Curriculum, Assessment and Reporting Policy

Curriculum, Assessment and Reporting Policy

Williamstown High School
## Index

### Glossary
- Page 3

### Rationale
- Page 4

### Section 1: Curriculum
- 1.1 Year 7 – 10
- 1.2 Year 11 -12
- Page 5
- Page 7

### Section 2: Assessment
- 2.1 Year 7 – 10
- 2.2 Year 11 – 12
  - 2.2.1 VCE
  - 2.2.2 VCAL
  - 2.2.3 VET
  - Page 7
  - Page 8
  - Page 9
- 2.3 Timely submission of work
  - 2.3.1 Year 7 – 9
  - 2.3.2 Year 10 -12
  - Page 12
- 2.4 Examinations
  - 2.4.1 Year 9
  - 2.4.2 Year 10 -12
  - Page 13
- 2.5 Moderation
- 2.6 Authentication
- 2.7 Students at risk
  - 2.7.1 Year 7 – 9
  - 2.7.2 Year 10 – 12
  - Page 15
  - Page 16

### Section 3: Reporting
- 3.1 Year 7 – 10
- 3.2 Year 11 – 12
  - 3.2.1 VCE
  - 3.2.2 VCAL
  - 3.2.3 VET
  - Page 17
  - Page 18
  - Page 19

### Appendices
- 1 Parental Notification of Catch-Up Class
- 2 Process for At Risk Form (Years 10-12)
- 3 At Risk Form (Years 10-12)
- 4 Process for Redemption Form (Years 10-12)
- 5 Redemption Form (Years 10-12)
- Page 20
- Page 21
- Page 22
- Page 23
- Page 24
### Glossary

| **AusVELS** | Reflects the National Curriculum framework within a Victorian educational context. |
| **Common Assessment Task** | Tasks that are completed by all Year 10 students in the same subject used as a measure of student academic performance. |
| **GAT** | General Achievement Test. A test that must be attempted by all students completing at least one Year 12 subject. |
| **Outcome** | Skills and knowledge students are expected to demonstrate to achieve satisfactory completion of a VCE Unit. |
| **SAC** | School Assessed Coursework. Tasks that are mainly done in class time and used as the main method of assessing whether a student has demonstrated the requirements of a VCE Outcome. |
| **SAT** | School Assessed Tasks. Tasks that apply only to Year 12 Media, Studio Arts, Visual Communication & Design, Design & Technology and Food & Technology which are based on a folio assessment. |
| **Study Design** | Document published by the VCAA that outlines all the curriculum, Outcome and Unit requirements of each VCE study. |
| **SMT** | Student Mapping Tool. An online database used by teachers to communicate student progress. |
| **Unit** | The components of a VCE study that are a semester in duration. There are four units in a VCE study. |
| **VCAA** | Victorian Curriculum & Assessment Authority. The organisation responsible for the curriculum, assessment and reporting of both the VCE and VCAL. |
| **VCAL** | Victorian Certificate of Applied Learning. |
| **VCE** | Victorian Certificate of Education. |
| **VELS** | Victorian Essential Learning Standards. |
| **VET** | Vocational Education and Training. These are courses which provide students with a TAFE qualification. They can be accessed by both VCE and VCAL students. |
At Williamstown High School we value:

- Excellence and creativity in our achievements and ambitions,
- Integrity and honesty in our actions and relationships,
- Diversity in our curriculum, in each other and in our community,
- Strong and open communication between our school and our homes, and between our teachers, our students and our families,
- A commitment to social justice and a passion to protect and improve our environment and our community.

Rationale

Curriculum is a complete framework that provides information needed to make decisions about the content, the scope and sequences of activities and the selection of instructional strategies and techniques that are likely to be effective in schools. It is an attempt to communicate the essential principles and features of a school’s educational plan. A curriculum should be transparent, communicated to staff and open to scrutiny in terms of its capacity to be effectively translated into practice.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. The primary purpose of assessment is to improve student outcomes. It should be based on an understanding of how students learn and should be an integral component of course design. Assessment provides useful information to report to parents on student achievement and requires clarity of purpose, goals, standards and criteria.

