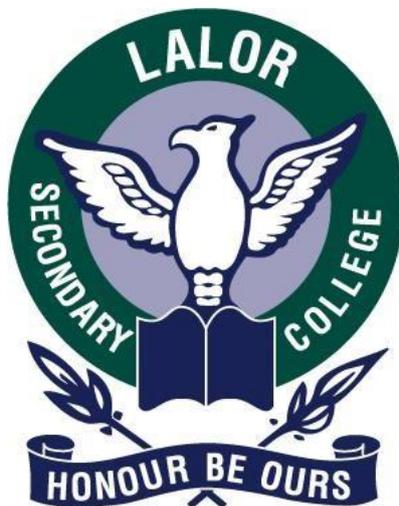


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## LALOR SECONDARY COLLEGE

# Learning, Assessment and Reporting Policy

2020

### AIM

To achieve continuous improvement in students learning, by assisting teachers to develop effective teaching and reporting practices based on consistent and agreed guidelines.

*Date ratified by School Council: 21st November 2019*  
*Review date: October 2020*

# 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 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 and therefore deeper learning.

Lalor Secondary College will base its Teaching and Learning programs at Years 7 -10 on the Victorian Curriculum. The Victorian Curriculum sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. Lalor Secondary College will offer a wide range of subjects. All Curriculum offerings and Assessment requirements will reflect The Victorian Curriculum and VCE study outlines.

LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none"><li>• Dance</li><li>• Drama</li><li>• Media Arts</li><li>• Music</li><li>• Visual Arts</li><li>• Visual Communication Design</li></ul>	Critical and Creative Thinking Ethical Intercultural Personal and Social
English	
Health and Physical Education	
The Humanities <ul style="list-style-type: none"><li>• Civics and Citizenship</li><li>• Economics and Business</li><li>• Geography</li><li>• History</li></ul>	
Languages	
Mathematics	
Science	
Technologies <ul style="list-style-type: none"><li>• Design and Technologies</li><li>• Digital Technologies</li></ul>	

## PRINCIPLES

At Lalor Secondary College learning should:

- Foster the pursuit of individual excellence and promote the development of life-long learning in all students
- Be a process where effective assessment and reporting practices ensure the accurate measure of individual student achievement and their relative progress.
- Be informed by individual student data, through the use of the Inquiry Cycle (Timperley Model)
- Be a process where effective assessment and reporting practices ensure the ongoing development of each student
- Incorporate the strategies from the LSC Instructional Model, including the High Impact Teaching Strategies (HITS) as well as HRLTP'S and Berry Street Education Model

- Promote success, independence, self-motivation, self-confidence and be provided in an environment that is inclusive, altruistic, supportive and productive
- Involve and encourage student agency in discussion about content, learning and assessment
- Recognise individual learning styles and achievements
- Take into account the diverse needs, interests and cultures of all students
- 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

## **ASSESSMENT**

### **PURPOSE**

The purpose of assessment at LSC is to 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 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 of their learning 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. Victorian Curriculum).

### **PRINCIPLES**

Assessment at LSC should:

- Acknowledge student achievement in relation to the achievement standards (the Victorian Curriculum and Outcomes/Assessment Tasks (VCE, VCAL, VET)
- Present information in clear, concise language which will promote self-confidence and self-motivation
- Allow students the opportunity to demonstrate what they know, understand and can do in a variety of ways
- Provide planned and modified learning assessment tasks as required to cater for all students. Refer to Modified Assessment Policy.
- Support the development of the skills and knowledge to participate fully in the processes of assessment
- Come in the form of 'assessment for learning', 'assessment as learning' and 'assessment of learning'
- Provide opportunities for students to complete assessments where students may be involved in alternate programs, are absent, or are suspended at the time in which the assessment originally occurred

### **Evidence of Assessment**

Evidence of 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. Evidence must link to the Victorian Curriculum and VCE study designs. 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. Common rubrics should be used where multiple classes of the same subject exist.

