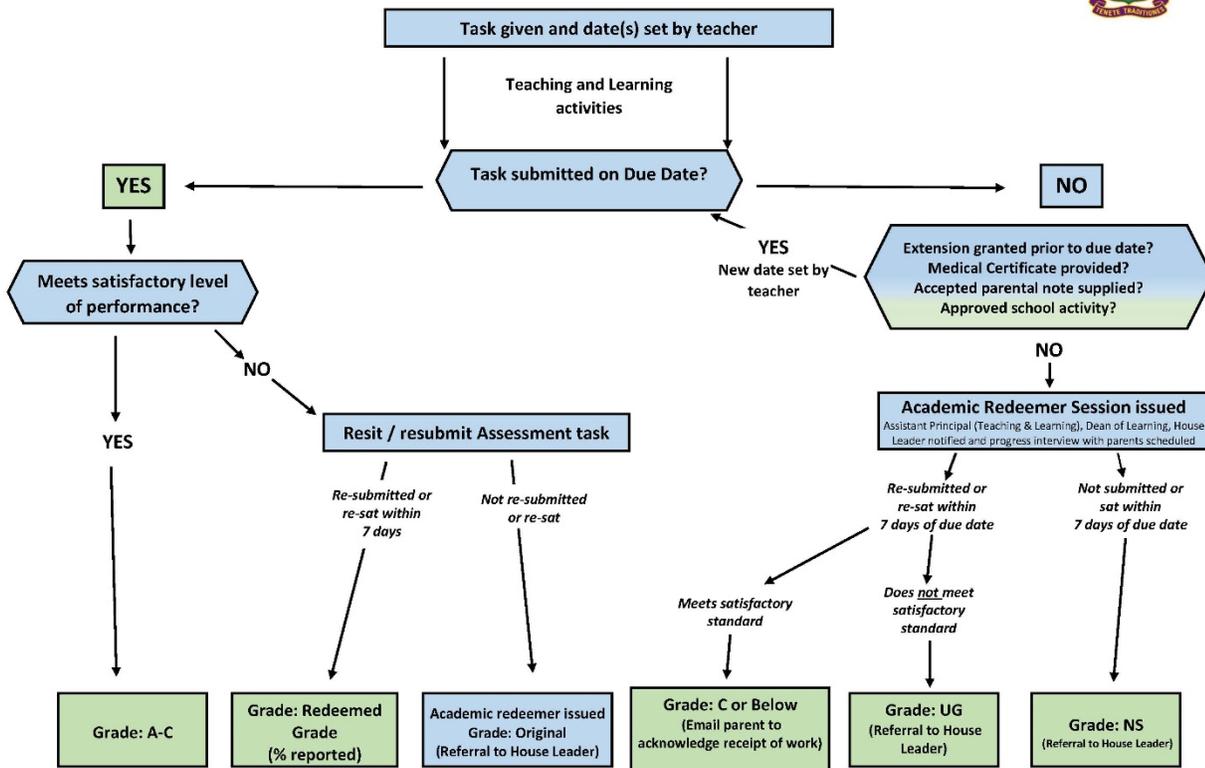
1. Assessment is to be continuous, free of bias, and standards based. The standards must be in accordance with Government requirements, e.g. Victorian Curriculum, VCAA and relevant sections of the Australian Curriculum.
2. Assessment is to be in accordance with course objectives. Students will be informed in advance about what is to be assessed, and how and when it will be assessed.
3. Assessment will use a variety of assessment methods which gives all students the opportunity to succeed.
4. Assessment will assist and encourage students to reach their full potential.
5. The assessment will recognise and affirm individual achievement and progressively build upon that achievement.
  - 5.1. Formative assessment is essential for providing immediate and effective feedback to students on areas that can still be improved with the unit being taught.
  - 5.2. Summative assessment provides effective feedback on achievement for each task / unit.
6. The Assessment will acknowledge the status of all subjects through consistent assessment procedures across Years 7 - 10. Years 11 and 12 assessment will comply with procedures outlined by VCAA for VCE/VET/VCAL.
7. Assessment procedures will accommodate students with special needs.
  - 7.1. Years 7-9: All summative assessments may be adjusted with parental permission in accordance with Teaching and Learning recommendations.
  - 7.2. Years 10 -11 (Units 1&2): Summative assessments may have, with parental permission, special provisions that are in line with VCAA guidelines.
  - 7.3. Year 12 (Unit 3&4): Special provisions must be applied for through VCAA and applied to all assessments when approved.
  - 7.4. Years 7-12: Formative assessments may be adjusted in accordance with Teaching and Learning recommendations.
8. Formal assessment for reporting will be based on Assessment tasks.
  - 8.1. For most courses these will be graded tasks marked A+ - UG;
  - 8.2. For any courses requiring alternative assessment marking schemes, these must be applied for and have the approval of the Assistant Principal of Teaching and Learning.
9. Feedback to students must be given in a timely manner and be available on SIMON for students and parents.
  - 9.1. All summative assessment needs to be assessed and accompanied by a written comment or a rubric.
10. Teachers are to keep detailed, cumulative records on each student to enable effective teaching and reporting. These records must clearly show progression through Victorian Curriculum standards for Years 7 to 10.
11. Teachers must ensure that all work submitted is from the student and free from plagiarism, it is an expectation that students are able to authenticate their work when asked by a teacher.

