LALOR SECONDARY COLLEGE

Learning, Assessment and Reporting Policy

YEARS 7 TO 12

2013

AIM

The Learning, Assessment and Reporting Policy at LSC aims to achieve continuous improvement in students’ learning. It also assists teachers to develop effective teaching and reporting practices based on a set of principles. It will also inform the whole school community in regard to the protocols and practices undertaken at LSC in regard to these areas.

Date ratified by School Council: 16th August 2012
Review date: April 2013
LEARNING

PURPOSE

Both the curricular and the extra-curricular programs offered at Lalor Secondary College are mindful of the unique stages of development experienced by individual students at LSC throughout their schooling. Learning should ideally involve the pursuit of new ideas, insights, attitudes, knowledge, understanding and skills, which should be aimed at fostering the development of deeper thinking skills.

PRINCIPLES

At LSC learning should:

- Foster the pursuit of individual excellence and promote the development of life-long learning.
- Promote success, independence, self motivation, self-confidence and be provided in an environment that is inclusive, altruistic, supportive and productive.
- Involve students in discussion about content, process and assessment.
- Take into account the diverse cultures, interests and needs of all students.
- Recognise individual learning styles and achievements.
- Value practice beyond the classroom and refer to contemporary global events and issues.
- Present authentic tasks that require complex thought and allow time for exploration.
- Be a process where effective assessment and reporting practices ensure the ongoing development of each student.
- Will involve the initiatives of the Northern Region including E5 and Powerful Learning.

ASSESSMENT

PURPOSE

The purpose of assessment at LSC is to help support and improve student learning and performance. Assessment at LSC allows teachers to evaluate the effectiveness of the learning and teaching processes as well as to diagnose individual, class and whole school learning needs. It presents as an opportunity for both staff and students to identify strengths and weaknesses and to help teachers to follow the development of students and monitor areas that require improvement. Assessment is also vital in acknowledging student achievement and evaluating student progress in relation to state wide or national standards (e.g. VELS and AusVELS).

PRINCIPLES

Assessment at LSC should:

- Acknowledge student achievement in relation to the standards (ie VELS, Australian Curriculum) and Outcomes/Assessment Tasks (VCE, VCAL, VET).
- Present information in clear, concise language which will promote self confidence and self motivation.
- Students have the opportunity to demonstrate what they know, understand and can do in a variety of ways.
- Individual assessment tasks need to be planned and modified as required to cater for all students.
- Students are taught the skills and develop the knowledge to participate fully in the processes of assessment.
- Should come in the form of ‘assessment for learning’, ‘assessment as learning’ and ‘assessment of learning’.

Evidence of Assessment

Evidence about student demonstration of learning outcomes is obtained from a variety of sources and gathered and recorded over time using diverse assessment techniques and recording instruments. Evidence should be relevant to the learning outcomes that are being assessed and should be gathered and recorded in a focused and systematic way. Teachers should select assessment techniques that best suit the context in which the learning outcome is being demonstrated and the type of evidence that is required. Students should be made familiar with the techniques through relevant modelling and practice.
Sample processes that may be used to make judgements about student achievements are made on the basis of assessment evidence collected using the following processes:

- Observation and anecdotal records of students in learning situations
- Annotated work samples
- Checklists
- Running records
- Conferencing with the students, peers, parents and teachers
- Portfolios
- Self assessment and written reflections
- Peer assessment
- Records of assigned tasks.

REPORTING

PURPOSE

At Lalor Secondary College ongoing communication between parents and teachers is essential in providing the best education for each student.

Reporting provides information on:
- Assessment opportunities
- Evidence gathered
- Judgements made about student demonstrations of learning outcomes.

Reporting to students and parents should provide both with timely and accurate information that they can understand, interpret and use to support learning. Reporting should be provided using language, modes and formats that are both meaningful and relevant to the proposed audience and in the guideline of the VCAA for VCE students.

