# Years 7-12

# LEARNING PROCEDURES GUIDE

# Marymede Catholic College

# 2026

Updated: April 2026

# Introduction

At Marymede Catholic College, we aspire to give students a passion for life, a love of learning and a determination to be of service to others by delivering a rich, balanced and comprehensive education to students in an open and friendly environment, where the potential of each student is recognised and developed. We intentionally differentiate learning for the growth and achievement of all.

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# Classwork, Homework & Assessment Tasks

## *CLASSWORK*

Classwork consists of the activities that make up the regular learning and teaching program.

Where teachers set specific tasks (formative tasks) that students must attempt, these should be recorded as classwork tasks in the Learning Areas.

These tasks do not appear on the report, however parents and students can see that they are a required to be completed.

These tasks should be reviewed by the teacher and provided with an assessment of how well the student completed the task. Teachers should choose the grade scale most appropriate to the task.

If a student does not submit or complete this task as required, the teacher should follow the Non-completion of school work procedure. (Refer to p.16 of this guide).

## *HOMEWORK*

As part of a comprehensive and balanced curriculum, homework is seen as one way of supporting and fostering life-long learning and connecting families with the learning of their children. Homework tasks can be listed in Learning Areas as classwork tasks.

***Homework helps students by:***

- complementing and reinforcing classroom learning
- fostering good lifelong learning and study habits
- providing an opportunity for students to become responsible for their own learning
- developing self-regulation processes such as goal-setting, self-efficacy, self-reflection and time management
- supporting partnerships with parents by connecting families with the learning of their children

During homework and study sessions, students should be sitting at a table/desk in an open area, and not accessing electronic devices such as smart-devices or listening to music, which are often distractions.

## Homework Guidelines at Marymede

| | |
|---|---|
| **Year 7 & 8** | • 45 minutes - 1 hour (total) per weekday from week 3 onwards. For the first two weeks of school, Year 7 students will undertake 20-30 minutes of reading per day, set by their English teacher only.<br>• should foster a sense of self-discipline and responsibility, and prepare students for upper grades<br>• aims to extend classwork by practising skills or gathering of extra information or materials<br>• may extend to projects and assignments, essays, research, etc.<br>• If no homework is assigned, students should still use this time to review prior learning, study for upcoming assessments, practise language fluency tasks and/or read. |
| **Year 9 & 10** | • Year 9: 1 hour per day, with 1-2 hours on a weekend<br>• Year 10: 1 ½ - 2 hours per weekday, with 3-4 hours on a weekend<br>• should include daily independent reading<br>• aims to extend classwork, inc. projects and assignments, essays and research.<br>• should introduce subject specific study strategies for core subjects from the beginning of the semester.<br>• If no homework is assigned, students should still use this time to review prior learning, study for upcoming assessments, practise language fluency tasks and/or read. |
| **Years 11 & 12** | • 2 – 3 hours per day (minimum), with up to 6 hours on a weekend during peak assessment times<br>• extends classwork and prepares students for formal assessments, including examinations should include independent study for all subjects |

***Teachers should:***

- provide students with opportunities to practice skills, review content and deepen understanding of concepts learned
- equip students with the skills by encouraging real-life problem solving, logical thinking and creativity
- set varied, challenging, and meaningful tasks related to classwork to suit the students' learning needs
- give students enough time to complete homework, considering home obligations and extracurricular activities
- assess homework and providing timely and practical feedback and support
- help students to develop self-regulation processes, such as organisation, time management and study skills.
- developing strategies within the school to support parents/carers becoming active partners in homework.
- communicate with parents/carers to support students with their homework.

***Students can take responsibility for their learning by:***

- being aware of the school's homework policy
- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

If a student does not submit or complete homework as required, the teacher should follow the Non-completion of school work procedure. (Refer to p.16 of this guide).

## *GRADE SCALES – CLASS & HOMEWORK TASKS*

Teachers can select a numerical score for classwork and homework task; however they can alternatively select an appropriate grade scale that are pre-populated in the Learning Areas. This provides one form of feedback to students on how they performed in this task.