## Guidelines

The following diagram summarises the policy which is written in full below the diagram:

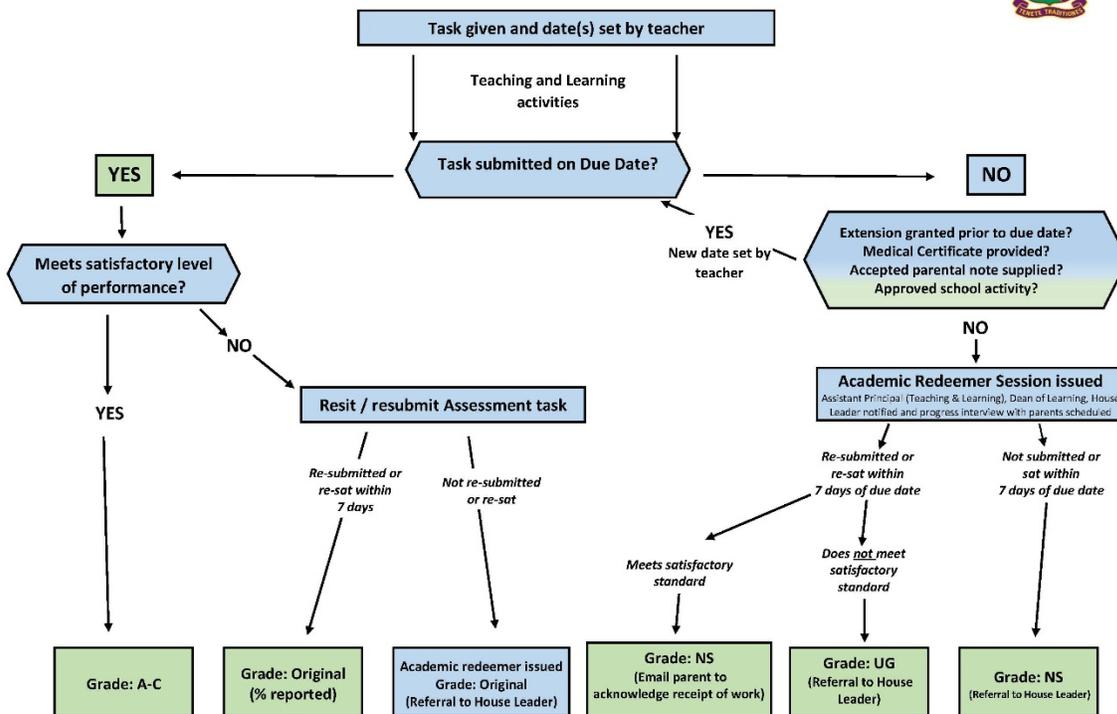
## Teaching and Learning Policy:

