

# ST JOSEPH'S COLLEGE, MILDURA



<b>Policy Number:</b>	STUDENT 08
<b>Policy Name:</b>	Learning, Teaching & Curriculum Policy
<b>Contact Officer:</b>	Deputy Principal, Learning and Teaching
<b>Date Approved by Leadership:</b>	May 23, 2022
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<b>Related Policies:</b>	Home Study Policy Professional Learning Policy

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## PREAMBLE

God is at the centre of our College...Mercy is the heartbeat of the Gospel. We encourage every student to grow in the fullness of life and realise their potential through the bread we break at school, the bread of relationships and the bread of conversation. Let us engage the heart and bring faith to life and life to faith (Thomas Groome).

## LEGISLATION

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in *Ministerial Order No. 870*. This policy applies to St Joseph's College staff, including employees, volunteers, contractors and clergy.

## OTHER RELEVANT LEGISLATION

Disability Standards of Education 2005

<https://www.legislation.gov.au/Details/F2005L00767>

The Aboriginal and Torres Strait Islander Education Strategy (2015)

<https://www.education.gov.au/national-aboriginal-and-torres-strait-islander-education-strategy>

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## 1. PURPOSE

1.1 The Learning and Teaching programs at St Joseph's college will cater for the development of the whole child and will encourage students to take responsibility for their own learning. Strategies will be varied to allow for the needs of individual students. Prior experiences and understandings will be acknowledged, and students will be encouraged to attempt new learning.

1.2 A Learning, Teaching and Curriculum Policy must:

- Focus on the total development of the student as an individual, to enable him/her to acquire skills and knowledge necessary for active participation in the wider community.
- Provide for educational excellence by ensuring flexibility in organisational arrangements and breadth of educational opportunity to meet the needs of students.
- Articulate the philosophy of teaching and learning within St Joseph's College and thereby allow for clear direction, consistency, and focus and outcomes within the curriculum.
- Clarify in the minds of staff, students and parents (or care givers) the principles that the college espouses, in order to provide a Catholic education in Sunraysia.
- Facilitate the involvement of all parents/guardians to take an active role in the education of their children.

## 2. ASSUMPTIONS THAT UNDERLY THE POLICY

2.1 St Joseph's College believes all students are capable of learning. Students learn at different rates and through a variety of experiences, in a wide range of settings. St Joseph's College acknowledges that effective learning, and the learner's self-esteem are closely linked therefore, learning should be intrinsically rewarding and feedback should be provided regularly. St Joseph's College believes that learning is an active process where students are involved and enjoy exploring and discovering for themselves.

- Positive relationships based on respect, care and genuine affection help build supportive and safe classroom environments, where students acknowledge the opinions and feelings of others and challenge themselves in their learning.
- Teaching programs will cater for student's individual differences and learning needs. Flexible curriculum and appropriate and current resources will be provided to cater for individual differences.
- Teaching strategies will be relevant and assist students to actively engage in learning.
- Learning and teaching approaches will incorporate students' prior experiences which will promote further development of these experiences.
- Students will be encouraged to be risk takers in a supportive environment.
- Students will be encouraged and challenged to explore new tasks and should feel confident in doing so. Teaching strategies will incorporate contemporary educational research and evidence and incorporate technologies to link learning to the wider global community where appropriate.
- Students will experience success through participating in activities appropriate to their development. Success in learning will be celebrated. Teachers will affirm students' attempts to achieve learning outcomes and make sense of their learning.
- The learning process is as important as the finished product. Learning experiences will promote the development of skills, understandings, values and attitudes, not only knowledge. Individual and shared decision making will be promoted within the classroom, with learning spaces structured to allow for individual, paired and group work.
- Assessment strategies will complement teaching and learning methods. Student learning will be monitored and assessed by classroom teachers on a regular basis. Through the collection of appropriate data, the teacher will use evidence-based strategies that cater to the needs of the students.
- Students will have opportunities to provide input into learning and personal goals and assessment tasks. They will be encouraged to reflect upon their learning and review personal learning goals.
- Teachers will assume different roles in the learning process such as facilitator, moderator, instructor, collaborator and coach depending on the tasks, activities and needs of students.
- Teachers are aware of current educational research; the college leaders will encourage and support professional learning. Teachers are encouraged to plan and initiate their own needs for professional learning, as well as to participate in whole school and team professional learning, so as to build capacity as leaders of learning and collegial practice.
- Students learn better when they enjoy their learning.
- Within a Catholic environment each student will experience success and develop self-esteem and confidence in their learning.
- A curriculum which is comprehensive, relevant and interesting will extend and develop the abilities of each student.
- Curriculum policy should allow for the promotion of student learning on the basis that all students want to learn and are capable of learning.
- There is a need to develop and extend the abilities of each student in a socially supportive environment.
- That staff have the ability to cater for the diversity of student needs by using a variety of approaches to learning.
- Curriculum policy should facilitate the development of organised curriculum structures that provide all students with an effective and productive learning environment.