PRINCIPLES

Reporting should provide:
- Ongoing feedback about student progress in relation to learning outcomes.
- Constructive and supportive feedback on how students can continue to make progress in relation to the learning outcomes.
- Provide information on the Well Being of all students both socially and mentally when deemed necessary by the college.

METHODS OF REPORTING

- Progress Reports - End of Term One and Term Three
- End of Semester Reports
- Parent/Teacher Interviews.
- Ongoing communication throughout the year where necessary (refer to LSC communication policy).
- If there are matters of concern, teachers should request an interview with the parents or as the need arises at other times. In special circumstances an interview over the phone is a viable option if parents are unable to attend. Teachers are advised to document these conversations and let the relevant team know of the contact.
- VELS/AusVELS Reporting – The Victorian Essential Learning Standards (VELS) outlines what is essential for all Victorian students to learn during their time at school from Prep to Year 10. They provide a set of common state-wide standards which schools use to plan student learning programs, assess student progress and report to parents.
ASSESSMENT FORMATS

PROGRESS REPORTS – Yr 7 to 12.

Level of achievement for each criterion (shown in the table below) indicated by a five point scale. The final grades will be indicated as 1 to 6 according to the scale below.

1 = Excellent  
2 = Good   
3 = Average  
4 = Needs Improvement  
5 = Poor   
6 = NA – This result should only be issued after consultation with the relevant Student Manager and Curriculum Leader.

<table>
<thead>
<tr>
<th>Punctuality</th>
<th>Effort</th>
<th>Organisation</th>
<th>Independent Learning</th>
<th>Classroom Behaviour</th>
<th>Completes Homework</th>
</tr>
</thead>
</table>

For progress reports teachers will also be required to enter the following results for the criteria titled Progress To Date. This is a measure of academic performance:

- **Very Good** = 90% to 100%  
- **Good** = 70% to 89%  
- **Average** = 50% to 69%  
- **Needs Improvement** = 30% to 49%  
- **Poor** = 0% to 29%

The Grading Scales listed above are to be used across all Yr levels from Yr 7 to 12. The information above will appear on the reports in keys to inform parents of their meaning.

END OF SEMESTER REPORTING – Yr 7 to 10.

The end of semester report will be divided into 4 main areas. These 4 areas are Work Habits, Key Skills, Assessment Task Results and Comments. The report will also include an overall Satisfactory or Non-Satisfactory completion at the top of the report based on the student’s performance in the assessment tasks for that subject.

WORK HABITS

This criteria is to assess the students overall effort in regard to a number of key work habits. These work habits are assessed across all faculty areas according to the scale shown below.

<table>
<thead>
<tr>
<th>WORK HABIT</th>
<th>Poor</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

KEY
SKILLS

This area outlines the key skills required for each subject and is specific to the individual subject being assessed. Each skill required is a description of what should be achieved by the student participating in the subject throughout the semester. Each criteria is assessed according to the grading scale shown in the table below.

<table>
<thead>
<tr>
<th>KEY SKILLS (THIS IS AN EXAMPLE ONLY AND WILL VARY FROM SUBJECT TO SUBJECT)</th>
<th>Poor</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discusses characters and themes within texts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes texts for several different purposes and audiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Summarises key information in note form, with guidance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works with the class teacher to proofread errors in work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents ideas in an oral form.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses ICT with guidance to locate information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works in pairs and small groups in a cooperative way.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS and SATISFACTORY COMPLETION

The assessment tasks are graded as a percentage result as shown in the table below. A 50% average is required across all assessment tasks for a Satisfactory Completion to be awarded for the subject. An average of 49% or below will result in a Non-Satisfactory completion. This result will appear at the top right hand corner of the report. This may have ramifications in regard to being promoted into the next year level. (refer LSC promotion policy).