## Assessment Tasks – Year 7



## Teaching and Learning Policy:

## Assessment Tasks – Years 8 – 10



1. The student's reported level of performance will be measured through Assessment Tasks which are administered throughout units of work.
2. Each Assessment Task will be accompanied by a clearly defined set of criteria, supplied to students prior to the assessment that the student is required to meet.
3. Summative Assessment for all courses except VCAL and VET:
  - 3.1. A variety of Assessment Tasks is to be used, e.g. written, oral, individual/group tasks. Not all Assessment Tasks are to be under test/examination conditions, however there will be a time allocated at the end of each semester for formal testing in each unit. There will be a VCE Trial exam in each Year 12 subject during the third term break.
  - 3.2. The number of Graded Assessment Tasks (to a maximum of six) including the exam is to be at the discretion of the Learning Area Leader in conjunction with the Staff.
  - 3.3. Levels of performance are to be indicated by means of letters in the range of A+ to NP.
    - 3.3.1. Summative assessment tasks using other alternatives (Satisfactory / Not Satisfactory, Beginning/Developing/Proficient/Advanced, Competent / Not Yet Competent) must be approved by the Assistant Principal of Teaching and Learning.
  - 3.4. Assessment tasks that are below an "NP" (Not Passed) standard and did not reach an "NP" standard on resubmission will be awarded a "UG" for "Ungraded".
  - 3.5. Where a student receives a grade below a "C", this is to be resubmitted according to set procedures.
  - 3.6. At Year 7-10 for an assessment task that is not submitted by the due date, but is submitted to a satisfactory standard within the agreed late submission time, as part of the feedback, a comment on SIMON needs to stipulate that the task was submitted after the due date.
    - 3.6.1. Where a task has not been submitted by the revised submission date, then the task is to be recorded as 'NS' and an Academic Redeemer Session issued.
    - 3.6.2. Upon successful completion of the task during the Academic Redeemer Session, the original grade remains (i.e. 'NS'). The parent should be contacted (via email) advising them that their son has since completed the task to satisfactorily standard.
  - 3.7. "NS", Not Submitted, is awarded to any work at Years 7-10 not submitted by the late submission date.
    - 3.7.1. Communication of non-submission to parents must include the relevant letter generated through SIMON that will notify parents via email that a letter has been generated for them to view in PAM.
    - 3.7.2. Further communication with parents in the form of phone calls and/or emails following up on non-submission should also be considered in situations where there is a pattern of a student not submitting tasks.
  - 3.8. "UG" is awarded at VCE level for an assessment task that is either not submitted by the due date, but is submitted to a satisfactory standard within the agreed late submission time or is below a satisfactory standard when initially submitted. "UG" is awarded at Year 8-10 for an assessment task that is initially assessed as being below a satisfactory standard. "UG" is awarded at Year 7 for an assessment task that is still below a satisfactory standard after the student has been given an opportunity to resubmit the task.
  - 3.9. "NA" (Not Assessed) is awarded at VCE level for an assessment task not submitted by the late submission date.
  - 3.10. "X" is awarded to an assessment task, including examinations that could not be completed due to special circumstances. Approval is required from the Dean of Learning (Yr 7-9) or (Yr 10-12).
  - 3.11. An overall Graded Assessment Task evaluation is not to be indicated on the report. Semester reports may indicate whether the student has or has not achieved a C average for the semester in line with our subject selection guidelines.
  - 3.12. Students absent for a Summative Assessment task due to a reason deemed as legitimate (Refer to Attendance Policy) will be provided with the opportunity to submit or sit the task later as negotiated by the subject teacher or the Dean or Learning (Yr 7-9), Dean of Learning (Yr 10-12) or the Curriculum Convener (Preston Campus).
    - 3.12.1. Where the Summative Assessment task is a Semester Examination or School Assessed Course Work (Units 1-4), the rescheduled task for a legitimate absence is to be sat within the relevant examination/SAC period for that year level, at the date and time nominated by the Dean of Learning (Yr 10-12), Dean of Learning (Yr 7-9) or the Curriculum Convener (Preston Campus).