***Achievement***

- Excellent
- Very good
- Good
- Required support

***Competency***

- Competent
- In progress
- Not Yet Competent

- ***RE Progression***Well above the expected standard
- Above the expected standard
- Working at the expected standard
- Progressing well towards the expected standard
- Some progress towards the expected standard
- No progress

***Satisfactory/ Not Satisfactory***

- Satisfactory
- Not Satisfactory

***VCE VM/VISTA***

- Very High
- High
- Medium
- Low
- Very Low
- Not Satisfactory

## *ASSESSMENT TASKS*

An assessment task is a tool, device or constructed situation that creates the opportunity for learners to demonstrate or display the nature and depth of their learning.

Effective teachers design assessment tasks that require students to demonstrate knowledge and skills, including lower-order processes like comprehension, and higher-order processes like synthesis and evaluation.

When teachers explain the connections between learning goals, learning activities and assessment tasks, then the students can use learning goals to monitor and progress their learning.

***Year 7-10***

At least two, common, summative Graded Assessment Tasks (GAT) should be set per subject each semester. Each assessment task should:

- directly relate to the learning intentions or particular learning outcome in the Victorian Curriculum.
- be explicit about what learners are required to do
- be time-efficient and manageable
- include clear and explicit assessment criteria
- challenge the full range of learners being assessed
- be scored/marked based on transparent rubrics or solution guides
- be appropriate to where learners are in their learning
- be consistent across classes of the same subject

*In 2026, Year 7 subjects should have differentiated assessment tasks that cater for students who are working 'above the standard'.

***VCE-VM & VISTA***

At least two Graded Assessment Tasks (GAT) should be set per subject each semester.

The VCE-VM curriculum documents on the VCAA website, describe the learning outcomes which are a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed. To be credited with satisfactory unit results, students must demonstrate achievement in all learning outcomes in that unit.

Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Students should be observed demonstrating on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

***VCE and VET***

School-based assessment for each VCE study is outlined in the relevant subject's study design. Teachers should also access the Teacher Advice to ensure tasks meet VCAA requirements.

As VCE VET programs are constantly being developed or revised, teachers are advised to regularly refer to the relevant VCE VET program webpage of the VCAA website for the most up-to-date information.

VET program teacher should seek advice from their RTO to ensure assessments meet the requirements of the course.

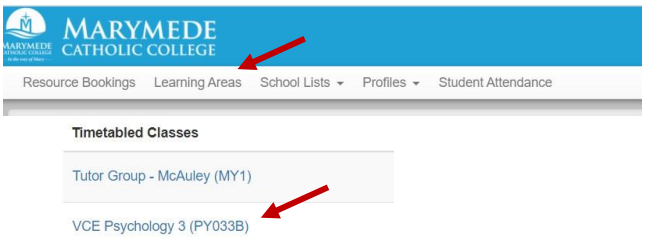
## *CREATING TASKS IN SIMON*

The topics and assessment tasks are pulled from Learning Areas onto student's reports.

Setting up Topics in Learning Areas

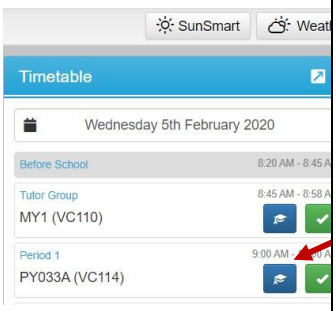
STEP 1

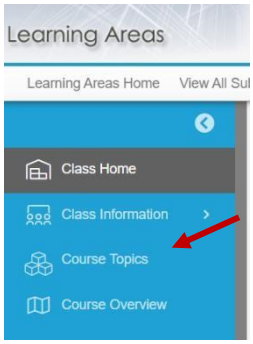
Go to ***Learning Areas*** on the SIMON homepage, then from the Learning Areas page, ***select your class***.




STEP 1

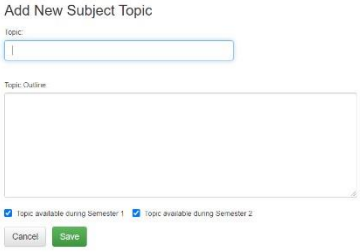
On the SIMON homepage - Timetable, ***click the blue graduation cap*** to go to that classes Learning Area




ST
Click Course , then

can either add a new topic or edit an existing topic.