<table>
<thead>
<tr>
<th>ASSESSMENT ITEMS (THIS IS AN EXAMPLE ONLY AND WILL VARY FROM SUBJECT TO SUBJECT)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Response</td>
<td>67%</td>
</tr>
<tr>
<td>Writing Folio</td>
<td>55%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>78%</td>
</tr>
</tbody>
</table>

COMMENTS

The comment section is divided into two sections: Performance Summary and Areas for Improvement. In the Performance Summary parents can expect teachers to discuss and make comments about specific topics/sections/areas covered and summarize the overall performance of each student within the subject.

In the Areas for Improvement parents can expect teachers to make comments on areas that need improvement and the strategies that will work towards improving those areas.

As outlined in the Reporting Advice document issues each semester to staff, it is expected that report comments should be clear and provide detailed advice to parents regarding student performance and required improvements.

<table>
<thead>
<tr>
<th>PERFORMANCE SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREAS FOR IMPROVEMENT</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
END OF SEMESTER REPORTING – VCE

The end of semester reports for VCE students will be in the same format as the Yr 7 to 10 reports except for the Key Skills section as outlined by the Yr 7 to 10 reports.

The Key Skills section will be replaced by the Outcome Descriptions as per the VCAA Study Design for each subject. Achievement of each Outcome will be determined to be Satisfactory or Not-Satisfactory based on their performance in the Assessment Tasks listed next the Outcomes as shown in the table below.

ASSESSMENT TASK RESULTS.

UNIT ONE and TWO Results :- Unit One and Two results will be recorded as percentages.

UNIT THREE Results :- Unit Three results will be recorded as a Graded Assessment scores according to the Assessment guidelines outlined in the subjects’ Study Designs.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.</td>
<td>Investigation 0</td>
</tr>
<tr>
<td></td>
<td>Practical Activity 0</td>
</tr>
<tr>
<td>Explain how chemical reactions and processes occurring in the atmosphere help sustain life on earth.</td>
<td>Extended Investigation 0</td>
</tr>
<tr>
<td></td>
<td>Exam 0</td>
</tr>
</tbody>
</table>

The final result of each VCE subject will be recorded as a S (Satisfactory) or N (Not-Satisfactory) at the top right corner of the report according to the teachers’ judgement of whether that student has met the Outcomes listed for that subject. This is the result that will be reported to VCAA.

NA/NS are not used on VCE reports unless advised by the student manager.

Other information on the reporting process for VCE subjects can be found in the Lalor Secondary College VCE Policy document or the VCE and VCAL Administrative Handbook.

VCAL REPORTS

The VCAL reports will be structured the same as the above reports, however, the Key Skills section will be replaced by requirements of the VCAL program as outlined in the VCE VCAL Administrative Handbook. Students’ satisfactory demonstration of each competency will be reported in the format below.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing for Self Expression</td>
<td>Reading for Self Expression</td>
</tr>
<tr>
<td>Writing for Practical Purposes</td>
<td>Reading for Practical Purposes</td>
</tr>
<tr>
<td>Writing for Knowledge</td>
<td>Oracy for exploring issues and problem-solving</td>
</tr>
<tr>
<td>Writing for Public Debate</td>
<td></td>
</tr>
</tbody>
</table>
VELS/AusVELS REPORTS

Each student at Lalor Secondary College in years seven to ten will receive a VELS/AusVELS summary report that shows their progress across all of the Domains of VELS/AusVELS. The information for these reports will be communicated to parents using Progression Points. The progression point is a point that shows student achievement on the continuum of learning. The key to these progression points and a sample report are included below.

VELS PROGRESSION POINTS

Referral to as standards (4.0, 5.0, 6.0).
the progression points (.25, .5, .75) are
between the standards (levels).

Lalor Secondary College
TEST TEST
Year 10 Semester 2

<table>
<thead>
<tr>
<th>Rating</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Beyond Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Learning</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Humanities - History</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking Processes</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: More than one teacher may have contributed to these ratings.
EXAMINATION GUIDELINES

PURPOSE

The purpose of end-of-semester examinations is to promote excellence in learning and encourage students to consolidate their knowledge. Students should begin to take responsibility for their own learning and teachers should explicitly teach study and revision techniques, particularly in years 9 and 10. Examinations are also run to prepare students for formal examinations at year 12 and beyond.