4. For VCAL (including ERPP) and VET:
  - 3.1. A variety of Assessment Tasks is to be used, e.g. written, oral, individual/group tasks.
  - 3.2. The number of tasks will be guided by VCAA, VET and RTO guidelines.
  - 3.3. VET Assessment tasks will be reported on a competency basis, using either Competent / Not Yet Competent or Satisfactory / Not Satisfactory.
  - 3.4. VCAL (ERPP) assessment will be reported using a scale that clearly demonstrates the levels of both student application and achievement.
  - 3.5. For VET students in a VCE stream, there will be an exam at the end of each semester. This exam will be graded using the guidelines in section 3 (above).
5. Reporting to parents will include a mixture of Continuous reporting, Mid-Semester reports, Semester reports and Parent/Teacher communication. The report includes an indication of the student's strengths and weaknesses, as well as goals for future improvement.
6. To undertake a subject at VCE level an average Grade of "C+" or above is required in the equivalent Year 10 study.
7. Levels of performance on graded Assessment tasks are to be indicated by means of letters in the range of A+ to UG. These levels have the following general descriptions:
 

A	An excellent level of performance.
B	A very good level of performance.
C	A satisfactory level of performance.
D	A basic level of performance: the task must be redone.
NP	Not passed: the task must be redone.
UG	Totally unacceptable level of performance: the task must be redone.

Parade College  
Teaching & Learning Policy:  
**Assessment Standards**

Grade	Level of Performance
<b>A</b>	An <b>excellent</b> level of performance
<b>B</b>	A <b>very good</b> level of performance
<b>C</b>	A <b>satisfactory</b> level of performance
<b>D</b>	A <b>basic</b> level of performance: the task must be re-done
<b>NP</b>	Not passed: the task must be re-done
<b>UG</b>	<b>Totally unacceptable</b> level of performance: the task must be re-done

#### Grade Bands for Year 7 to 11 Assessments

<b>A+</b>	<b>93 – 100%</b>
<b>A</b>	<b>85 – 92%</b>
<b>B+</b>	<b>80 – 84%</b>
<b>B</b>	<b>75 – 79%</b>
<b>C+</b>	<b>68 – 74%</b>
<b>C</b>	<b>60 – 67%</b>
<b>D+</b>	<b>55 – 59%</b>
<b>D</b>	<b>50 – 54%</b>
<b>NP</b>	<b>40 – 49%</b>
<b>UG</b>	<b>Under 40%</b>

8. Technology related excuses are never accepted as reason not to complete/submit work. It is the student's responsibility to keep all work backed up to allow for unforeseen events.

# COLLEGE EXPECTATIONS POLICY

## **Preamble**

This policy aims to set out guidelines for the ways in which parents, staff and students are expected to act whenever doing so under the aegis of Parade College. It derives from the College's STUDENT WELLBEING Policies and addresses each of the groups separately as necessary. Specific detailed policies on key aspects are cross-referenced in the implementation section.