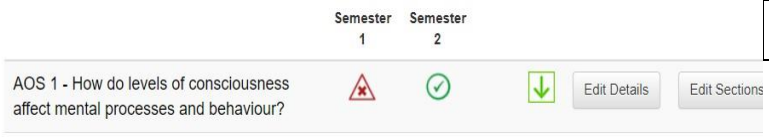

STEP 3

- Type in the ***title o***
- Tick the boxes for
- Click ***Save***

f the topic

the Semester(s)

OR



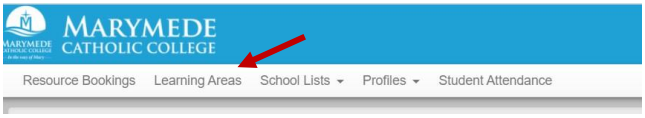

STEP 3

- Click ***edit details*** to make changes ***or click delete*** to remove the topic
- ***Make the changes*** to the title and/or semesters
- Click ***Save***

## Creating a Class or Assessment Task

STEP 1

Go to ***Learning Areas*** on the SIMON homepage, then from the Learning Areas page, ***select your class***.



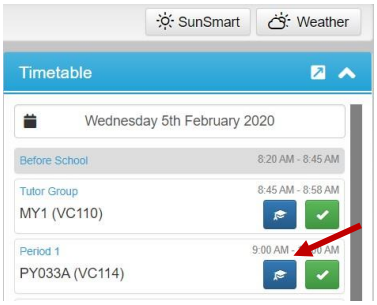




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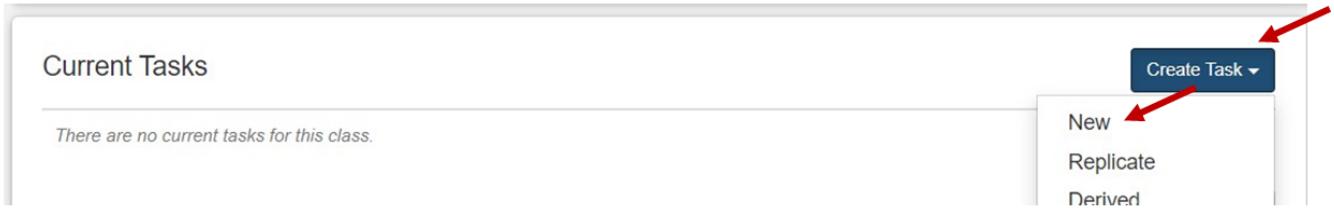
STEP 1

On the SIMON homepage - Timetable, ***click the blue graduation cap*** to go to that classes Learning Area