PRINCIPLES

Examinations should be formatted clearly and should be expressed and laid out in a manner that allows students to understand the language, terminology and charts or diagrams included on the examination papers. Examinations should all use the common cover sheet (see next page).

The examination timetable is to be prepared by the Daily Organiser in consultation with the Principal Team and the Curriculum Coordinators. It is to be communicated to staff prior to the examination period.

Examinations should be prepared by members of the faculty, except for year 12 practice examinations which will be purchased from external providers by the Later Years Curriculum Coordinator. Photocopying examination papers should be done by members of the faculty, coordinated by the faculty leader. Examination papers should be placed in clearly labelled examination bags/envelopes (available from the office) with required materials allowed indicated on the front of the bag. A class list should be placed into each examination bag/envelope.

Examinations are held at the following year levels:

- Year 11—at the end of each semester for all subjects. All are of 90 minutes duration (plus 10 minutes reading time), except English which is of 150 minutes duration (plus 10 minutes reading time).
- Year 12—during Term Four prior to the SwotVac period for all subjects. Duration varies depending on requirements of each subject. The English examination is of 3 hours duration.
- Year 10—English/EAL, Mathematics, Science and History/Geography. All examinations are of 90 minutes duration (plus 10 minutes reading time).
- Year 9—English/EAL and Mathematics. All examinations are of 90 minutes duration (plus 10 minutes reading time).

Parallel classes should use the same examination paper and marking scheme. Modified examinations should be prepared for integration students or other exceptional cases, as indicated in the EAL and Modification Policies. If any assistance is needed in modification of examinations, it should be sought from the EAL and Integration coordinators. Moderation of examinations should occur within each faculty.
YEAR LEVEL/ FACULTY NAME

Subject Name

Examination

(Date of Examination)

Reading Time: x minutes
Writing Time: x minutes

Questions to Be Answered: x

<table>
<thead>
<tr>
<th>Section</th>
<th>Questions</th>
<th>Marks Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>x</td>
<td>X</td>
<td>x</td>
</tr>
</tbody>
</table>

Total Marks Available: x

Percentage: %

• Students are permitted to bring into the test room: Specify allowed materials.
• Specify materials which are not allowed here.

Materials supplied
• Specify here

Instructions
• Write your name in the space provided above on this page.
• All written responses must be in English.
Homework should be:
- Appropriate to the student’s skill level, age and in line with VELS guidelines for that subject.
- Interesting, challenging, and where appropriate, open ended.
- Purposeful, meaningful and relevant to the curriculum.
- Assessed by teachers with written feedback, support and strategies for improvement provided.

**Late Submission – Yrs 7 to 10**

The following refers to major assignments completed by all faculty areas inside and outside of the classroom.

**Prior to the Task – Teacher Responsibilities**

1. Deadlines should be made clear, preferably in writing.
2. All assessment criteria should be included at the commencement of the task.

**Student Responsibilities and Protocols**

All students should endeavour to meet the deadlines of work submission according to the dates outlined by their classroom teacher. All work should demonstrate an understanding of the subject matter consistent with the student’s ability and be:
- well presented
- thorough
- complete
- submitted on time

If a student is aware that they will not meet the deadline then they should seek an extension of time from their teacher. Students must provide supporting documentation, for example, a medical certificate or note from their parents. If the assessment task is submitted by the negotiated date the work will still be assessed.

A student may apply for an extension of time on the basis of one of the following:-
- Illness
- Significant hardship
- Physical disability
- Personal environment
- Death of a family member
- Severe Injury

The classroom teacher may ask the relevant student manager for advice regarding these issues or to provide further information before a decision is made.

Applications that will not be accepted include:
- Books at school
- Technology problems
- Overseas holiday

If there is no reasonable explanation for the late submission of work the student will incur a penalty according to the outline listed below.