Judgements about student achievements are made on the basis of assessment evidence collected using the following processes:

- Achievements in the Common Assessment Tasks.
- Observation and anecdotal records of students in learning situations
- Annotated work samples
- Checklists
- Running records of student progress throughout the unit/course

- Conferencing with the students, peers, parents and teachers
- Portfolios
- Self-assessment and written reflections
- Peer assessment
- Records of assigned tasks.

It is an expectation that all teachers at Lalor Secondary College will modify student assessment where appropriate and in accordance with the Modified Assessment Policy.

## 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:

- Accurate student achievement and progress. Common Assessment Task achievements.
- Evidence gathered and teacher judgements made about student demonstration of learning outcomes

Students and parents should be provided 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 parents and 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

### METHODS OF REPORTING

- Continuous Reporting- Results and feedback for all Common Assessment Tasks (CATs) throughout the semester, will be provided by teachers and be available to parents allowing for continuous updates on student progress
- Progress Reports - End of Term One and Term Three, through the Compass Reporting package
- End of Semester Reports, through the Compass Reporting package
- Parent/Teacher Interviews
- Ongoing communication throughout the year where necessary (refer to LSC Communication Policy)
- If there are matters of concern, teachers will contact parents and make an appointment for an interview 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 required to detail the communications on Compass in the student chronicle

## ASSESSMENT FORMATS

### PROGRESS REPORTS – Year 7 to 12.

The level of achievement for each criterion (shown in the table below) indicated by the following

Excellent

Good

Satisfactory

Needs Improvement

N/A – This result should only be issued after consultation with the relevant Student Manager and Curriculum Leader.

	Areas Of Assessment						
Subject	Organisation	Effort	Classroom Behaviour	Completes Homework	Progress to Date	Interview	Subject Avg.
ART Teacher Name	Satisfactory	Satisfactory	Satisfactory	Not Applicable	Satisfactory	Welcomed	<b>2.00</b>
Science Teacher Name	Good	Satisfactory	Needs Improvement	Needs Improvement	Satisfactory	Required	<b>1.80</b>
Humanities Teacher Name	Good	Good	Needs Improvement	Good	Good	Welcomed	<b>2.60</b>
English Teacher Name	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Welcomed	<b>2.00</b>
Health and Physical Education Teacher Name	Excellent	Excellent	Good	Good	Good	Welcomed	<b>3.40</b>
Languages - Italian Teacher Name	Not Assessed	Not Assessed	Not Assessed	Not Applicable	Not Assessed	Not Applicable	<b>N/A</b>
Mathematics Teacher Name	Good	Good	Good	Good	Satisfactory	Welcomed	<b>2.80</b>
7 Sport Teacher Name	Excellent	Good	Good	Not Applicable	Good	Welcomed	<b>3.25</b>
Food Technology Teacher Name	Needs Improvement	Needs Improvement	Poor	Needs Improvement	Needs Improvement	Welcomed	<b>0.80</b>
<b>Performance Avg.</b>	<b>2.75</b>	<b>2.50</b>	<b>1.88</b>	<b>2.17</b>	<b>2.25</b>	<b>N/A</b>	<b>2.32</b>

## END OF SEMESTER REPORTING – Year 7 to 10.

The end of semester report will be divided into 4 main areas. These 4 areas are **Learning Focus**, which includes **Key Knowledge and Key Skills; Work Habits; Common Assessment Task Results and Feedback; and Areas for Further Improvement** represented as dot point comments. The report will also include an overall Semester Result **Subject Average** based on the student's performance in the assessment tasks for that subject. If appropriate, most subjects will include a percentage class attendance figure.

### MODIFIED REPORTS

Students who fall under the eligibility status within the Modified Assessment Policy will receive teacher comments indicating any modifications to the assessment. Modified reports will include a heading to indicate that one or more of the assessments task have been modified for the student.

### LEARNING FOCUS

#### KEY KNOWLEDGE:

This area outlines the Key Knowledge for each learning area specific to the subject being assessed.