- Curriculum policy should develop teacher, parent and community partnerships which allow for agreed learning outcomes for all students.

### 3. DEFINITIONS

3.1 **Learning and Teaching:** Refers to all approaches and strategies utilised for student learning and development, including how the content is delivered, the choice of student learning experiences and the ways in which schools and teachers are organised to reflect a learning and teaching approach. It incorporates decisions on the need for, and use of, resources and facilities and partnerships with the wider school community. It includes curriculum, assessment and reporting of student outcomes.

3.2 **Curriculum:** Is the common set of knowledge and skills that are required by all students for life-long learning, social development, and active and informed citizenship. As such, the curriculum is a part or subset of the school's teaching and learning program which is the school-based plan for delivering, expanding and extending this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. (*VCAA 2014, F-10 Curriculum Planning and Reporting Guidelines, Learning and Teaching Policy DIOCESE OF BALLARAT*)

3.3 **Assessment:** Is the collection of information about student achievement, including authentic and valid feedback for ongoing improvement in teaching and student learning.

### 4. CURRICULUM

4.1 **Curriculum in Catholic Schools promotes students' personal and spiritual development through learnings which inculcate Christian attitudes and values.**

4.1.1 Personal and Spiritual Development of Students: To facilitate personal and spiritual development of students, our college community promotes and fosters a well-founded spirit of hope, confidence and optimism in all students for their futures.

4.1.2 In order to assist this, Curriculum must:

- Have sufficient flexibility to allow each student to reach his/her potential in his/her own way.
- Deliver a comprehensive range of well-structured Religious Education Programs, activities and experiences such as feast day celebrations, para-liturgies, masses and retreats.
- Deliver programs for the physical development and personal health and fitness of students such as Health Education, Physical Education, Dance, inter-house and inter-school sport.
- Have a Camps/Excursions Program which gives students direct experience of situations and activities, develops social skills, provides personal challenges, promotes individual growth and provides a basis for the creative use of leisure time.
- Have a relevant Pastoral Care Program which fosters creative and purposeful approaches by students to the challenging world by experience.
- Have creative and meaningful approaches to learning that will challenge students to meet their goals. Curriculum must also ensure that all studies in the college are developed and taught in ways which ensure that the attitudes and values they promote are congruent with, and supportive of, those being developed within the Religious Education Programs.
- A whole school guaranteed and viable curriculum is implemented which is developmentally appropriate and consistent with diocesan and government requirements, the school context and the individual needs of students. It outlines student knowledge, skills and capabilities in the nine learning areas and four capabilities.
- Curriculum is documented, planned and taught sequentially from the Victorian Curriculum F-10 and Awakenings Religious Education Curriculum at each year level.

- Year 11 and 12 units are planned according to requirements of the Victorian Curriculum and Assessment Authority and Study Designs for individual studies.
- Curriculum is adjusted to meet student needs and learning pathways.

#### 4.2 **Curriculum in Catholic Schools ensures that all students at each phase of schooling attain basic and essential knowledge and skills.**

4.2.1 In order to do this the college must develop Curriculum Frameworks which are broadly focused, expecting individuals to take increased responsibility for their own education.

4.2.2 This can be achieved through learning modules which:

- Are centred on students' key developmental needs.
- Provide relevance, imaginative scope and intellectual rigour, and cater for all types of students.
- Foster a deep understanding and knowledge of contemporary Australian society and acceptance of its culture diversity.
- Provide entry for Tertiary study and training or combinations of work and further education.
- Develop a foundation for adult learning experiences.
- Be assessed by a wide range of valid and reliable indicators of student performance.

4.2.3 St Joseph's College community should ensure that each student is able to achieve his/her full potential by integrating the many purposes of curriculum, including vocational education and training, through well designed curriculum frameworks.

#### 4.3 **Inclusion**

- Successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all students.
- Staff will actively support all students to reach their potential regardless of academic ability or demographic background.
- In accordance with the Disability Standards of Education 2005, all students will be given full access to Victorian Curriculum F–10 and Awakenings.
- Students in Years 11-12 will have optional pathways for their senior program. The school will provide guidance and support for student pathways and subject selection in accordance with VCAA requirements and student and parent input.
- The school implements strategies to prevent discrimination and harassment of all students including those with a disability.
- These include:
  - curriculum focus on social and emotional learning that further develop knowledge and awareness of the importance of the dignity of each person, empathy, social justice, resilience and reconciliation.
- Implementing strategies to enhance student voice including the development of the anti-bullying and harassment policy
- curriculum design which draws on resources such as Awakenings and Respectful Relationships 7-10 (Department of Education and Training, DET/Catholic Education Commission of Victoria, CECV)
- restorative justice processes
- The classroom program and strategies will consider the diverse needs of students such as student progress, cultural and socio-economic backgrounds
- Strategies to assist Aboriginal and Torres Straits Islander students are consistent with The National Aboriginal and Torres Strait Islander Education Strategy (2015).
- Learning experiences and curriculum may need to extend outside of a given year level expectation and curriculum standards for individual and groups of students.
- Program Support Groups (PSGs) will be established for Students with Disabilities (SWD) and other students with special considerations, or learning or family support requirements (such as students requiring Tier 2 or 3 support and intervention or requiring faster progression of the standards) The

school, in consultation with parents and student, will make reasonable adjustments to assist the student in accessing the curriculum and learning experiences.

