



CURRICULUM POLICIES

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VCE POLICY

Completion of the V.C.E.

Satisfactory Completion of the V.C.E.

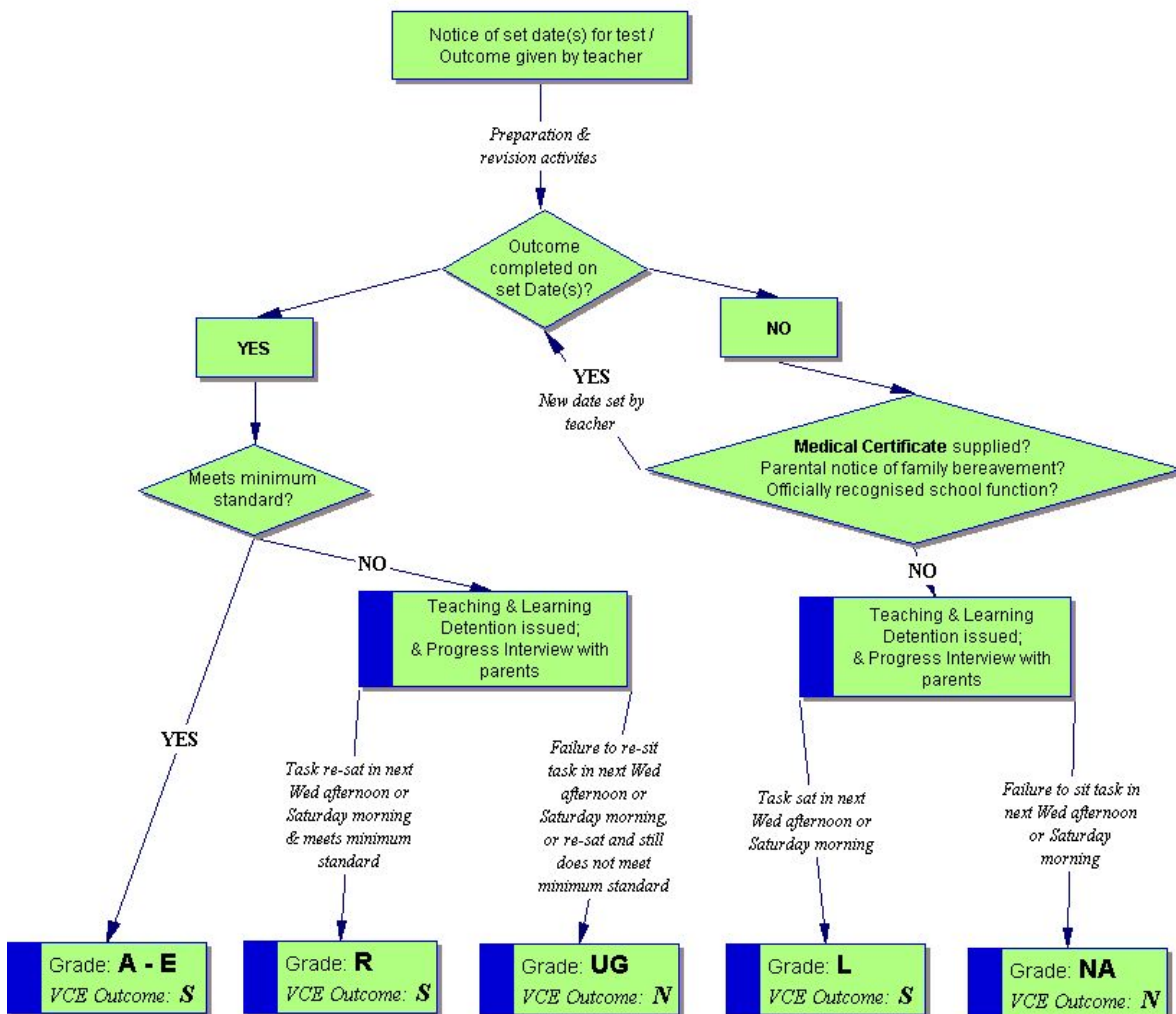
The Victorian Curriculum and Assessment Authority (VCAA) advises that the Victorian Certificate of Education (VCE) is awarded on the basis of satisfactory completion of sixteen VCE units of study, including:

- three units of English, English Language, or Literature; with at least one unit at Units 3 or 4 level; and
- at least three sequences of Units 3 and 4 studies other than English; which may include extra English sequences once the English requirement has been met.

Deadlines & Timelines

A College policy is that all work must be submitted by the due date. Each teacher will distribute a full list of due dates for his/her subject and also the criteria for assessment.

Teaching & Learning Policy: VCE Outcomes (Units 1 - 4)



Examinations and Outcome Tests

VCE examinations occur at the middle and the end of the year and Outcome tests occur during the year. Students must attend all exams and designated outcome tests as there is no provision to re-sit VCAA test tasks.