#### 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 in the semester.

## 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.

WORK HABIT	Needs Attention	Satisfactory	Good	Very Good	Excellent
Effort					
Organisation					
Classroom Behaviour					
Completes Homework					

## COMMON ASSESSMENT TASKS AND FEEDBACK

The Common 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 be deemed as a Non-satisfactory completion. This may have ramifications in regard to being promoted into the next year level. (Refer to the LSC Promotion Policy).

Task Feedback is provided at the completion of the learning task by the teacher and made visible to parents through Compass.

Grades	
Any assessment results provided below are raw scores and may change during school or state based statistical assessment moderation. The statistical, state based, moderation process is used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each schools' coursework scores for that study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study. For more information on assessment moderation, please contact the school.	
Semester Result	44
CAT 1 Year 10 Humanities - Mapping Skills	89
CAT 2 Year 10 Humanities - Data Analysis	NS
Document Analysis - Close reading and analysis of documents relating to the effects of historical human migration on the landscape	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
Mapping Skills -Fieldwork excursion to map the coastal area of Williamstown	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
Data Analysis - Formulation of research questions relating to Wellbeing	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
CAT 3 Year 10 Humanities - Document Analysis	64
CAT 4 Year 10 Humanities - Examination	24

Learning Tasks			
CAT 1 Year 10 Humanities - Mapping Skills	89%	CAT 2 Year 10 Humanities - Data Analysis	NS
CAT 3 Year 10 Humanities - Document Analysis	64%	CAT 4 Year 10 Humanities - Examination	24%
Semester Result	44%		

Learning Tasks - Comments	
Mapping Skills -Fieldwork excursion to map the coastal area of Williamstown	<i>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</i>
Data Analysis - Formulation of research questions relating to Wellbeing	<i>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</i>
Document Analysis - Close reading and analysis of documents relating to the effects of historical human migration on the landscape	<i>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</i>

## SEMESTER RESULTS

A semester result will be assigned to each Learning Area and will be calculated as an average of all common Assessment Tasks. For year 7 sport, it will be calculated in accordance with a prescribed performance rubric. Students participating in Boost or the Instrumental Music Program will not receive a semester result in this format.

## AREAS FOR IMPROVEMENT

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 issued 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. This will be provided to parents at the end of semester, at the completion of Semester Reports.

AREAS FOR IMPROVEMENT
<p>In order to improve further Jennifer needs to</p> <ul style="list-style-type: none"> <li>• Ensure she includes detailed evidence to support all of her ideas within text response essay.</li> <li>• All work should be proofread prior to submission to ensure errors can be corrected.</li> </ul>

## END OF SEMESTER REPORTING – VCE

The End of Semester reports for VCE students will be in the same format as the Year 7 to 10 reports. Achievement of each Outcome will be determined to be Satisfactory or Not-satisfactory based on the student's performance in the Assessment Tasks listed below the Outcomes. There will not be an end of Semester Two report for Year 12 students.

## LEARNING FOCUS

### KEY KNOWLEDGE:

This area outlines the Key Knowledge as specified in the Study Design for each subject area specific to the subject being assessed.

## 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.

WORK HABIT	Needs Attention	Satisfactory	Good	Very Good	Excellent
Effort					
Organisation					
Classroom Behaviour					
Completes Homework					

## ASSESSMENT TASK RESULTS

### UNIT ONE and TWO Results:

Unit One and Two assessment tasks results will be recorded as percentages. They will be related to the outcome. Each SAC/SAT will be awarded a result and will have a separate individualised comment.

LEARNING TASKS	Result %	Task Feedback
Task 1. Investigation	80%	
Task 2. Practical Activity	78%	
Task 3. Extended Investigation	45%	

### UNIT THREE Results:

Unit Three results will be recorded as Graded Assessment raw scores according to the Assessment guidelines outlined in the subjects' Study Designs. Each SAC/SAT will have a separate comment and mark.