- The learning diversity leader will ensure that students are monitored and relevant processes for applying for additional funding are met with pertinent documentation and parent consultation being followed, according to timelines and DOBCEL requirements.
- PSGs will be conducted each term or more frequently if required. Agenda and other related documents will be provided to all members of a PSG before the meeting. Minutes are taken, archived and distributed after the meeting.
- Students who receive additional or extra support and those funded through (NCCD) will have Individual Learning Plans (ILPs) specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.

#### 4.3.1

- The skills of English literacy, including skills in listening, speaking, reading and writing;
- skills of numeracy, and other mathematical skills; skills of analysis and problem solving;
- skills of information processing and computing; an understanding of the role of science and technology in society, together with scientific and technological skills;
- a knowledge and appreciation of Australia's historical and geographic context; a knowledge of language other than English;
- an appreciation and understanding of, and confidence to participate in, the Creative Arts;
- an understanding of, and concern for, balanced development and the global environment;
- a capacity to exercise judgment in matters of morality, ethics and social justice;
- the knowledge, skills, attitudes and values which will enable students to participate as active and informed citizens in our democratic Australian society within an international context;
- an understanding and respect for our cultural heritage including the particular cultural background of Aboriginal and ethnic groups;
- personal health and fitness and for the ability to use leisure time creatively;
- career education and knowledge of the world of work, including an understanding of the nature and place of work in our society.

#### 4.3.2 The Curriculum Framework should also provide appropriate opportunities for students to develop competencies and demonstrated achievements in:

- Collecting, analysing and organising information.
- Communicating ideas and information.
- Planning and organising activities.
- Working with others and in teams.
- Using mathematical ideas and techniques.
- Solving problems.
- Using technology.

#### 4.4 **Curriculum in Catholic Schools provides effective ways of learning through the creation of responsive organisational patterns and structures.**

##### 4.4.1 These should:

- Promote collaborative community participation in learning and employment related pathways.
- Should be directed towards a sense of community and belonging and pastoral care.
- Should ensure that each student has a climate in which he/she can learn effectively.
- Accept Vertical Organisation as a means of promoting adaptive, flexible and creative learning.
- Allow for staff to interact with other schools in Sunraysia and beyond.

#### 4.5 **Curriculum in Catholic Schools is fully accountable to valid community expectations.**

##### 4.5.1 School-Parent links should strive to:

- Promote participatory and inclusive principles and practices.
- Make the best possible use of the extensive personal and vocational resources the parent community can provide.
- Provide frequent opportunities for parents to be fully informed on current educational developments.

##### 4.5.2 School-Industry links should strive to:

- Develop co-operative relationships with a wide range of business and commercial interests.
- Maintain a balanced approach to student learning which is consistent with sound educational practice.
- Promote learning activities which are adequately informed by Catholic educational principles and ethics.

##### 4.5.3 School-teacher links should assist teachers to:

- Update their knowledge and skills in specific learning areas.
- Explore the relationship of specific learning areas to vocational pathways.
- Further develop a collective and comprehensive responsibility for the developmental needs of students in their care.

##### 4.5.4 School-Wider Community links should strive to develop co-operative relationships with a wide range of community support groups such as:

- Koori Support Personnel.
- Student Liaison Officer.
- Parish workers.
- Speakers or invited guests.
- NMLLEN and industry groups.

## 5. **APPROACHES TO LEARNING AND TEACHING**

### 5.1 Approaches should:

- Develop and promote listening and organisational skills and gradually help the students to cope effectively with formal learning.
- Extend beyond "classroom approaches".

### 5.2 Include a variety of learning/teaching strategies to cater for individuals and different intelligences by:

- Involving students as active participants, both in the planning and organisation of their studies, and in the evaluation of their learning, e.g. discussing, debating, concept mapping, modelling, performing, inquiry, group situations, reflections.
- Assisting students progressively to take responsibility for their own learning, e.g. discussing, debating, concept mapping, modelling, performing, inquiry, group situations, reflections.
- Offering students' opportunities for success and motivate them to continue learning - performing problem solving, building confidence in the use of inquiry processes, experimenting and creative activities.
- Building upon previous learning and lead to further learning; reflection/discussion/ evaluation.
- Enabling students to apply their knowledge and skills in practical situations and experimental learning.