If a student is absent from school on the day of a deadline because of illness, the task should be submitted on the next school day. If there is no class in the subject in question, it is the student’s responsibility to seek out the teacher. No penalties will apply.

In the case of student absence from the class because of other school business (eg excursions, sport, production etc) work should be submitted on the next school day. If there is no class for the subject in question, it is the student’s responsibility to seek out the teacher. No penalties will apply.
If a student does not meet any of the criteria listed above then penalties will apply according to the scale listed below.

<table>
<thead>
<tr>
<th>TIME LATE</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Day</td>
<td>5%</td>
</tr>
<tr>
<td>2 School Days</td>
<td>10%</td>
</tr>
<tr>
<td>3 School Days</td>
<td>15%</td>
</tr>
<tr>
<td>4 School Days</td>
<td>20%</td>
</tr>
<tr>
<td>5 School Days</td>
<td>25%</td>
</tr>
<tr>
<td>6 School Days</td>
<td>30%</td>
</tr>
<tr>
<td>7 School Days</td>
<td>35%</td>
</tr>
<tr>
<td>8 School Days</td>
<td>40%</td>
</tr>
<tr>
<td>9 School Days</td>
<td>45%</td>
</tr>
<tr>
<td>10 School Days</td>
<td>50%</td>
</tr>
<tr>
<td>Non-Submission</td>
<td>A NS (Not submitted will be awarded) This equates to 0% on the report.</td>
</tr>
</tbody>
</table>

Late Submission Protocols

Teacher Responsibilities

All teachers are required to contact the student’s parents when an assignment has not been submitted by the due date. Teachers will send home the appropriate letter (Appendix A) for the relevant year level to inform the parents of the late submission. If the letter is not returned and the student is to receive an NS result, the teacher must phone the parents and communicate this result.

Student Responsibilities

Yrs 7 to 10 - All students who have received a late submission letter are required to attach that letter to the late piece of work when submitted. This letter must be signed by a parent.

VCE LATE SUBMISSION POLICY

This will be enforced according to the Lalor Secondary College VCE Policy document in line with the VCE Administrative handbook.

Appendix A.
NON-SUBMISSION OF ASSESSMENT TASK

Date :- ......................

Dear Parent/Guardian

Your son/daughter __________________________ was required to submit an assessment task on ____________. It was not submitted on this date. The details of this work task are indicated below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment task/activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please be aware that there are penalties for late submission of Assessment Tasks at Lalor Secondary College and these are based on the duration of lateness according to our Learning, Assessment and Reporting Policy (located at the L.S.C website). The penalties are listed on the back of this letter and may have a significant impact on your child’s ability to achieve satisfactory completion of this subject.

If you wish to discuss this matter further, please contact me at the school on 9463 7300 or via email: ____________________________@edumail.vic.gov.au

Yours sincerely,

Subject Teacher - ____________________________

----------------------------------------------------------

Dear Teacher,

I have read and understood that my son/daughter __________________________ will be penalised for the lateness of the above task in accordance with the table overleaf and that this may have a significant impact on my son/daughter’s ability to obtain a satisfactory completion in this subject.

Parent Signature ................................................  Date  .........................................
If a student does not submit an assessment task by the due date then the following penalties will apply according to the scale listed below.

<table>
<thead>
<tr>
<th>TIME LATE</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Day</td>
<td>5%</td>
</tr>
<tr>
<td>2 School Days</td>
<td>10%</td>
</tr>
<tr>
<td>3 School Days</td>
<td>15%</td>
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<tr>
<td>4 School Days</td>
<td>20%</td>
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<tr>
<td>5 School Days</td>
<td>25%</td>
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<tr>
<td>6 School Days</td>
<td>30%</td>
</tr>
<tr>
<td>7 School Days</td>
<td>35%</td>
</tr>
<tr>
<td>8 School Days</td>
<td>40%</td>
</tr>
<tr>
<td>9 School Days</td>
<td>45%</td>
</tr>
<tr>
<td>10 School Days</td>
<td>50%</td>
</tr>
<tr>
<td>Non-Submission</td>
<td>A NS (Not submitted will be awarded) This equates to 0% on the report.</td>
</tr>
</tbody>
</table>
PLAGIARISM POLICY

DEFINITION

Plagiarism is another word for cheating and involves the act of taking and using the thoughts, writings, inventions or creations of another person and passing it off as someone else’s work.