OUTCOME	Result	Task Feedback
<b>Outcome Number One, Unit 3</b> <b>Task 1. Investigation</b> TASK MARKED OUT OF 30	25	
<b>Outcome Number Two, Unit 3</b> Practical Activity TASK MARKED OUT OF 30 <b>Unit 3 Extended Investigation</b> TASK MARKED OUT OF 40	28  35	

Learning Task - Outcome 1 Unit 3 Biology - Molecules of Life

Task Details Feedback

**Grades**

Any assessment results provided below are raw scores and may change during school or state based statistical assessment moderation. The statistical, state based, moderation process is used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each schools' coursework scores for that study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study. For more information on assessment moderation, please contact the school.

Result	37
Feedback	Bertrand completed three practical activities and reports for this outcome. These tasks covered the topics of photosynthesis and cellular respiration, enzyme action and the movement of substances across a plasma membrane. Bertrand was able to analyse and evaluate evidence from the practical investigations related to biochemical processes to a good standard.

## Areas for Improvement

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 issued 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.

AREAS FOR IMPROVEMENT
<p>In order to improve further Mark needs to</p> <ul style="list-style-type: none"> <li>• <b>Ensure</b> he includes detailed evidence to support all of his ideas within text response essay.</li> <li>• All work should be proofread prior to submission to ensure errors can be corrected.</li> </ul>

The final result of each VCE subject will be recorded as an S (Satisfactory) or N (Not-satisfactory) according to the teacher's judgement of whether that student has met the Outcomes listed for that subject. This is the result that will be reported to VCAA.

OUTCOMES	Results S/N
Outcome 1: 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.	
Outcome 2: Explain how chemical reactions and processes occurring in the atmosphere help sustain life on Earth.	

NS (Not Submitted) or NA (Not Assessed) is not to be used on VCE reports.

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 VCE Outcomes section will be replaced by the 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.

<b>OUTCOMES</b>			
Writing for Self Expression		Reading for Self Expression	
Writing for Practical Purposes		Reading for Practical Purposes	
Writing for Knowledge		Oracy for exploring issues and problem solving	
Writing for Public Debate			

## **VICTORIAN CURRICULUM REPORTS**

Each student at Lalor Secondary College in Years 7 to 10 will receive a summary report that shows their progress across all of the levels of the Victorian Curriculum Learning Areas and Capabilities.

## **EXAM GUIDELINES AND PROCEDURES**

### **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 held to prepare students for formal examinations at Year 12 and beyond.

### **EXAMINATION PREPARATION**

#### ***The KLA Leader is required to ensure:***

- all KLA members are aware of the timeline for producing exams for each year level
- the Curriculum Leader and the Assistant Principal (Curriculum & PD) are provided with a copy of the exam, the names of staff responsible for each exam and relevant year level by the KLA Leader one week prior to all exams.
- all relevant members of the KLA are given the opportunity to have input and review of their respective exam/s
- all relevant members are aware of the content for assessment in the exam and the format of the exam
- relevant members are in agreement on the equipment allowed into the exam
- common marking scheme is used to assess the exams
- support of the staff member/s responsible for the production of the exams
- the content of each exam is conducive to the time allocated for writing
- the cover sheet of each exam meets the guidelines as per the Learning, Assessment and Reporting Policy
- the cover sheet of each exam includes the correct details; reading time, items students are allowed to take into the exam
- exams are created for those students who have been deemed, via the Modified Assessment Policy, as requiring modified work, according to the individual student arrangements
- the exam/s is checked and signed off by the KLA Leader as correct prior to photocopying

- all exams within the KLA are copied and placed in an exam bag at least two working days prior to the allocated time for the relevant study. KLA Leaders to ensure this has occurred and check the contents of each bag to ensure all required materials are provided within.
- the Year 12 Indicative Exams must allow for 15 minutes reading time
- all completed exams and SAC's are to be returned to and retained by the students at the end of the exam period