- Building and support their self-esteem and confidence; simulation, group situations, debating, performance, group problem solving.
- Enhancing co-operation and support between students, and between students and teachers; and camps; and sport.
- Being in harmony with the culture and Gospel values of the college and the community.

## **6. DOCUMENTS USED IN COMPILING THE POLICY**

- School Vision and Mission Statements
- St Joseph's Vision and Mission Statements
- Your Child's Learning (CECV)
- VCE Accreditation Guidelines. (VCAA)
- Victorian Curriculum and Assessment Authority VCAA. VCE and VCAL Administration Handbook
- F–10 Australian Curriculum (Version 8.4/9)
- Victorian Curriculum F – 10
- VCAA Curriculum
- Catholic Schools at the Crossroads (B. Dwyer)
- Catholic Education Ballarat. 2018 Characteristics of a Highly Effective Catholic School
- Catholic Education Ballarat. 2020 Religious Education Curriculum Awakenings: Core Document
- Catholic Education Ballarat. 2018 School Improvement Framework Handbook

## **APPENDIX 1: Assessment and Reporting**

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### **1. PURPOSE**

1.1 Assessment and Reporting is an integral part of the partnership in learning between parents, teachers and students at St Joseph's College. Assessment must be centred upon the student, helping to determine achievements and needs of the students and thus directing the teaching focus of the teacher. Assessment strategies used should be varied and be both formative and summative, informing teachers of areas where additional assistance is needed.

1.2 Reporting should use a variety of formats and communicate achievements of the students and provide recommendations which will assist the student's future learning.

1.3 Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

1.4 Reporting communicates comprehensive information about student learning and achievements in different forms to a range of audiences for a variety of purposes.

1.5 Assessment must:

- Be based on the Gospel values of integrity, service, justice and forgiveness.
- Contribute to the positive learning environment in the college.
- Assist student learning by communicating results and forming a basis for further learning.
- Be a continuous process monitoring progress.
- Be related to part of curriculum expressing levels of achievement for learning outcomes.
- Provide information for a number of audiences - parents, students, and teachers, local and wider communities.

1.6 Assessment at St Joseph's College is the process, whether formal or informal, by which students, teachers and parents:

- Review the learning that has taken place.
- Make judgments about how effective it has been.
- Communicate this information effectively to the audiences for whom it is appropriate.
- Plan ways to enhance the future learning of the students involved.

### **2. ASSESSMENT PRINCIPLES**

2.1 In reflecting the aims of the curriculum, assessment procedures at St Joseph's College both formal and informal will:

- Be linked very closely to effective teaching and learning strategies with assessment outcomes forming an integral part of individual diagnosis, remediation or acceleration, and course construction and planning.
- Ensure close linkages with preceding and succeeding phases of learning.
- Include a variety of techniques to demonstrate the full range of knowledge, skills and attitudes that have been developed.
- Where appropriate, be explicitly and usefully linked to the world of work, at the upper secondary level, through a range of practical learning experiences and competency-based methods.
- Relate directly to student's achievements based on the learning outcomes across the full range of areas of the Victorian Curriculum.
- Feature methods which encourage personal growth and co-operative attitudes and allow for balanced judgments of student strengths and limitations.



- Providing increasing opportunities for students to take responsibility for their learning, including peer and self-assessment.
- Provide students with clear levels of achievement which focus on valuing the actual work done by the student and reflect judgments on the quality of the work that has been completed.
- Provide justice and fairness for all students by ensuring that the criteria for successful completion of Assessment Tasks are clearly communicated.

### **3. PRACTICES OF ASSESSMENT**

3.1 In administering fair, just and purposeful assessment, St Joseph's College will ensure that:

- The judgments of student performance are not prejudiced by factors outside the student's control, such as place and circumstances of living.
- The process of assessment incorporates elements of student involvement and appeal.
- The judgments of teachers, the quality of the learning process and the expected levels of achievement are monitored to ensure that they are of a standard comparable with those of the general student population.

### **4. ASSESSMENT PROCEDURES**

4.1 To support teachers in the implementation of the college's Assessment & Reporting Policy, procedures are to be established concerning:

- The provision of an assessment program that is comprehensive gives recognition and value to all learning activities set for students and indicates expected outcomes.
- A balanced assessment program that acknowledges the demands of assessment across the eight key learning areas, Religious Education and the individual needs of the students.
- The relationship of the Assessment Task or procedure to the learning objectives.
- The continuous and cumulative nature of assessment.
- The provision of opportunities for students to engage in: self-assessment, peer assessment, negotiation of the means of assessment and reflection on the data gathered.
- The integration into learning activities which become part of the normal pattern of class work, of reliable assessment procedures that can be consistently maintained within a teacher's normal class program.
- The provision of information for both review and future goal setting by students, teachers and parents.
- The provision of time for teachers to collaborate and exchange relevant information about students' achievements.