Reporting is the process by which assessment information is communicated to help students, parents and teachers make decisions by providing information about what students know and are able to do together with recommendations for their future learning. Williamstown High School requires student reports to communicate student achievement in Years 7-12. All Government schools are required to issue reports to parents twice a year and to offer interviews to parents and carers to discuss their child’s progress. At Williamstown High School this is also supplemented with interim semester reports.
Section 1: Curriculum
Williamstown High School is committed to having a guaranteed and viable curriculum. It is important to the school and particularly to our students that we have high expectations about the content we teach, the way in which we engage students in learning and the means by which we assess their level of understanding. A systematic curriculum mapping process has been developed by the school which allows us to make decisions about the range of learning experiences offered to our students.

1.1 Year 7 - 10

Figure 1: WHS Curriculum Mapping & Course Documentation Process

Stage 1: Courses Map v VELS/AusVELS Dimensions
The intention of this stage is to provide a broad picture of the educational journey of students over Years 7-10. This document shows the dimensions which are reported on in a given semester and year. Analysis of this document enables the identification of gaps in our provision against state/national curriculum guidelines and informs future curriculum development to address any areas of concern.

Stage 2: Overview of Student Learning
The intention of this stage is to provide the next level of detail showing topics covered in the semester courses. This document will be made available to students and parents to show what our education program is for each semester. The overview document will enable the alignment or sequencing of topics or themes
studied across different subjects and coordination of excursions/incursions where appropriate.

**Stage 3: Semester Course Outline**
The intention of this stage is to provide detail of the essential questions that underpin each course, the key knowledge and skills developed by the course, the main learning activities, and the common assessment tasks for the course. This document should be the main focus for Curriculum Area Teams (CATs) when reviewing and developing courses and provides evidence of the guaranteed curriculum experienced by students at Williamstown High School.

**Stage 4: Lesson Plans**
The intention of this stage is to develop a consistent approach to lesson planning. Lesson plans are an essential part of the curriculum system because semester course outlines do not provide enough detail to deliver well constructed lessons. Lesson plans would typically contain the ideas that are associated with the criteria under “Effective Student Learning” on the Course Accreditation Template and may form part of the documentation used in the Course Accreditation Process. Lesson plans at Williamstown High School will be based on the school’s agreed instructional practice model: SIMPLE.
Course Accreditation Process
The intention of the Course Accreditation is to support the development of agreed courses by having ‘quality criteria’ that explicitly defines what a good course looks like. These quality criteria, that provide direction to teachers, are also the accreditation criteria that are used to give feedback to teachers about further improvements. The primary aim of the accreditation process then is not to ‘block’ a course that could be improved but to make an independent assessment and give direction for further improvement in order to gain the school’s endorsement as a high quality course.

The Course Accreditation Process ensures:
- a mechanism for the continuous improvement process
- a benchmark for quality that is based on course design principles
- peer review occurs and feedback is provided on courses
- an internal accreditation of courses in order to establish a consistency of design and approach
- staff develop a detailed understanding of the whole school curriculum
- a guaranteed and viable curriculum

1.2 Year 11 - 12
Course outlines for every unit taught as part of the VCE curriculum at Williamstown High School will be documented highlighting:
- The relevant VCAA VCE Study Design Outcomes assessed and reported on
- The topics / themes students will address
- A timeline indicating preferred dates for SAC / SAT assessment and allocated marks ensuring that they correspond with VCAA mark allocations for each Outcome.

Section 2: Assessment

2.1 Year 7 – 10 Assessment
Curriculum planning processes will ensure that the approach across Years 7-10 is balanced and sequential and that Victorian Essential Learnings (VELS) / AusVELS standards are addressed. The minimum pass requirement for an assessed piece of work at Year 10 stands at 40%.

Assessment strategies are an essential aspect of curriculum planning. The purpose is to assist the improvement of student learning by:
- Allowing students to confirm what they have learned and to find out where improvement may be needed
- Informing teachers of areas where additional assistance is needed
- Providing a basis for program evaluation and continuing curriculum improvement
• Developing a sense of partnership in learning among parents, teachers and students

Students will be assessed against the standards in accordance with VELS/AusVELS as outlined in Figure 2 below.

**Figure 2: VELS / AusVELS Levels**

<table>
<thead>
<tr>
<th>Nominal school level</th>
<th>VELS Level</th>
<th>AusVELS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep/Foundation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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<td>9</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

At Williamstown High School students are assessed on the work they do. If a student follows a modified program they will also receive a modified assessment task that assesses their understanding of the program they have followed. Refer to the *WHS Additional Educational Needs Policy* for full details.