***The KLA Team members are required to ensure:***

- students complete the content in the relevant semester of the relevant study so that they are not disadvantaged in their exam
- students are aware of the expectations of the exam – reading time, writing time, equipment allowed/not allowed
- active content input into the development of the exams as well as supporting the staff member/s responsible for the exam so that the production of the exam meets the timeline
- students who have been deemed via the Modified Assessment Policy, as requiring modified work, are confirmed and exams are included for each relevant class by the teacher of that class
- the staff member/s responsible for the exam is provided with accurate class information (numbers) in a timely manner
- where possible, following correction of exams, subject teachers must moderate the exams to ensure consistency of marking and results

***The Teacher/s responsible for study and relevant year level is required to ensure:***

- all year level/subject teachers are given the opportunity to have input into the exam
- all relevant teachers are given the opportunity to see the final draft of the exam prior to printing
- the cover sheet of each exam meets the guidelines as per the Learning, Assessment and Reporting Policy
- all questions or images in the exam are created electronically
- all marks for each question are clearly indicated on the exam
- exam bags are prepared appropriately and clearly, including the Subject, Year Level, date and time of exam, class teacher and Home Group (where relevant), class list, lined paper (if required for students to complete the exam)
- that modified exams for relevant students are included in the package and clearly highlighted on the exam bag
- all exams bags are deposited in the front office at least two working days prior to the exam

**EXAMINATION PARAMETERS – READING & WRITING TIME ALLOCATION**

- All Year 9 and 10 exams will have a 10 minute reading time prior to writing
- All Year 9 and 10 exams will be have 90 minutes of writing time, with the exception of Year 10 English and EAL which will have 120 minutes writing time in Semester Two
- Year 11 English, EAL and Literature exams will have 15 minutes reading time prior to writing
- Year 11 English, EAL and Literature exams will have 120 minutes writing time in Semester One and 180 minutes of writing time in Semester Two
- Year 11 Exams (excluding English, EAL and Literature) will have 10 minutes reading time prior to writing
- Year 11 Exams (excluding English, EAL and Literature) will have 90 minutes of writing time
- All Year 12 Indicative Exams will have 15 minutes reading time, irrespective of length of the exam □  
No highlighting during reading time

***The Strategic Operations Leader is required to:***

- Produce an exam timetable for semester exams that meet the time allocation indicated in the Examination Parameter – Reading & Writing Time Allocation

- Ensure teachers are allocated a time to supervise exams commensurate with the time they have 'lost' in terms of classroom teaching
- Ensure the Examination Timetable is distributed to staff at least two weeks prior to the relevant exam week
- Ensure the Examination Timetable is entered on Compass for all staff and students

## **EXAMINATION SUPERVISION**

### ***All staff members are required to:***

- Check the supervision roster each day during the exam periods

### ***Nominated Period 1 Staff Member is required to:***

- Organise and ensure supervising staff mark the roll for allocated classes

### ***The Nominated Person/s in Charge of STARTING the exam is required to:***

- Collect the exams from the front office
- Ensure lined paper is provided if required according to the instructions on the exam bag/s
- Assign tasks of setting up the exam in the Drama Centre to staff allocated to set up, allowing for multiple study exams and relevant requirements
- Clearly state the expectations to students once they are seated
- Clearly state the subject exam requirements (reading/writing times)
- Clearly announce when reading time begins and writing time begins

### ***The Nominated Teachers responsible for line-up are required to:***

- Ensure students are informed of the study being examined so that students are organised accordingly outside of the Drama Centre – that is, in Home Group, in study or class groups
- Ensure students are aware of the equipment students are allowed/not allowed to bring in to the exam and check that students meet these expectations prior to allowing them to enter the Drama Centre
- communicate with the supervising teachers responsible to ensure a smooth entrance in to the Drama Centre

### ***Staff supervising an exam will:***

- Be proactive in their supervision of students during the exam
- NOT take laptops into the exam
- NOT do marking during the exam supervision
- Not give any student assistance with information relating to the content of the exam paper, e.g. definition of words, interpretations or questions, this includes reading the question to the student
- Enforce the expectations according to the exam requirements and the Student Code of Behaviour
- Remain in the Drama Centre until the replacement supervisor has arrived
- Ensure the Drama Centre is left in readiness for the next exam