### **5. ASSESSMENT STRATEGIES**

5.1 Assessment should include:

- Specific outcomes.
- Inclusive language.
- Purposeful requirements for students, including appropriate timelines.
- Emphasis on developmental learning.
- Variety, validity and challenge.
- Acknowledgment of the different ways students learn.
- The possibility of re-assessment to redeem failure, achievable by a range of methods, determined by the needs of individual students.
- Well-designed assessment strategies which enable teachers and students to:
  - Identify students' strengths and weaknesses.
  - Analyse individual student performances.
  - Recognise persistent learning difficulties.

- Assist students to improve poor level of performance.
- Identify students' preferred learning style.
- Plan for enhanced future learning and gather data for reporting purposes and for developing programs.

## **6. RECORD KEEPING**

6.1 Assessment involves the process of collecting information about student learning. Accurate records of assessment are required to compile a comprehensive record of student progress and development. Record keeping is an integral part of teaching practice and assessment. Teachers are required to use SIMON - Learning Areas to communicate assessment and feedback to students and parents on an ongoing basis. Teachers are expected to provide this feedback in a timely manner (within 2 weeks of tasks being submitted). Each area of curriculum aims to develop particular knowledge and skills as well as attitudes, values and social skills. The types of records kept will reflect the variety of teaching practice. All information concerning student progress and development should be able to be supported by records of observations and assessments. Confidential records procedures need to be established and closely adhered to for records that are considered confidential. It is at the college's discretion as to what information on student files is provided to parents or to anyone else.

## **7. PROFESSIONAL LEARNING**

7.1 Teacher education is an important component of the implementation of a quality assessment program. Forums to be provided for teachers to exchange knowledge and information about current practices and to debate practical aspects of implementation. Individuals or groups attending Professional Learning Assessment Programs need to be allocated specific time for imparting acquired knowledge/skills to other staff.

7.1.1 Teachers need to have time together to decide how they will assess to gain the kind of information that could be used for several purposes. This needs to include reference to the different forms of assessment:

- Formative so that the data can be used for planning future learning.
- Diagnostic so that it can be used for identifying specific needs and difficulties.
- Summative so that the overall achievements of each student can be recorded systematically and used for reporting purposes.

7.2 St Joseph's College professional learning initiatives on assessment should be carefully designed to target the specific needs of teachers. There may sometimes be a need to explore general issues of assessment, but usually professional learning will focus on different aspects of the assessment process as it relates to classroom practice.

## **8. REPORTING**

8.1 The reporting policy at St Joseph's College outlines the principles governing ways in which assessments of student progress in the curriculum are communicated to valid audiences. Valid audiences include:

- The student - who is assisted in learning by knowledge of the formal and informal assessments made by teachers.
- The parents/guardians of the student - who as partners with the college in the educational process, have a right to know the assessments made of the student's progress.
- The college - which should use assessments of student progress in the curriculum to contribute to reviewing the college's curriculum and the manner in which it is presented to students.
- The Catholic sector - which has a duty to ensure that education of all children is adequately funded and efficiently carried out.
- The Victorian Curriculum and Assessment Authority - who issue the VCE Certificate.

## **10. REPORTING PRINCIPLES**

10.1 Reporting principles arise from, and are closely related to, assessment principles. Being directly concerned with the interface between teaching and learning, the reporting of student outcomes involves considerable sensitivity regarding the rights of teachers, families and students. The college has a responsibility to be sensitive to the parents' level of understanding of the English language, and to assist all parents to understand the educational development of their child.

10.2 Reporting at St Joseph's College ensures that, through its many activities, students will receive adequate indication of progress regarding:

- The full range of areas of the Victorian Curriculum undertaken at each phase of schooling.
- The knowledge, skills, attitudes, social and personal development associated with the teaching and learning in each area.
- The content of the work undertaken together with a clear indication of how well the learning outcomes have been achieved.
- Requirements for the next stage of learning together with the prior preparatory work that may need to be done.

## **11. REPORTING PRACTICES**

11.1 The matters reported depend upon the needs and requirements of the particular audience. Reporting student outcomes to the student, family and college, involves communication of the full range of student progress and achievement in the curriculum. St Joseph's College strives for a balance of formal and informal ways of providing this information. The quality of the reporting is directly related to the general quality of the communication processes within the college.

11.2 Formal reports will be collated and made available to families for each Semester.

11.3 Ongoing reporting and assessment will occur throughout each Semester via Learning Areas in SIMON and accessible by families via Parent Access module, and by student via their SIMON profile.