Each course at Year 7-10 will report on a series of Common Assessment Tasks.

**2.2 Year 11 – 12 Assessment**

**2.2.1 Victorian Certificate of Education (VCE)**

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the Study Design written by the VCAA. The decision about satisfactory completion of outcomes is based on the teacher’s assessment of the student’s overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

**Satisfactory VCE unit result**

The student receives S for a unit when the school determines that all outcomes are achieved satisfactorily. The minimum pass requirement for an assessed piece of work at VCE stands at 40%. Students must also adhere to the school’s attendance requirements. Refer to the *WHS Attendance Policy* for full details.
To achieve an outcome a student must:
• produce work that meets the required standard
• submit work on time
• submit work that is clearly his/her own
• observe the VCAA and school rules.
If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

Not Satisfactory VCE unit result
The student receives N for the unit when one or more of the outcomes are not achieved because:
• the work is not of the required standard
• 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
• there has been a substantial breach of rules including school attendance rules
• the student has not satisfactorily met the requirements of an ‘at risk’ and/or ‘redemption’ task

Units 1 and 2
These units are assessed on the basis of work undertaken by students in connection with the learning outcomes. Part of demonstrating each outcome will be linked to formal pieces of assessment referred to as School Assessed Coursework (SACs). This will be part of the regular teaching and learning program and will be completed mainly in class time. Grades are determined by the school – the VCAA does not report graded results for Unit 1 and 2.

- All Unit 1 and 2 studies will assess level of performance in terms of satisfactory (S) or non-satisfactory (N) completion of outcomes
- All assessed pieces of work (SACs, exams) will be based on the grading scale Figure 3 below:

Figure 3: WHS Year 11 Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
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<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>A</td>
<td>B+</td>
<td>B</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D</td>
<td>E+</td>
<td>E</td>
</tr>
<tr>
<td>100-90%</td>
<td>89-80%</td>
<td>79-75%</td>
<td>74-70%</td>
<td>69-65%</td>
<td>64-60%</td>
<td>59-55%</td>
<td>54-50%</td>
<td>49-45%</td>
<td>44-40%</td>
</tr>
</tbody>
</table>

- The minimum pass requirement for an assessed piece of work stands at 40%
- Examinations. The school has formal examinations at the end of Unit 1 (June) and Unit 2 (October / November)
Units 3 and 4
The minimum pass requirement for an assessed piece of work stands at 40%.

School assessed coursework (SAC):
• Assesses each student’s overall level of achievement on the assessment tasks listed in the study design. The study design specifies a range of assessment tasks (eg. assignment, essay, test, report in multi-media format) to assess the achievement of each of the unit’s outcomes
• Is part of the regular teaching and learning program
• Is completed mainly in class time, within a limited time frame

A different task will be set as the SAC for each outcome every semester to avoid any chance of providing students with a level of advantage over others. All students of a particular subject in the same semester must be assessed on the same task. The exception is for students undertaking a redemption opportunity or those sitting the task at a different time due to an extension granted.

School assessed tasks (SATs):
• Completed only in Units 3 and 4 Media, Studio Arts, Visual Communication & Design, Food & Technology and Product Design & Technology
• Designed to assess specific sets of skills for products or models
• Tasks which will be teacher assessed according to criteria set by the VCAA

Each year the school will publish dates in relation to non-assessment periods. These dates will usually include the week preceding and the week of scheduled Year 10, 11 and 12 exams. The aim of the non-assessment periods is to support students in ensuring that they are able to focus on performing to the best of their abilities in exams. There are to be no formal assessments set by teachers during these times.