### ***The Nominated Person in Charge of FINISHING the exam is required to:***

- Inform students of the last five minutes of writing
- Inform students of 'pens down' at end of exam
- Organise teachers for the orderly collection of exams prior to dismissing the students
- Organise the orderly exiting of students from the Drama Centre

### ***The Nominated Teachers in Charge of RETURNING the exams to the front office are required to:***

- Ensure orderly collection of exams and placement in the correct exam bag/s
- Organise the return of the completed exams to the front office

## **POST EXAM AND CORRECTION OF EXAMS *Subject***

### ***teachers of an exam will:***

- Collect their class exams from the front office within one working day of the exam being completed
- Adhere to the agreed common marking scheme (see Preparation of Exam) when correcting the exams
- Moderate sample exams prior to returning exams to students
- Not return exam papers to students, nor reveal results to students until (at the earliest) the first class in the week following the examination period
- Provide results to students before the end of the week following the exam
- Provide detailed feedback upon return of the exam results

### ***Expectations of students during Exams.***

All students are required to follow the Examination and Testing requirements outlined in the Lalor Secondary College Student Code of Behaviour during examinations and testing. Students who are unable to respect the rights of others and impact on other students to concentrate on the exam or test will be managed according to the process outlined in this document. All members of the school community should refer to this document for these steps.

## VCE Exam Cover Page

Lalor  
Secondary  
College

Student Name:

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### HEALTH AND HUMAN DEVELOPMENT UNIT 1 EXAM

**JUNE 2018**

Reading time: 10 minutes

Writing time: 90 minutes

### QUESTION AND ANSWER BOOK

#### Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
	5	5	100
		<i>Total</i>	100

- Students **MUST** write in blue or black pen
- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, and ruler.
- Students are **NOT** permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.

#### **Materials supplied**

- Question and answer book of 8 pages
- Working space is provided throughout the book. **Instructions**
- Write your **name** in the space provided above on this page.
- All written responses must be in English.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

**All results are subject to moderation as per VCAA Guidelines**

# Years 9 – 10 Exam Cover Page 2018

Lalor  
Secondary  
College

Student Name: \_\_\_\_\_



**YEAR LEVEL/ FACULTY NAME**

**Subject Name**

**Examination**

**(Date of Examination)**

**Reading Time: 10 minutes Writing  
Time: 90 minutes**

*Questions to Be Answered: x*

<i>Section</i>	<i>Questions</i>	<i>Marks Available</i>
X	X	X
X	X	X
X	X	X
X	X	x

*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.

# HOMWORK GUIDELINES

## Homework should be:

- Appropriate to the student's skill level, age and in line with Victorian Curriculum 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.
- Homework should be corrected, checked and returned in a timely manner.

## Late Submission – Years 7 to 10

The following refers to assessment tasks that appear on the subject end of semester report.

### Prior to the Task – Teacher Responsibilities

1. Deadlines must be made clear, preferably in writing and listed on Compass for parent and student access.
2. All assessment criteria must be provided at the commencement of the task.

### Student Responsibilities and Protocols

All students must 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 must 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 (e.g. 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 and expectations listed above then penalties will apply according to the scale listed below.

TIME LATE	PENALTY
1 Week Day	5%
2 Week Days	10%
3 Week Days	15%
4 Week Days	20%
5 Week Days	25%
6 Week Days	30%
7 Week Days	35%
8 Week Days	40%
9 Week Days	45%
10 or more Week Days	50%
Non-Submission	This equates to 0 on the report.

\* Week day includes school days and term holidays.

## Late Submission Protocols – Years 7 to 10

### 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 use the schools preferred method of contact being email and SMS (see Appendix A) through the Compass system to inform the parents of the late submission. This process is to be completed by staff using the ‘Late Submission of Assessment Task’ template in the Compass Chronicle. The SMS and email will automatically be generated by the system and sent to the primary family contact. However, depending on the family circumstances, staff may need to contact home via a phone call or letter (see appendix C). The previous contact methods must be recorded on Compass under ‘Parent Communication’ so a record of the contact is kept by the school.