## **12. REPORTING PROCEDURES**

12.1 To balance the needs of audiences, reporting procedures should:

- Foster the use of a range of techniques to provide a rich and balanced record of student knowledge, skills and understandings.
- Provide a variety of formats and approaches.
- Emphasise through both verbal and written reports, the many ways to improve performance.
- Provide wherever possible, meaningful reports to parents, whose language background prevents or hinders their understanding of English.
- Make use of technology developments to enhance the Reporting Process.

## **13. COLLEGE - FAMILY CONSULTATIONS**

13.1 Formal consultations between the family and the college are the means used to complement other forms of reporting. These will be available at least once per Semester for students and their families at all year levels. These consultations are generally more effective when:

- They have specific objectives.
- Student attendance is possible.
- Ample time is available for discussion and perusal of student work.
- Arrangements guarantee comfort and privacy.
- Assistance is provided for parents who find it difficult to communicate in English.
- Parents have the opportunity to ask questions and express feelings and concerns.
- They provide the opportunity to establish parental support and common goals for improving performance.

## APPENDIX 2: Assessment Grades

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### 1. GRADES

1.1	A+	Outstanding	92+
	A	Excellent	85-91
	B+	Very Good	78-84
	B	Good	70-77
	C+	Fair	60-69
	C	Adequate	50-60
	D+	Limited	46-49
	D	Very Limited	40-45
	E+	Poor	36-39
	E	Very Poor	30-35
	UG	< 30	

1.2 UG (Ungraded) in Assessment Tasks: Work of a very poor standard – including work submitted for redemption which is of a very poor quality.

1.3 NS (Not Submitted) in Assessment Tasks: The student has failed to submit this piece of work and it therefore has not been assessed.

1.4 NA (Not Applicable) in Assessment Tasks: The unit of work has not yet been completed or the student was absent for an extended period of time and was therefore unable to complete the assessment task.

1.5 L (Late – Not Graded): Work has been submitted late, but less than one week late, and is of a satisfactory standard.

1.6 R (Redeemed/Redemption Process): Work is submitted more than one week late, or when work is initially submitted not to a satisfactory standard and has required resubmission. An “R” will only be assigned if the redeemed work has been completed to a satisfactory standard. If redeemed work is not of a satisfactory standard, then the student will be awarded “UG” (work of a very poor standard). If a student fails to submit redemption work, then they will be awarded a NS (Not Submitted) grade.

## APPENDIX 3: Learning Areas

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### 1. PURPOSE

1.1 To formalise and create a more consistent approach to our use of Learning Areas, both within Learning Areas and school wide, the following guidelines should be implemented.

1.2 For the purpose of this policy please note a **Major Assessment** is defined as a piece of work important enough that it would feature on the end of Semester report.

### 2. GUIDELINES

2.1 All tasks must meet the following set of expectations:

- All major assessment tasks must be included in Learning Areas.
- All tasks must be named in a consistent manner across classes teaching the same subject at the year level (e.g. Algebra Topic Test. Learning Areas are to use the 'Learning Areas Tasks Template') – Refer Section 3 in this Appendix to assist in this process.
- All tasks should be listed on Learning Areas before beginning the task in class. Recommended time frame of one week prior to beginning task.
- All tasks need to have the correct start and completion date (e.g. Geography assignment started in class on 2/3/18 and due on the 9/3/18).
- All tasks need to have the correct grade scale. This should be 'SJC Grade' for Years 7 to 11 and S/N for Year 12. There may be some tasks that are an exception to this.
- All teacher managed tasks need to be ticked off as submitted by the teacher within 48 hours of the tasks being handed in.
- All overdue tasks are to be left as overdue until the scheduled report writing day for that Semester, at which point the teacher can grade them as 'Not Submitted'.
- All tasks submitted via email after the due date should be marked off as 'Submitted' on Learning Areas. The late piece of work can then be uploaded to the feedback section of the students work and a note made in the comment box.
- A late work SMS can only be requested for a task listed as overdue on Learning Areas.

2.2 The following points are not considered acceptable practice:

- Not listing a major assessment task as set out in the Learning Areas Task Template.
- Listing an assessment as due at a later date on Learning Areas so that students can upload late work. If work is not uploaded by the due date, then it needs to be emailed to the teacher and the Late Work Policy initiated.
- Listing a task and marking it as submitted, but not putting grades up for the task after it has been marked.
- Not recording a piece of work as submitted in a timely manner and leaving it as an overdue piece of work, when it has in fact been handed in by the student.

## APPENDIX 4: Academic Integrity

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### 1. PURPOSE

1.1 St Joseph's College has an obligation to ensure that students conform to best practice and hand in work for assessments that is not plagiarised.

1.2 The purpose of this policy is to set out the college's commitment to academic integrity, with particular reference to:

- a) The importance of acknowledgement practice.
- b) Responding to plagiarism and other forms of academic misconduct in a consistent and equitable manner; and
- c) The roles and responsibilities of staff and students in upholding the values of academic integrity.