2.2.2 Victorian Certificate of Applied Learning (VCAL)
Assessment within the Victorian Certificate of Applied Learning (VCAL) should be based on the following principles:
• Assessment tasks/activities should be grounded in a relevant context and not be culturally biased
• Students should have the opportunity to demonstrate achievement at their own pace
• Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established
• Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity

Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
• Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students
A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes. The learning outcomes encompass broad generic skills important for active citizenship, work and further study. The VCAL Curriculum Planning Guides contain learning outcomes for VCAL Literacy and Numeracy Skills, VCAL Work Related Skills, and VCAL Personal Development Skills units. The assessment principles outlined previously in this section also pertain to assessment of VCAL units. Assessment of VCAL units should enable:

- an integrated or project approach to the development of assessment tasks that recognise learning that has occurred in the context of work and community settings
- assessments that are linked at times to authentic tasks and activities
- more than one opportunity to demonstrate a learning outcome successfully, if appropriate
- successful completion of all learning outcomes through either the one integrated assessment task or spread over a number of different tasks
- assessment that does not disadvantage any student and that provides a flexibility in the range of methodologies that caters to the needs of individual students.

**Not Yet Satisfactory VCAL Learning Outcome result**

Students will receive an NYC (Not Yet Competent) for a Learning Outcome if they have not yet demonstrated competence. This may occur in the first semester report but the student has the rest of the school year to become competent and may subsequently receive a C (Competent). If they are unable to demonstrate competence they will receive an N for the relevant outcome. Students receive an NYC for a VCAL strand (Literacy, Numeracy, Personal Development, Work Skills) when they have not yet demonstrated achievement of all learning outcomes within the stand. Students will not receive a VCAL certificate if they receive an N result for any one of the strands.

**2.2.3 Vocational and Education Training (VET)**

**Satisfactory VET Unit of Competence result**

Students receive an S for a unit of competence when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Students receive an S for a module when they have demonstrated achievement of all the learning outcomes as assessed by the RTO. Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete units of competence/modules. Most VCE VET programs consist of four VCE VET units containing one Unit 3–4 sequence.
2.3 Timely submission of work

2.3.1 Year 7 – 9
Timely submission of work is important as it reflects a number of the school’s values including excellence, integrity, honesty, and open communication. The promotion of submitting work in a timely manner aims to:

- teach students to organise their study (and other commitments) effectively
- teach students how to work to deadlines and acknowledge those who achieve set goals
- allow teachers to provide timely and meaningful feedback
- encourage students, families and teachers to work together to achieve these goals.

Seeking an extension
At any stage before work is due students and family members are welcome to contact teachers about difficulties in completing work by due dates. At Year 7-9, students should contact teachers for a consideration of an extension date at least two days prior. It is highly recommended that students should not seek an extension for a Common Assessment Task on the due date.

Consequences for late submission of work
If a Common Assessment Task is not submitted by the due date then teachers will immediately issue a Parental Notification of Catch-Up Class Form (Appendix 1) which should be returned to the teacher the following day (or on another day as determined by the teacher depending on extenuating circumstances) with a parental signature. If a signed form is not produced, the work cannot be submitted and a parent must be contacted and the communication noted via the Student Mapping Tool.

If the student cannot submit their Common Assessment Task to their actual teacher for any reason then it should be submitted via the Office. It will be stamped with the time and date of submission along with the student’s signature. The work will then be placed in the appropriate staff pigeonhole for collection by said staff member. The student will also receive a receipt of issue.

Records of extensions and late submissions of work for Common Assessment Tasks will be noted on student files via the Student Mapping Tool for home group teachers, Student Management Leaders and relevant others to follow up on student progress.

Other forms of late submission of work, such as class work and homework, may be negotiated between the student and teacher. The teacher may also choose to follow the process outlined for late submission of Common Assessment Tasks.
Implications for assessment and reporting
Work that is more than 5 school days overdue will be marked simply as ‘satisfactory’ or ‘not satisfactory’, but general written feedback will be given.

If work were submitted after a given extension date then it would be marked ‘ungraded’. If this task is a Common Assessment Task it will appear on semester reports as Needs Attention (NA 0% - 39%).

Except where there are extenuating circumstances, teachers will comment on all late submissions of work within semester reports. Common Assessment Tasks on semester reports use the scale of EX – NR. Late submissions of work or ungraded work will be reported as Needs Attention (NA 0% - 39%). Teachers will also comment on late/non submission of Common Assessment Tasks in the comments.

Students must submit all overdue work at least two weeks prior to when reports must be submitted or else it cannot be assessed.

2.3.2 Year 10 -12
All work deadlines must be met. Work not submitted on time will result in the initiation of an “At Risk” and/or “Redemption” process (see Appendix 2 and 4). If a student is unable to meet a deadline because of legitimate and exceptional or unforeseen circumstances, they may apply for an extension of work deadline.