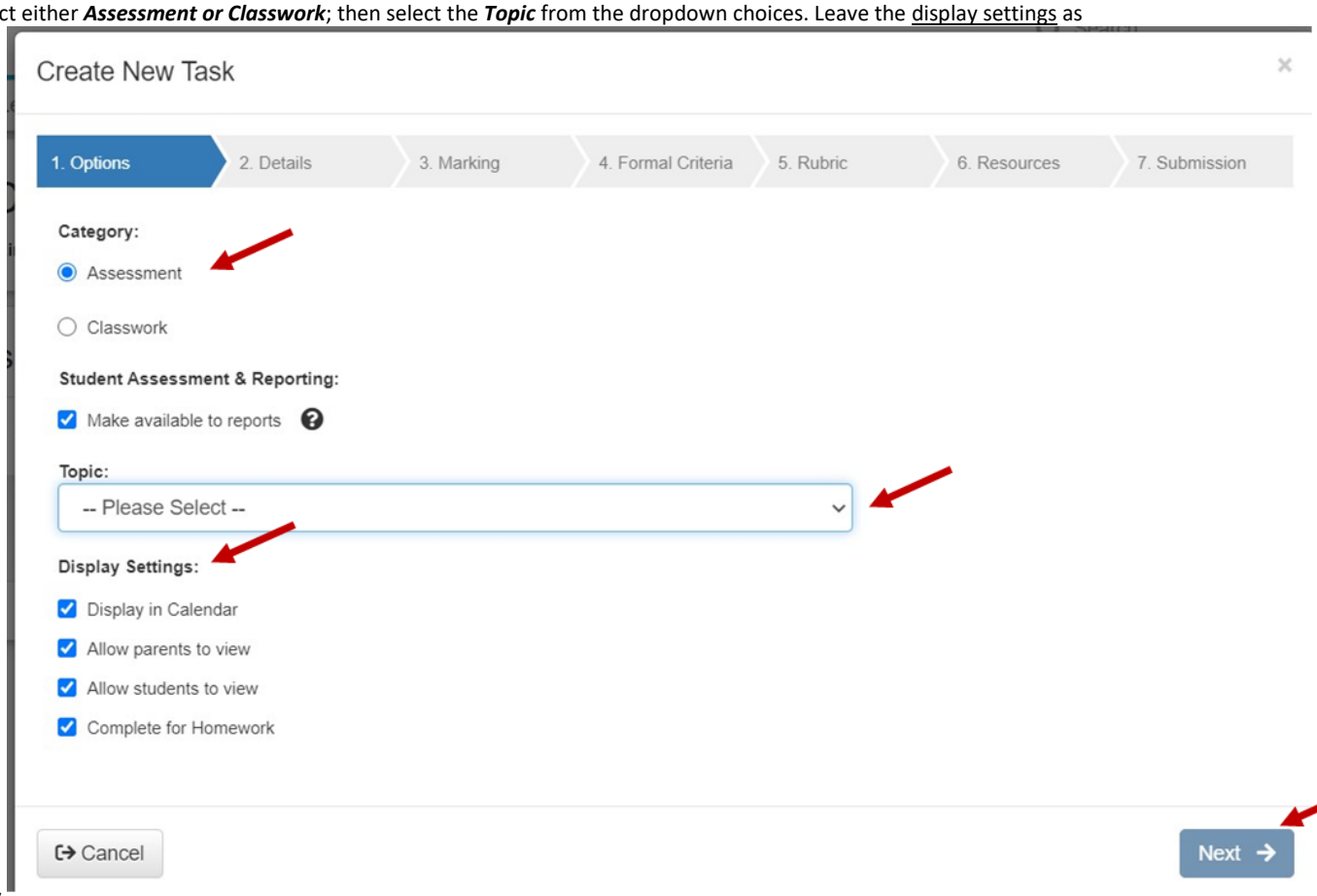

***STEP 2***

Click on ***Create Task***, then select ***New***.




***STEP 3***

Select either ***Assessment or Classwork***; then select the ***Topic*** from the dropdown choices. Leave the display settings as they are. Click ***Next***.




***STEP 4***




Type in the ***Task Title*** – see instructions on next page for guidelines

Click ***Next*** at the bottom of the screen

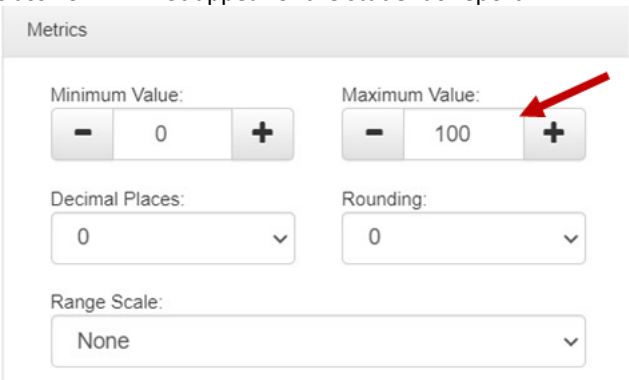
***STEP 5***

Marking for assessment tasks, select ***Numeric***. Put the ***Maximum value as the total marks*** for the task. Click ***Next*** at the bottom of th screen.

****RE*** – select ***List***, then ***Progression*** from the dropdown; ***VCE/VM & VISTA*** – select ***List***, then ***VCE/VM &VISTA*** from the dropdown.