### 2. WHAT IS PLAGIARISM?

2.1 Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. However, terms like "copying" and "borrowing" can disguise the seriousness of the offence.

2.2 According to the Merriam-Webster Online Dictionary to "plagiarise" means:

- To steal and pass off (the ideas or words of another) as one's own.
- Use (another's production) without crediting the source.
- To commit literary theft.
- To present as new, an original idea or product derived from an existing source.

### 3. RELEVANT DEFINITIONS

3.1 **Academic Integrity:** Demonstrating the values of honesty, trust, fairness, respect and responsibility in all academic endeavours, including preparing and presenting work for assessment as part of coursework.

3.2 **Acknowledgement Practice:** The practice of acknowledging the ideas, designs, words or works of other people in one's own work.

3.3 **Citation:** Directly quoting or paraphrasing and giving credit to another person's text, work or idea.

3.4 **Cheating:** Cheating is a deliberate attempt to deceive to gain advantage in an assessed piece of work, including coursework, assessments and examinations.

3.5 **Collusion:** Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work. This should not be confused with academic collaboration.

3.6 **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.

3.7 ***Inappropriate Citation:*** Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.

3.8 ***Inappropriate Paraphrasing:*** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

3.9 ***Plagiarism:*** The act of using the ideas, words or images of another person and presenting them as one's own. Those ideas, words and images might be from sources such as the internet, a book, a photocopied handout, or a recording of a speech. Ultimately, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

#### 4. POLICY STATEMENT

4.1 In all assessed work, students should take care to ensure the work presented is their own and fully acknowledge the work and opinions of others. It is also the responsibility of students to ensure that they do not undertake any form of cheating or other form of unfair advantage. In light of this, plagiarism is treated as a serious academic offence which carries a range of consequences.

4.2 This policy and procedure applies to all internal assessments, including internal examinations. Where awarding bodies such as the Victorian Curriculum and Assessment Authority (VCAA) have their own published procedures, these will take precedent over the college's policy.

4.3 Group work is valuable because of the opportunities it provides for students to develop skills in collaboration and communication. As an assessment task it has the potential to pose difficulties in relation to appropriate acknowledgement practice and identification of authorship of individual members of the group. These difficulties can be minimised by teachers by ensuring that the assessment task is well designed with the roles of individual students effectively identified and the assessment criteria clearly communicated to students in the subject outline.

4.4 All of the following activities are unacceptable:

- Copying someone else's work in part or in whole and presenting it as their own.
- Using material directly from books, journals, CD's, or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing, or borrowing another person's work and presenting it as their own.
- Submitting work to which another person such as a parent, tutor or subject expert has substantially contributed.
- Using words, ideas, designs, or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.

4.5 Most cases of plagiarism can be avoided by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find the source, is usually enough to prevent plagiarism.

4.6 All assessment tasks that utilise research require a Reference List or Bibliography.

4.7 In addition, students from Years 9 – 12 must complete an Assessment Cover Sheet when submitting an Assessment task. The VCAA set out clear guidelines for Years 11 & 12 students regarding the submission of work. It is the responsibility of each student to follow these guidelines.

4.8 The VCAA prescribe rules which students must observe when preparing work for assessment. These rules also apply to School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs).

4.9 Students must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

4.10 A student must acknowledge all resources used, including:

- Text, websites and source material.
- The name(s) and status of any person(s) who provided assistance and the type of assistance provided.

4.12 A student must not receive undue assistance from any other person in the preparation and submission of work.

4.13 Acceptable levels of assistance include:

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

4.14 Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgement.
- Actual corrections or improvements made or dictated by another person.

4.15 A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.

4.16 A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.

4.17 Students who knowingly assist other students in a breach of rules may be penalised.

## 5. IMPLEMENTATION

5.1 **Detecting Plagiarism:** St Joseph's College reserves the right to submit any assessable task to a screening process to check for plagiarism. Students may also be asked to verify written work via interview and/or a test. This could be completed either orally or written.

5.2 **Educating Students:** Teaching staff have a responsibility to educate students on cheating and plagiarism. This includes defining what cheating and plagiarism are and informing students of the potential consequences when cheating and plagiarism occur.

5.3 **Consequences:**

5.3.1 In cases of plagiarism in class work, the student will be given the opportunity to resubmit the work.

5.3.2 In cases of plagiarism in formal assessment tasks, all plagiarised material will be ignored in determining the final mark. If so much of the work is plagiarised that it will not be possible to get a satisfactory grade, or if the entire piece of work is plagiarised then the student will be given a redemption task, which will need to be submitted at a level that which is satisfactory and will be recorded as an "R" grade.



5.3.3 If there are two students submitting the same work, then both students will be required to undertake a redemption task and will receive an "R" grade when they have completed the redemption task to a satisfactory level.