If the student does not submit the required work the teacher must then complete the ‘**Notice of a Low Academic Achievement Result**’ template in the Compass Chronicle which will generate an SMS and email (see Appendix B) informing the primary contact of this information. However, depending on the family circumstances, staff may need to contact home via a phone call or letter (see appendix D) to inform parents and communicate this result. Again, the two previous forms of communication this must be recorded on Compass under ‘Parent Communication’. If contact still cannot be made after repeated attempts, the teacher must inform the Student Manager of the student’s circumstances.

If a student submits any piece of work that puts them at risk of receiving a ‘Low Academic’ result for the subject, it is the teacher’s responsibility to again contact the parent using one of the methods listed in the above process. Teachers must also inform the relevant student management team if a student is consistently performing at a low academic level.

Any student who is consistently performing at a low academic level in a number of subjects will be contacted by the relevant Student Manager or Sub-school Leader.

### Student Responsibilities

**Years 7 to 10** - Students are required to submit all assessment tasks on time according to their teacher’s instructions.

### Parent Responsibilities

Parents are required to supply current email and mobile phone number contact details to the school so communication of ‘Late Submission’ and ‘At Risk of receiving a Low Academic result’ messages can be received in a timely manner. This is the schools preferred form of communication and only in exceptional circumstances will alternate forms of communication be used.

Email and SMS communication templates are common templates used by staff, set up in Compass by the College Compass administrator.

### **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 – Parent Email

#### NON-SUBMISSION OF ASSESSMENT TASK

{entry created date} Dear

{parent name}

{student Name} was required to submit an assessment task for {Subject}. It was ***not*** submitted by the due date.

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 may have a significant impact on your child’s ability to achieve satisfactory completion of this subject.

The details of this assessment task can be found on Compass under the relevant subject or by contacting me through the methods suggested below.

If you wish to discuss this matter further, please contact me at the school on 9463 7300 or via email

Yours sincerely

{staff name}

### Non –submission of Assessment Task – Parent SMS

{student name} has not submitted an assessment task by the due date. Please access Compass and contact the relevant classroom teacher for more information.

## Appendix B

### Low Academic Achievement Result – Parent Email

#### NOTICE OF A LOW ACADEMIC ACHIEVEMENT RESULT

{entry created date}

Dear {parent name}

This email is to inform you that {student name} has received an Learning Task result of less than 40%. This means they are at risk of not meeting the academic standards set by the college for {Subject}.

For a student to meet the expected level of achievement at Lalor Secondary College and qualify for automatic promotion to the following year level, they must achieve an average of 50% across all the assessment tasks completed in the subject. Currently your child is at risk of not meeting this requirement.

As the school has moved to continuous reporting you can view feedback about the task in question by logging onto Compass. This information is now available and should be accessed to gain a full understanding of why this has occurred.

To assist {student name} in meeting the minimum standard required, a number of strategies have been outlined below that can be implemented. The key strategies listed below will allow for greater academic success in future tasks and beyond. If further assistance is required, please contact me to arrange an appointment on 9463 7300 or email me via my edumail address located on the schools website.

#### KEY STRATEGIES

- Plan a Homework Timetable, allowing for approximately one hour per night. □ Provide appropriate study space and supervision.
- Ensure the school diary is being used to record all homework and due dates.
- Encourage your child to ask questions in class and complete as much work as possible in the classroom.
- Encourage your child to see teachers at school outside of class time.
- Encourage your child to attend ASH (After School Homework) every Wednesday in the Lalor Secondary College Resource Centre.
- Ensure regular school attendance.

Regards,

{staff name}

#### Notice of Low Academic Achievement– Parent SMS

{student name} has received an Assessment Task result in {Subject} of less than 40%. Please access Compass to view feedback for this task for more detailed information.

## Appendix C



### 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.

Subject	Assessment task/activity

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.