Students who are absent for an outcome must obtain a medical certificate in order to re-sit the outcome. Failure to do so will result in a mark of zero being recorded for the assessment task/SAC, the issuing of a Teaching and Learning Detention and a parental interview with the VCE Progress Panel. Failure to re-sit the task within 7 days when directed to do so on Wednesday afternoon or Saturday morning and meet the requirements of the panel will result in an "N" for the outcome (which would automatically mean an "N" for the unit).

Attendance

Students are expected to attend all 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 8-9.30am if their son is to be absent from Homeroom on that day and provide a medical certificate or statutory declaration regarding the legitimacy of the absence. Parade College retains the right (under the VCAA guidelines) to judge the legitimacy of any non-medical absences.

Achievement of Outcomes Satisfactory Completion

For satisfactory completion of a unit, a student must demonstrate achievement 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. It is up to the school to 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.

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.

The V.C.E. 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, Director of Teaching and Learning, House Leader 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 (Teaching & Learning)'s 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.

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 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 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 may 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.

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 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, or
- 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 & 12 Special Needs Co-ordinator.

ESL 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 a Second Language.

Please note that to be considered for ESL status:

- The applicant has to have been a resident in Australia or other predominately English speaking country for no more than seven years.
- English has been the student's major language of instruction for a total period of not more than seven years over the period of his education.

For more information contact the Year 11 & 12 Special Needs Co-ordinator.

ASSESSMENT POLICY FOR YEARS 7 - 10

Preamble

The Assessment Policy of Parade College, Bundoora, 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-esteem 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. What is assessed clearly indicates to the students and parents what are regarded as significant learning goals. Assessment forms the basis for the promotion of students. This policy should be read in conjunction with the College Promotion Policy.

Principles

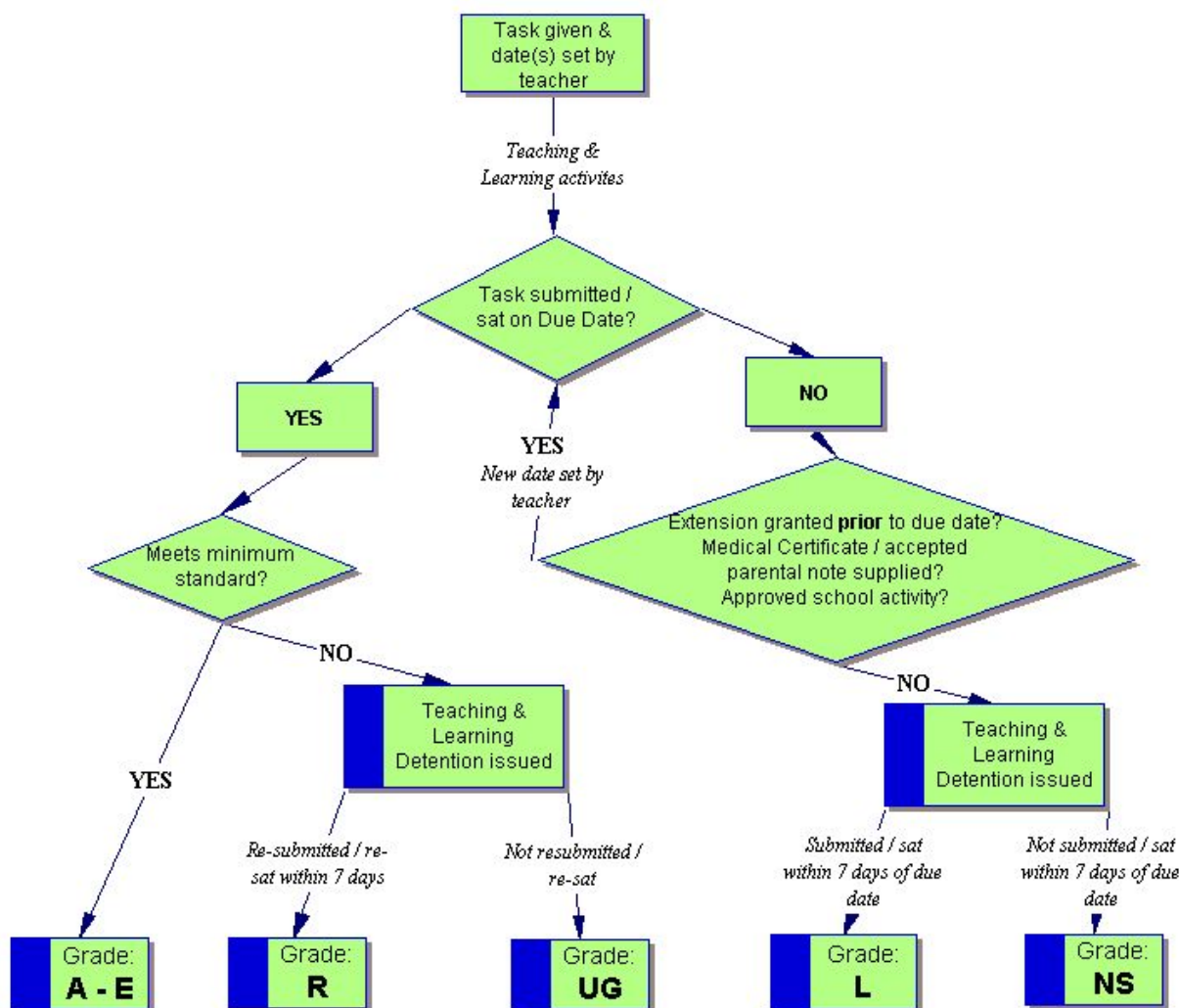
1. Assessment is to be continuous, free of bias and criterion referenced.
2. Assessment is to be in accordance with course objectives. Students will be informed about what is to be assessed, and how, and when, it will be assessed.
3. Assessment will use a variety of assessment methods which gives all 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.
6. The Assessment will acknowledge the status of all subjects through consistent assessment procedures across Years 7 - 10.
7. Assessment will accommodate students with identified special needs. e.g. The modification of tasks set.
8. Criterion referenced assessment assesses the extent to which pre-set criteria are achieved. Criteria can be set either by the Learning Area or through teacher/student conferencing relevant to course outline and each student's needs.
9. Assessment will be based on Graded Assessment tasks.
10. Teachers are to keep detailed, cumulative records on each student to enable effective teaching and reporting.