When a student is having extreme difficulty in meeting a deadline due to exceptional circumstances, it is their responsibility to approach the subject teacher regarding an extension.

The maximum extension available is seven days past the initial due date. The subject teacher makes the decision, but appeals may be lodged with the Student Management Leader within two school days of the teacher decision.

2.4 Examinations

2.4.1 Year 9
There is one formal examination period each year.

Sitting exams at Year 9 is compulsory. The subject areas examined are: English, Mathematics, Humanities, LOTE and Science. Students will be examined on topics/units from one semester only. Results will be communicated parents and students.

Students are given the opportunity to experience examination conditions to support them in becoming familiar with rules and expectations of exams as well as acting as a measure of student achievement in several Year 9 subjects.
Williamstown High School will set and internally assess the exams for students to sit at Year 9. A different exam will be set for the subject area examined every year to avoid any chance of providing students with a level of advantage over others.

2.4.2 Year 10 – 12
There are two formal examination periods each year:
• Year 10 semester 1, VCE exam (GAT) – June
• Year 10 semester 2, VCE exams – October/November

Sitting exams at Year 10 and 11 is compulsory. Students are given the opportunity to experience examination conditions to support them in becoming familiar with the rules and expectations of formal VCAA Year 12 exams as well as acting as a measure of student achievement in each of their semester based Year 10 and 11 subjects. Whilst most students will sit their VCAA Year 12 exams, it is not compulsory except for the General Achievement Test (GAT). It is possible for students to achieve the requirements of the VCE without sitting formal exams. However if a student is wishing to obtain an ATAR rank to assist with applying for tertiary courses they must sit their exams.

Williamstown High School will set and internally assess the exams for students to sit at Years 10 and 11. A different exam will be set for each subject every semester to avoid any chance of providing students with a level of advantage over others. All students of a particular subject in the same semester must be assessed on the same exam. All formal Year 12 exams will be set and externally assessed by VCAA.

2.5 Moderation
To ensure the integrity of teacher-based Common Assessment Tasks and exams it is essential that there is consistency of decisions made by teachers of individual studies and consistency of decisions made by multiple teachers of one study.

Determining initial school assessments where there is more than one class in the school
Where there is more than one class in a study, teachers should engage in consultation to arrive at a school assessment.
• Teachers meet to discuss assessment criteria, topics and approaches used for the task
• Teachers must ensure that the task and conditions are consistent for all students within that study
• Teachers grade the work from their own classes
• Teachers swap samples and carry out blind marking
• If necessary, teachers mark further work or reassess their own class work
• Difficult cases are further discussed before results are entered

Determining initial school assessments where there only one class in the school
The basis for initial assessment is the teacher's rating of the performance of each student on the tasks specified. In VCE the Assessment Handbook for each study
provides advice on the assessment of School-assessed Coursework tasks. Teachers should not attempt to apply an ‘additional’ ranking process after assessments have been completed. This approach is unnecessary and teachers should not try to determine individual rankings for students as a separate part of the assessment process.

2.6 Authentication
There may be times when a subject teacher will be unable to authenticate a student’s work. The nature of the breach must relate to the authenticity of work that:
- is not typical of other work produced by the student
- is inconsistent with the teacher’s knowledge of the student’s ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development

Subject teachers unable to verify this information should contact the Curriculum Leader to investigate.

2.7 Students at risk

2.7.1 Year 7 – 9
A Year 7 to 9 student will be deemed to be at risk of not satisfactorily completing an Assessment Task or Subject if they have exhibited a pattern of behaviour over a period of time that has led to not completing the level of work deemed necessary to demonstrate a satisfactory understanding. Students who also have issues with attendance may be at risk of not successfully meeting the required outcomes of a subject.