## **Principles**

All members of the Parade College community should:

1. Show due respect to others' inherent human dignity and should treat others with courtesy and consideration.
2. Recognise and respect the human rights of people inside and outside of the College community.
3. Contribute according to their abilities and means to the well-being of the whole community.
4. Attempt to be sensitive to the needs of others, to listen to other points of view, and to be prepared to compromise for the harmonious working of the College.
5. Respect the collective dignity by upholding the reputation of the College in the public arena.
6. Work cooperatively to create an atmosphere conducive to learning and which fosters appropriate self-esteem and personal growth.
7. Ensure that appropriate channels of communication are kept open and that all are appropriately informed.
8. Accept appropriate accountability for their actions and to be prepared to make amends and restore relationships when short-comings are apparent.
9. Act out of a positive desire to build up the community and its members rather than out of imposed obligation.
10. Accept freely their belonging to the community and be prepared to celebrate the ethos, culture and achievements of the members.

## **Guidelines**

Students are expected to:

1. Cooperate to ensure that the right to learn of each student is protected in classes, at sports and in all other activities.
2. Take responsibility for their work, conduct and relationships.
3. Respect persons by treating them as equals, respecting their feelings, accepting their differences and supporting them in their efforts to learn.
4. Respect the property of other people and of the College by appropriate and due care.
5. Respect the views of others and their right to differing opinions, customs and culture.
6. Participate honestly and according to their unique abilities in all aspects of College life and

curriculum.

7. Take pride in the achievements and standing of the College and behave appropriately whenever associated with the College.
8. Communicate freely about their progress and any special educational or pastoral needs to be addressed.
9. Respect the right of others to their own personal safety and reputation just as they expect their own rights to these to be respected by others
10. Act in a socially responsible way, supporting the policies developed for the harmonious working of the College.

# INDEPENDENT LEARNING POLICY

## **Preamble**

This policy aims to set out some guidelines for the development of effective use of Learning and Study habits in the College. Homework serves as an intellectual discipline, establishing study habits and reinforcing the work that has been done in school. It fosters student initiative, independence and responsibility in addition to bringing home life and school life closer together.

## **Principles**

1. All students should have the opportunity to regularly consolidate work that has been covered during the school day.
2. Homework has two important components:
  - 'set work' including assignments set by teaching staff requiring completion by a certain date,
  - and 'regular revision' of classwork to improve learning and for example; reading, preparation for tests and examinations, etc.
3. Effective teaching and learning requires that students regularly review work that has been covered.
4. Effective teaching involves regular feedback on how a student is progressing.
5. It is appropriate for all Learning areas to set work and provide guidelines for homework that is to be completed outside of class time to reinforce/enhance learning.
6. The work set should not prove to be a burden to students. The work should be:
  - appropriate to the student's skill level and age
  - purposeful, meaningful and relevant to the curriculum
  - interesting, challenging and when appropriate open ended
  - assessed by teachers with feedback and support provided
7. Parental support is essential for the development of effective homework habits and strategies in students.
8. The set tasks should reflect the principles of Boys' education.
9. Students need to be responsible for catching up on class work that they have missed due to other College activities/absences.
10. Whilst family, recreational and cultural commitments outside school should be respected, there is an expectation that every effort is made to complete the set tasks.

## **Guidelines**

1. That Learning Area Leaders will provide guidelines as to appropriate work to be set outside of class.
2. The Learning Area Leaders will monitor the work set outside of class.
3. That the work set be of around the following durations per day:
  - Year 7 60 minutes
  - Year 8 75 minutes
  - Year 9 90 minutes
  - Year 10 120 minutes
  - Year 11 120 to 150 minutes
  - Year 12 150 to 180 minutes

4. With feedback being provided at the next scheduled lesson.
5. It is acknowledged that it is not appropriate for 'set work' homework for students in Years 7, 8 and 9 during the holiday periods, however it is essential that students in Years 10, 11 and 12 continue with their home studies. For students at all Year levels, 'regular revision' including the reading of set novels and revision of work during the holiday periods is strongly encouraged.
6. Year 7 students will not have 'set work' for the first two weeks of the year, to assist in transition. In addition, "set work" would not be assigned during any examination week and would be minimised during NAPLAN days.