Plagiarism is a breach of copyright laws—hence, committing an act of plagiarism is against the law.

Plagiarism can include:
1. Copying—exactly reproducing others’ words, with or without their knowledge.
2. Not acknowledging ideas or information taken from another individual or source, for example in a bibliography or through referencing.
3. Providing assistance to another student who plagiarises—allowing your own work to be copied by someone else.

Plagiarism is regarded as academic dishonesty, theft and an ethical offence. A student who plagiarises or assists another in so doing is acting in a manner that contravenes the school values, particularly Honesty.

AVOIDING PLAGIARISM

- Teachers will make students aware of what behaviours and actions constitute plagiarism and how it can be avoided.
- Teachers will guide students in selecting and using appropriate resources and drafting their work so it can be authenticated.
- With support from library staff, teachers will instruct students about how to reference their research.
- Teachers will develop assessment tasks that are challenging and rigorous and that discourage plagiarism.
- Questions will be worded in a manner that requires students to interpret ideas and analyse them, rather than simply reporting facts.

It is the responsibility of the student to prove that the work in question is their own work. This may be done in discussion with the class teacher regarding the process of developing the work or the ideas and concepts contained within the task.

- Students may produce drafts or evidence of research to prove that the work is their own.
- Sources of research and ideas should be acknowledged using bibliographies and appropriate referencing systems. The Library Resource Centre has guides available to advise students about this process.

CONSEQUENCES OF PLAGIARISM

Work that contains unacknowledged material, is not typical of other work produced by the student, is inconsistent with the teacher’s knowledge of the student’s ability and has not been sighted or monitored by the teacher during its development is cause for concern and will be reported to the relevant student managers. Consequences increase as indicated below, depending on the nature of the case of plagiarism.
| **First Offence:** | 1. Class teacher, student manager and/or assistant principal meet with the student.  
2. The breach of rules is discussed and student is made aware of the serious nature of the offence.  
3. The student will receive no marks for any work that is found to have been sourced from somewhere else without appropriate acknowledgement, other than in exceptional circumstances (in such a case, the student manager will make the final decision regarding the consequence that is to apply or if an opportunity for redemption may be provided). This includes copying answers from another student during a test and students copying work from other students. If identical work is submitted for assessment by two students, neither student will receive any marks for that work.  
4. An after school detention is given to the student by the student manager.  
5. The case is noted in the Student Management Tool by the class teacher. |
| Plagiarism or knowingly providing others with assistance to plagiarise. | |

| **Second Offence:** | 1. The parent or guardian of the student is contacted to discuss the serious nature of the offence.  
2. The student will receive no marks for any work that is found to have been sourced from somewhere else without appropriate acknowledgement. If identical work is submitted for assessment by two students, neither student will receive any marks for that work.  
3. Two after school detentions or a Saturday morning detention are given to the student by the student manager.  
4. The case is noted in the Student Management Tool by the class teacher.  
5. The student will be required to attend a library research skills session and be made aware of the legal consequences of plagiarism. |
| Plagiarism or knowingly providing others with assistance to plagiarise. | |

| **Repeat Offence** | 1. A parent meeting is held with the student and student manager or assistant principal.  
2. The student receives a Saturday morning detention or suspension as appropriate to the situation.  
3. The incident is recording in the Student Management Tool by the student manager or assistant principal. |
| of plagiarism or coercion of others to assist in plagiarism. | |

Plagiarism by VCE students will be dealt with according to the guidelines in the VCE Student Handbook.