The following strategies are put in place to support students with their learning:
- Subject teachers will complete the Parental Notification of Catch-Up Class Form. This form will inform parents of work that has not been submitted by the due date
- Students are then expected to complete a catch up class with the subject teacher. If a student has not completed the set work a catch up class will be given. If a student does not attend a catch up class the Student Management Leaders will become involved and further expectations will be placed on the student
- Students may be advised, but not compelled, to attend the Homework Club to support their learning as this is an opportunity to catch up on work missed due to absence or to gain extra assistance from a teacher
- Individual Learning Plans (ILPs) are completed for students who are more than two levels below the expected outcome
- Behaviour Management Plans may also be completed if there is a direct link with student behaviour and the effect it is having on the student’s learning
- Attendance Improvement Plans are completed if it is an attendance issue for students and it is having a direct effect on their learning
• We have extra coaching support in the areas of Numeracy and Literacy aimed at improving student outcomes. This also identifies students who may need extra support.
• Curriculum programs may be modified to suit the needs of an individual student. This is completed in consultation with a range of different parties. This may include the Student Engagement Team, Student Welfare Coordinator, parents, the student, classroom teachers, Assistant Principal and Campus Principal.

2.7.2 Year 10 -12
A Year 10 to 12 student will be deemed to be at risk of not satisfactorily completing an Outcome or Subject if they have exhibited a pattern of behaviour over a period of time that has led to not completing the level of work deemed necessary to demonstrate a satisfactory understanding of the knowledge and skills required or if attendance is an issue.

The subject teacher will inform the parents of a student not demonstrating the minimum requirements and document the issues by completing an At Risk Form (Appendix 3). This form will allow the subject teacher to set guidelines for improved performance. The focus is on the student making improved progress in relation to one or more issues indicated on the form. A reasonable amount of time must be given for the student to demonstrate improved progress.

If a student does not meet the requirements of the At Risk Form in the time indicated, the subject teacher will inform the student and the relevant Student Management Leader. The Student Management Leader will send formal notification to the family that the student has not satisfactorily met the requirements of the VCE Unit or Year 10 subject. A successful process will result in the Student Management Leader updating the Student Mapping Tool to assist with monitoring student progress across all curriculum areas.

Redemption is the term used to describe the process of giving a student an opportunity to complete a supplementary task to demonstrate their knowledge of an assessed outcome due to achieving below the minimum pass requirement (40%) for an assessed task or due to an unapproved absence.

If a student in Year 10 to 12 does not achieve the minimum pass requirement for an assessed task, the subject teacher must make one of the following decisions:
• The student will need to achieve above the minimum pass requirement on an alternative task of similar nature and demand to the original task in order for them to demonstrate their knowledge of the assessed outcome. The original score remains.
• The student may be able to have work previously submitted taken into consideration in order for them to demonstrate their knowledge of the assessed outcome to be awarded an S without having to complete a supplementary task. The original score remains.
The subject teacher will inform the parent/carer of a student not meeting the minimum pass requirement on an assessed task and complete a Redemption Form (Appendix 5). If a student in Year 10 to 12 does not meet the requirements of the Redemption Form the subject teacher will inform the student and the relevant Student Management Leader. The Student Management Leader will send formal notification to the family that the student has not satisfactorily met the requirements of the VCE Unit or Year 10 subject. A successful process will result in the Student Management Leader updating the Student Mapping Tool to assist with monitoring student progress across all curriculum areas.

Section 3: Reporting

3.1 Year 7 - 10
Two interim reports will be provided each year and will be followed up with Parent/Teacher/Student interviews. These will occur late in Term 1 and Term 3. The interim report will include:
- A tick list assessment of academic performance, effort and behaviour
- Teacher request for parent interview

Two written reports on student semester specific achievement will be provided each year. These will occur late in Term 2 and Term 4. The school is required to include information about student achievement in relation to VELS.

The Semester report will include:
- A summary of the curriculum and assessment program for the class
- Achievement against VELS / AusVELS using ‘A’-‘E’ reporting system (Figure 4)
- Common Assessment Tasks reporting system (Figure 5)
- Exam results will be reported on as a percentage grade for Year 10
- An overall S (Satisfactory) or N (Not Satisfactory) result for Year 10
- A continuum assessment of effort and class behaviour
- Information regarding achievements and suggestions for improvements

Parent/Teacher/Student Interviews
Parents will be given the opportunity to attend two formal interviews focusing on their child’s progress each year. These will occur late in Term 1 and Term 3. There will be opportunities for dedicated discussions between parents/carers and teachers as requested.
Figure 4: VELS / AusVELS Reporting System
The ‘A’–’E’ ratings and comments are based on what the student has achieved, not against the other students in the class or year level, but against state-wide standards.