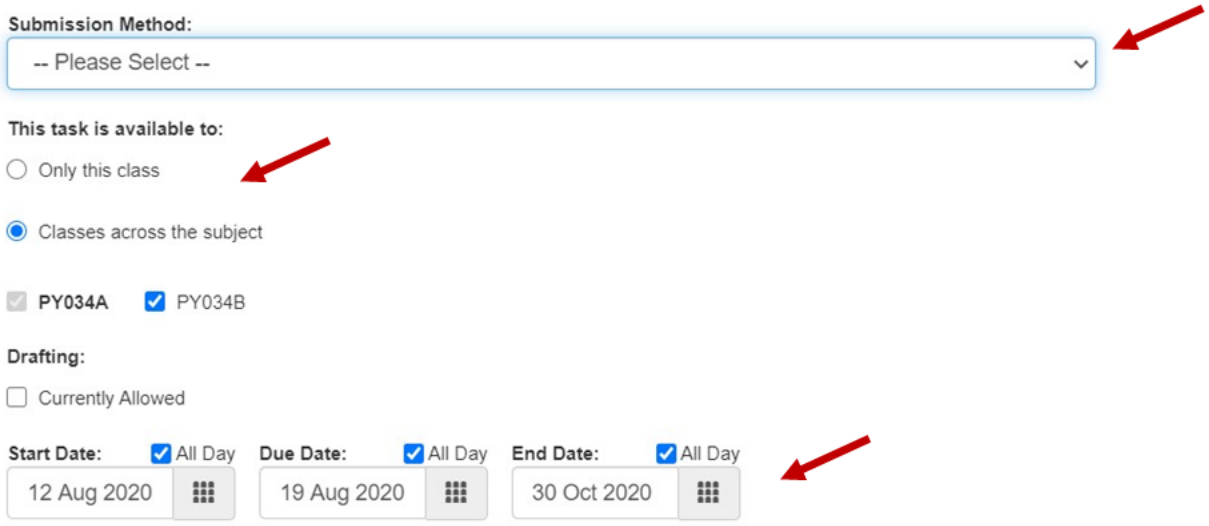
*****Classwork*** – select ***List***, then select a ***Grade Scale*** from the dropdown. Classwork will not appear of the student's report.



***STEP 6***

Select the ***Submission Method***: Teacher Managed, Upload or Editor, then allocate to this ***class only or across the subject***.
Enter the ***Start Date, Due Date & End Date***.
*Note: the End Date should be towards the end of the semester, once this passes no changes can be made to the data entry.*



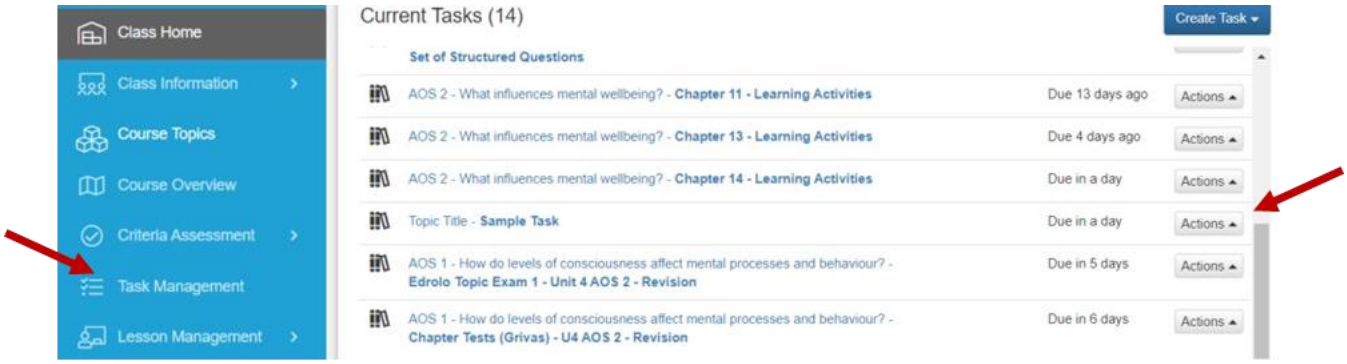

Check sections are correct, then ***click Create Task*** at the bottom of the screen.

*Steps for Formal Criteria, Rubric & Resources List can be provided separately.