5.3.4 If one student's work has been used without their knowledge, then only the student who has copied will be required to undertake a redemption task.

5.3.5 Parents need to be formally informed that a student has submitted plagiarised work.

5.3.6 At Years 11 and 12, the college has the power to impose any of the following penalties for plagiarism, or for a substantive breach of the rules (which applies to the student who has breached, as well as any student who has knowingly assisted the student to breach):

- A written reprimand.
- A score of zero may be awarded and the student will be required to sit a redemption task to achieve a 'Satisfactory' for that piece of work.
- Request that work be resubmitted for an "S" only and no points towards their study score.
- Refusal to accept a part of the work submitted and give a score on the remainder.
- Refusal to accept the whole piece and give a zero.
- The above consequences may be used singularly or in combination.

5.3.7 Staff are encouraged to work in close partnership with the Homeroom Teacher and Head of VCE/VET/VCAL with any plagiarism matters.

5.3.8 A letter will be sent home to parents/guardians to inform them of the incident of plagiarism.

#### **5.4 Guidelines for Students:**

5.4.1 Avoiding plagiarism starts during the research process with keeping accurate records of information and ideas gleaned from sources. Any time that a researcher copies another's wording verbatim, even if only a phrase, the researcher should place quotation marks around that wording in his or her notes, so that the quoted material is clearly distinguishable from the researcher's wording. It is important to keep a complete record of bibliographical information while doing research.

5.4.2 When you decide that you want to make some notes using a source, the first thing you should do is to write down the detail of the source.

5.4.3 An example of how to record this information is shown below:

##### 5.4.3.1 Books

Author's surname, Author's first name, Title of Book, Publisher, Publication Date

Example: *Starr, Ringo, Beetles in the Woods, Bantam Books, 1988*

##### 5.4.3.2 Articles

Author's surname, Author's first name, "Title of Article", Name of Periodical, Publication Date, Pages

Example: *Watson, Peter, "Making Ugly Dolls", Mad Magazine August 1988, pp. 2-5*

##### 5.4.3.3 Web Pages

Author/Organisation, Web Address, Date

Example: *Australian Academy of Science, www.science.org.au/nova/072/072key.htm, June 2002*

5.4.3.4 It is also a good idea to list those people who helped you in any way.

Example: *"I was assisted with my research by Joe Montana, Craig Luckenbach, Albert Einstein, and by Pat Lewis who helped me build my display."*

#### 5.4.4

- Once you have accurately written the details of your source, take notes underneath.
- Put ideas into your own words using regular vocabulary.
- If you are copying "word for word" place quotation marks around your notes. (Check with your teacher if Footnotes are required - they are sometimes expected in Years 11 and 12.)
- All references should be placed into a Bibliography/Reference List. A general guideline has been shown above, however, you should check with class teachers for any specific requirements.

## APPENDIX 5: Curriculum Organisation Statement

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**Timetable Cycle:** 5 Day Weekly

**Periods Per Day and Duration:** 7 X 45 minutes per day

**Total Periods Per Week:** 35

**Full Time Teaching Load:** 1200 minutes (25 periods plus Homeroom)

**Special Timetabling Features:**

- Lessons timetabled as doubles (7 - 12) = 90 minutes
- Vertically organized timetable (9 - 12)
- 1 scheduled Pastoral Care lesson (35 minutes)
- Homeroom 9 minutes daily

**Periods by Learning Areas:**

Learning Area	7	8	9	10	11	12
Religious Education	4	5	5	5	5	0 <sup>4</sup>
English	5	5	5	5	5	5
Language	3	3	5 <sup>2</sup>	5 <sup>2</sup>	5	5
Mathematics	5	5	5	5 <sup>2</sup>	5	5
Health & PE	5	4	5 <sup>2</sup>	5 <sup>2</sup>	5	5
Technology	5 <sup>1</sup>	4 <sup>1</sup>	5 <sup>2</sup>	5 <sup>2</sup>	5	5
Humanities	4	5	5 <sup>2</sup>	5 <sup>2</sup>	5	5
Science	4	4	5 <sup>2</sup>	5 <sup>2</sup>	5	5
The Arts	5 <sup>1</sup>	4 <sup>1</sup>	5 <sup>2</sup>	5 <sup>2</sup>	5	5

<sup>1</sup> As part of the electives cycle including Art, Food Technology, Drama, Dance, Music, Textiles, Woodwork and Digital Technology.

<sup>2</sup> As electives within the Minimum Number Unit requirements as outlined in the VO Subject Handbook.

<sup>3</sup> Integrated Studies includes components of RE, English, Mathematics, Humanities and Science.

<sup>4</sup> All students participate in Community Service, Religious Education Seminar Days and Religious Education Retreat.

VCE Subject Selection must meet criteria as established by VCAA.