TIME LATE	PENALTY
2 Week Days	10%
3 Week Days	15%
4 Week Days	20%
5 Week Days	25%
6 Week Days	30%
7 Week Days	35%
8 Week Days	40%
9 Week Days	45%
10 or more Week Days	50%
Non-Submission	This equates to 0 on the report.

\*Week day includes school days and term holidays.

## Appendix D



### Notice of a Low Academic Achievement LETTER

(date)

Dear Parent/Guardian

This letter is to inform you that {studentName} has received an Assessment Task result of less than 40%. This means they are at risk of not meeting the academic standards set by the college for {Subject}.

For a student to meet the academic standards at Lalor Secondary College, they must achieve an average of 50% across all the assessment tasks completed in the subject. A summary of recently completed assessment task/s is included below.

Assessment Task/s Completed and result :- \_\_\_\_\_  
\_\_\_\_\_

This was due to the following factors highlighted below:

- Not handing the task in.
- Little effort put into the preparation prior to completing the task.
- Had difficulty with recalling the content being delivered under test conditions.
- Absences
- Other \_\_\_\_\_

To assist {studentName} in meeting the minimum standard required, a number of strategies have been outlined below that can be implemented. The key strategies listed below will allow for greater academic success in future tasks and beyond. If further assistance is required, please contact me to arrange an appointment on 9463 7300 or use the parent portal messaging service.

#### KEY STRATEGIES

- Plan a Homework Timetable, allowing for approximately one hour per night.
- Provide appropriate study space and supervision.
- Ensure the school diary is being used to record all homework and due dates.
- Encourage your child to ask questions in class and complete as much work as possible in the classroom.
- Encourage your child to see teachers at school outside of class time.
- Encourage your child to attend ASH (After School Homework) every Wednesday in the Lalor Secondary College Resource Centre.
- Ensure regular school attendance.

Regards,  
(name)

# **GUIDELINES FOR ADDRESSING PLAGIARISM**

## **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 one's own 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. Knowingly allowing your work to be copied and submitted by someone else.

Plagiarism is regarded as academic dishonesty, theft and an ethical offence

A student who plagiarises or is found to assist another in doing so 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.

When investigating acts of Plagiarism it is the responsibility of the student to prove that the work in question is their own. This may be done in discussion with the classroom 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.
- Students may be asked to produce work of comparable quality.

## **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.

<p><b>First Offence:</b> Plagiarism or knowingly providing others with assistance to plagiarise.</p>	<ol style="list-style-type: none"> <li>1. Classroom teacher, Sub School Leader and/or Assistant Principal meet with the student.</li> <li>2. The breach of rules is discussed and student is made aware of the serious nature of the offence.</li> <li>3. The student/s 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 may receive any marks for that work. This decision will be made by the Sub School Leader based on the evidence collected.</li> <li>4. An after school detention is given to the student/s by the Student Manager.</li> <li>5. The case is noted in the Compass by the Student Manager.</li> <li>6. The student completes and resubmits the task</li> </ol>
<p><b>Second Offence:</b> Plagiarism or knowingly providing others with assistance to plagiarise.</p>	<ol style="list-style-type: none"> <li>1. The parent or guardian of the student is contacted to discuss the serious nature of the offence.</li> <li>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 may receive any marks for that work.</li> <li>3. Two after school detentions or a Saturday morning detention are given to the student.</li> <li>4. The case is noted in Compass by the Student Manager.</li> <li>5. The student will be required to attend a library research skills session and be made aware of the legal consequences of plagiarism.</li> <li>6. The student completes and resubmits the task</li> </ol>
<p><b>Repeat Offence</b> of plagiarism or coercion of others to assist in plagiarism.</p>	<ol style="list-style-type: none"> <li>1. A parent meeting is held with the student and Sub School Leader or Assistant Principal.</li> <li>2. The student receives a suspension as appropriate to the situation.</li> <li>3. The incident is recorded in Compass by the Sub School Leader or Assistant Principal.</li> <li>4. The student completes and resubmits the task</li> </ol>

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