Guidelines

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

Teaching & Learning Policy:

Assessment Tasks Years 7 - 10



1. The student's level of performance will be measured through Graded Assessment Tasks which are administered throughout units of work.
2. Each Graded Assessment Task will be accompanied by a clearly defined set of criteria that the student is required to meet.
3. A variety of Graded Assessment Tasks is to be used, e.g. written, oral, individual/group tasks. Not all Graded 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.
4. 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.
5. Levels of performance 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
- E** A minimal level of performance
- UG** Totally unacceptable level of performance: the task must be re-done

6. Where a student takes a Graded Assessment Task, but does not meet the set criteria associated with the award of a grade, A+ to E, this is to be **resubmitted** according to set procedures during a Teaching & Learning Detention.
7. "UG" Ungraded, will be awarded for assessment tasks that are below an "E" standard and did not reach an "E" standard on resubmission. Exams are not normally resubmitted and may be reported as "UG". Students who receive this grade will be issued with a Teaching and Learning Detention and required to re-submit the task at an acceptable level.
8. "L" Late, is awarded to an assessment task that is not submitted by the due date, but is submitted to a satisfactory standard within the next 7 calendar days. Students who receive this grade will be issued with a Teaching and Learning Detention.
9. "NS" Not Submitted, is awarded to any work not submitted by the late submission date. Students who receive this grade will be issued with a Teaching and Learning Detention.
10. "R" Resubmitted is awarded to an assessment task that was initially assessed as a "UG" but has been re-submitted to a satisfactory standard.
11. "X" is awarded to an assessment task that could not be completed due to special circumstances.
12. An overall Graded Assessment Task evaluation is not to be indicated on the report.
13. Reporting to parents will include a mixture of Interim reports, Semester reports and Parent/Teacher communication. The report includes an indication of the student's strengths and weaknesses.
14. To undertake a subject at VCE level an average Grade of "C+" or above is required.
15. 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.

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 Pastoral Care Policy and addresses each of the groups separately when necessary. Specific detailed policies on key aspects are presented as appendices as these are subject to change.

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 co-operatively 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 when shortcomings are apparent.
9. Act out of a positive desire to build up the community and its members rather than out of imposed obligation or threat.
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. Co-operate to ensure that the right to learn of each student is protected in classes, at sports and in all other activities.
2. Make sincere efforts in 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.

HOMework POLICY

Preamble

This policy aims to set out some guidelines for the most effective use of Homework 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 the home and school closer together.

Principles

1. All students should have the opportunity to regularly consolidate work that has been taught during the school day.
2. Effective teaching and learning requires that students regularly review work that has been covered.
3. Good teaching involves regular feedback on how a student is progressing.
4. It is appropriate for all Learning areas to set work that is to be completed outside of class time to reinforce or enhance learning.
5. The work set should not prove to be a burden to students. The tasks should be manageable.
6. Parental support is essential to ensure that the set tasks are completed.
7. The set tasks should reflect the principles of Boys' education.
8. Students need to be responsible for catching up on class work that they have missed due to other College activities/absences.
9. Family life and commitments outside school should be respected.

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 – 150 minutes
 - Year 12: 150 – 180 minutes
4. That feedback be provided at the next scheduled lesson.
5. The work set for home studies will be checked on a daily basis.
6. It is acknowledged that it is not appropriate to set homework during holiday periods (except for VCE and the reading of English novels).