## Adding/Removing students to/from a Class Task or Assessment Task

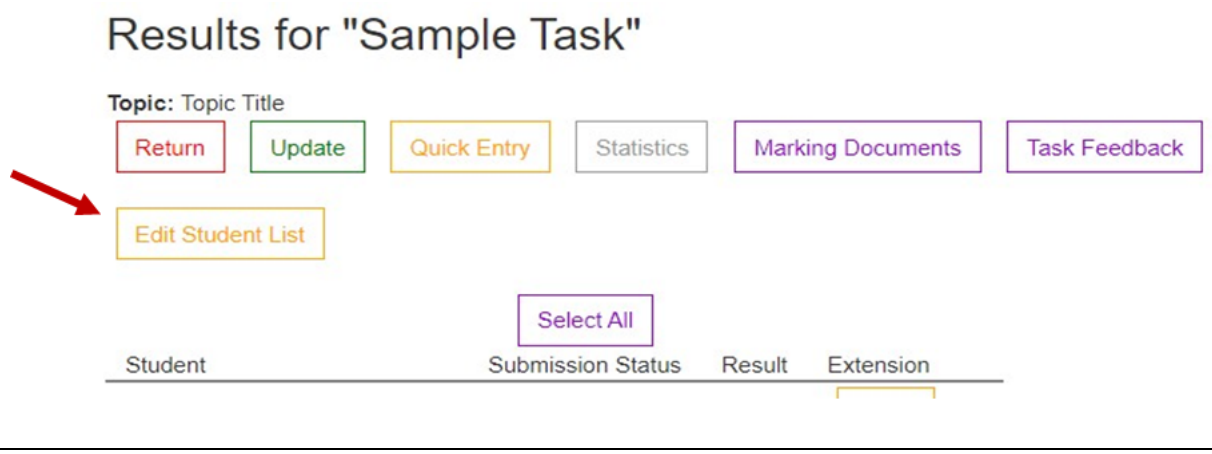
***STEP 1***

Go to the classes Learning Areas page, and into the ***Task Management*** page. Locate the task you want to add/remove students, click ***Actions*** and select ***Mark***.




***STEP 2***

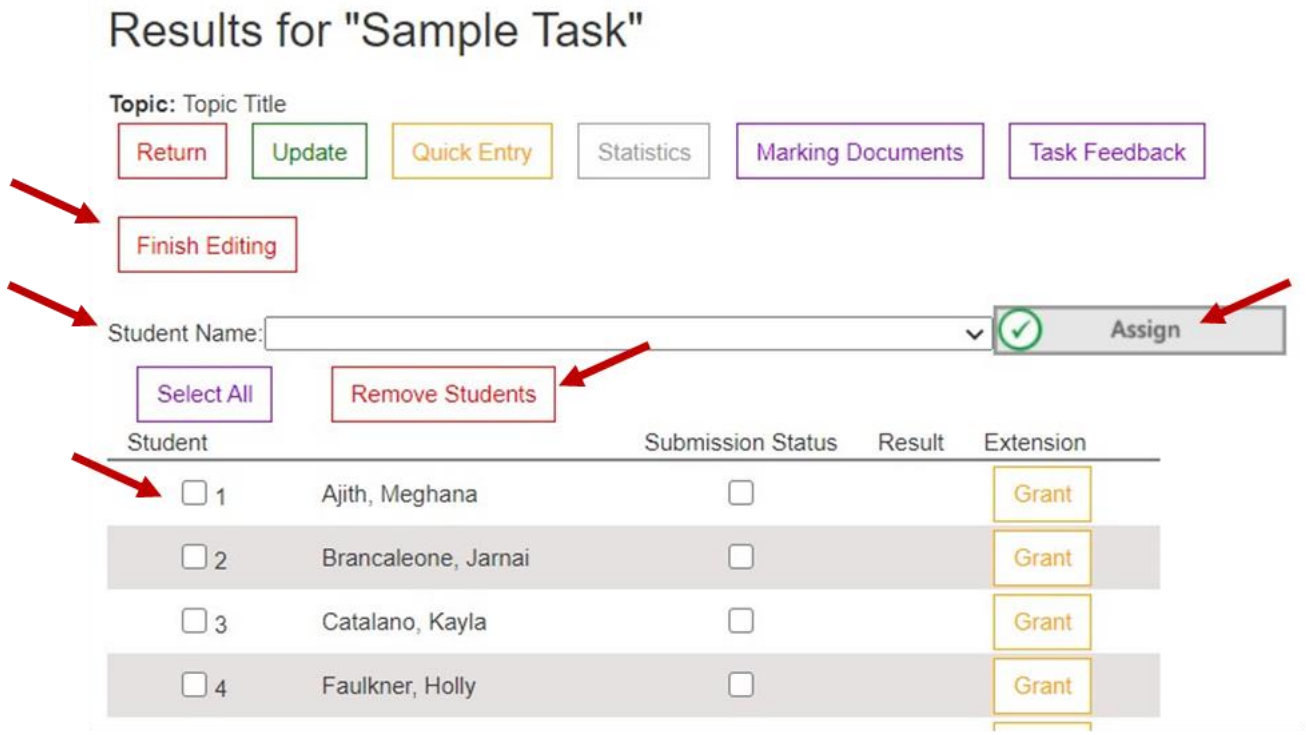
Click on ***Edit Students List***.




***STEP 3***

***Add a student***: search ***Student Name***, then click ***Assign***. Click on ***Finish Editing*** to leave the page.