A  Well above the standard expected at this time of the year
B  Above the standard expected at this time of the year
C  At the standard expected at this time of the year
D  Below the standard expected at this time of the year
E  Well below the standard expected at this time of the year
NA (Not apparent) - the student shows none of the skills or behaviours of the level

Figure 5: Common Assessment Task Reporting System
The Excellent – NA ratings and comments are based on what the student has achieved on each of the Common Assessment Tasks.

EX  (90-100%)  Excellent performance
VG  (76-89%)  Very good performance
G  (60-75%)  Good performance
AC  (40-59%)  Acceptable performance
NA  (0-39%)  Needs attention
NR  Not required
N  Not Satisfactory (Year 10 only)

3.2 Year 11 – 12

3.2.1 VCE

Two interim reports will be provided each year as outlined previously in 3.1.

VCE
Overall S/N result:
A satisfactory (S) result for each outcome will result in an S for the overall unit.
An N awarded for any one outcome will result in an N for the overall unit.

Students who have exited
Students who have attended the school for approximately one Term will require a written report.
For a student who is no longer attending but has not officially withdrawn by signing a Student Exit form, the symbol J is included on Victorian Assessment Software System (VASS).
The J result is to be used where the student:
• is no longer attending class, and
• has not submitted work for assessment.
Units 1 and 2
Year 11 written reports will indicate a student’s achievement (S/N) for each of the outcomes relevant to the unit as well as their achievement on Graded Assessment Tasks (SACs) reported on as A+ - UG as outlined in Figure 3. The minimum pass requirement for an assessed piece of work stands at 40%.

Units 3 and 4
Year 12 written reports will indicate a student’s achievement (S/N) for each of the outcomes relevant to the Unit 3. There are no written reports required for Unit 4.

3.2.2 VCAL
Students will receive a satisfactory (S) or not satisfactory (N) completed result for each unit. For certain subjects at the end of semester 1 students may receive a combination of S, N or NYC (Not Yet Complete). Students will receive an N in a VCAL unit if they do not meet the course requirements outlined in the Curriculum Planning Guides.

3.3.3 VET
Students receive a satisfactory (S) for a unit of competence when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Students receive an S for a module when they have demonstrated achievement of all the learning outcomes as assessed by the RTO. Students will receive an NYC (Not Yet Complete) for a unit of competence if they have not yet demonstrated competence. Students receive an N for a module when they have not yet demonstrated achievement of all learning outcomes.

Ratified by School Council – March 2013
Amendments ratified by School Council – September 2014

Evaluation
Review of Policy: Ongoing review as part of the School Strategic Review every 3 years

References
Victorian Curriculum and Assessment Authority
VCE and VCAL Administrative Handbook
Victorian Essential Learnings
Australian Curriculum in Victoria
ACARA
WHS Additional Educational Needs Policy
WHS Attendance Policy
WHS Homework Policy
WHS Course Accreditation Handbook
WHS Student Progression Policy
Appendix 1

PARENTAL NOTIFICATION OF CATCH-UP CLASS

Date:

Dear Parent / Guardian,

This note is to inform you that your child needs to attend a ‘catch-up class’ after school for 45 minutes on to catch up on the following work:

- 
- 
- 

Your child will need to attend the catch-up class in and will need to bring the following items to class.

Name of teacher ........................................ Signature ........................................
Name of Parent / Guardian .......................... Signature ........................................

THIS FORM NEEDS TO BE SIGNED BY A PARENT/GUARDIAN OF THE STUDENT AND RETURNED TO THE RELEVANT TEACHER BY THE NEXT SCHOOL DAY.
Appendix 2

(Years 10 – 12) Process for At Risk Form

Teacher makes contact with parents to alert them about concerning patterns of behaviour and that an At Risk Form is being sent home with student to obtain parent signature

Teacher to document on the Student Management Tool that an At Risk Form has been given

Student MUST return the At Risk Form to teacher with all signatures by the due date negotiation

Teacher monitors student for improved performance

Student progress:

S

Inform student and submit completed At Risk Form to SML

N

Inform student and submit completed At Risk Form to SML

Student Management Leader will confirm At Risk process and proceed by updating the Student Management Tool

Inform VASS Coordinator (VCE only)

Inform parent Phone call home

Inform Curriculum Leader

Formal Notification of N letter mailed home and copy placed into student file
Appendix 3

WILLIAMSTOWN HIGH SCHOOL
AT RISK FORM

A student will be deemed to be at risk of not satisfactorily completing an Outcome or Subject if they have exhibited a poor pattern of behaviour over a period of time in completing work or if attendance is an issue.

Student: ___________________________________________ Teacher: ________________

Subject: ___________________________ Year 10 / VCE Unit: 1 2 3 4 / VCAL

Date Issued: _______________ Date of Parent Contact: ____________

Reason for student being at risk: (Please tick relevant box)

☐ Incomplete coursework

☐ Attendance issues

☐ Work not of a satisfactory standard

☐ Number of classes absent: _________

☐ Other: ___________________________

The student will remain at risk until they demonstrate an improved performance in addressing the issues identified. The following tasks will need to be completed before the teacher can award the student with a satisfactory result for this Outcome / Subject.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Due date: _______________

Student’s responsibilities:

☐ Inform parent / guardian and obtain signature

☐ Prepare to satisfactorily complete requirements of the nominated tasks

Teacher’s responsibilities:

☐ Contact parent / guardian

☐ Inform Student Management Leader of the at risk details

☐ Monitor student progress for improved performance

Student Signature: _______________________ Date: ____________

Signature must be completed in the presence of the Subject Teacher.

Teacher Signature: _______________________ Date: ____________

Parent Signature: _______________________ Date: ____________

At Risk progress: ☐ Satisfactory  ☐ Not Satisfactory

A COMPLETED COPY OF THIS FORM SHOULD BE FORWARDED TO THE STUDENT MANAGEMENT LEADER
Appendix 4

(Years 10 – 12) Process for Redemption Form

Teacher makes contact with parents to alert them about a performance of below 40% on an assessed task and that a Redemption Form is being sent home with student to obtain parent signature.

Teacher to document on the Student Management Tool that a Redemption Form has been given.

Teacher provides feedback/advice to student about preparing for the Redemption.

Student MUST return the Redemption Form to teacher with all signatures by the due date negotiated.

Student progress:

S

Inform student and submit completed Redemption Form to SML.

N

Inform student and submit completed Redemption Form to SML.

Student Management Leader will confirm Redemption process and proceed by updating the Student Management Tool.

Inform VASS Coordinator (VCE only).

Inform parent Phone call home.

Inform Curriculum Leader.

Formal Notification of N letter mailed home and copy placed into student file.
Appendix 5

WILLIAMSTOWN HIGH SCHOOL
REDEMPTION FORM

This form is only to be completed when a student does not satisfactorily meet the requirements of an assessed task (SAC / Common Assessment Task). The student will be given an opportunity to obtain an ‘S’ for the Outcome or Subject however the original score achieved will stand for reporting purposes.

Student: ____________________________

Subject: ____________________________  Teacher: ____________________________

Year 10 / VCE Unit: 1 2 3 4

Task Details: ____________________________

Date Issued: _______________  Date of Parent Contact: _______________

Reason for Redemption: (Please tick relevant box)

☐ Unexplained absence  ☐ Below minimum pass requirement (40%)

☐ Non-submission / Missed deadline  Original % score achieved: __________

Redemption Details:

☐ Alternative task similar to the original task

☐ Oral assessment task  ☐ Other: ____________________________

☐ Coursework analysis  DUE DATE: ____________________________

Must be within 7 days of the date of issue

Student Signature: ____________________________  Date: _______________

Signature must be completed in the presence of the Subject Teacher.

Teacher Signature: ____________________________  Date: _______________

Parent Signature: ____________________________  Date: _______________

Redemption will not be available without the acknowledgement of a Parent / Guardian.

At this stage your child has increased their chances of receiving an N Result for this Unit / Subject.

Student's responsibilities

○ Inform parent / guardian and obtain signature

Teacher's responsibilities

○ Contact parent / guardian

○ Discuss issues/strategies to support the student's attempt to redeem

○ Consider an appropriate task from a range of redemption opportunities

○ Inform Student Management Leader of redemption details

○ Do not allow a redemption opportunity without parent acknowledgement

Please tick result of Redemption

Redemption: ☐ Satisfactory ☐ Not Satisfactory

A COMPLETED COPY OF THIS FORM SHOULD BE
FORWARDED TO THE STUDENT MANAGEMENT LEADER