***Remove students***: ***select the box*** in the first column (***a blue tick will appear***; to undo, click the box again), then select ***Remove Students***. Click on ***Finish Editing*** to leave the page.




## *TOPIC AND ASSESSMENT TASK TITLE CONVENTIONS*

Please ensure all topic names and assessment task titles meet the following guidelines:

- Are no more than 100 characters
- Capitalised as a title, e.g. “Topic Test”
- Do not use abbreviations, such as Prac. or Exam
- Do not include the date (e.g. 2026, Semester 1) as it is already on the report, unless the date is in the name of a task (e.g. Group Presentation – Historical significance of 1941).
- Do not add words that are in the Topic Title in the Assessment Task title (e.g. Topic – Algebra; Assessment Task – Algebra Test). This is unnecessary duplication.

| | Topic | Assessment Task Title | Marking settings |
|---|---|---|---|

| | Use the Topic Manager in Course Builder of Learning Areas | | |
|---|---|---|---|
| **Year 7 – Year 10** | Written as a title or question **must be consistent within the subject* ♦<br>Who is Jesus now?<br>• World War I<br>• Electricity & Electronics – Physics<br>• Examination | Type of task:<br>• Portfolio of Tasks<br>• Annotated Propaganda Poster<br>• Topic Test<br>• Semester 1 Examination | Change to 'Numeric'<br>* Will show as a percentage on the<br>reports |
| **Year 7 – Year 10**<br>**Religious Education** | As above | As above | Leave as 'List'<br>✓ Select 'RE Progression' from the dropdown box |
| **VCE**<br>***scored student task** | Area of Study, a dash, and the title of that study.<br>• AOS 1 - How does the nervous system enable functioning?<br>• AOS 1 - Reading and Creating Texts -<br>• 'The Crucible'<br>• Examination | As per your study design options, e.g.:<br>• Set of Structured Questions<br>• Practical Investigation<br>• Topic Test<br>• Semester 1 Examination | Change to 'Numeric'<br>* Will show as a percentage on the reports |
| **VCE**<br>***nonscored student task** | As above | As above | Leave as 'List'<br>✓ Select<br>Satisfactory/ Not Satisfactory' from the drop-down box |
| **VCE-VM & VISTA** | Written as a title<br>*use VCAA curriculum documents for terminology<br>• Reading & Writing Skills<br>• Oral Communication Skills<br>• Numeracy Skills | Description of the task:<br>• Presidential Speech<br>• Cooking for the family<br>• Billy cart design<br>• OHS review | Leave as 'List'<br>✓ Select 'VCE/VM & VISTA' from the dropdown box |
| **VET** | Written as a title:<br>• Unit of Competency including code from the RTO | MSL013003 Communicating with other people | Leave as 'List'<br>☐ Select 'competency' from the drop down box. |

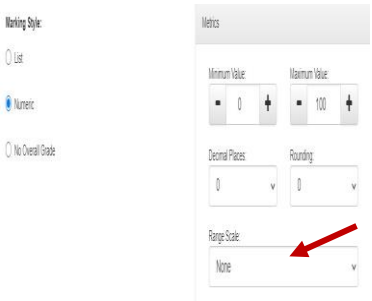
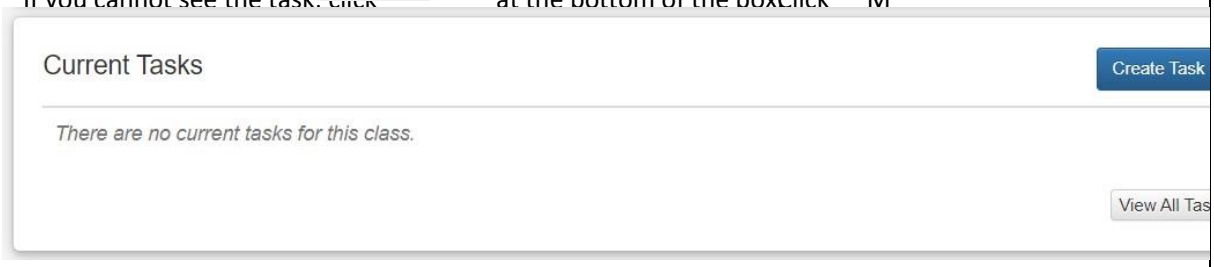
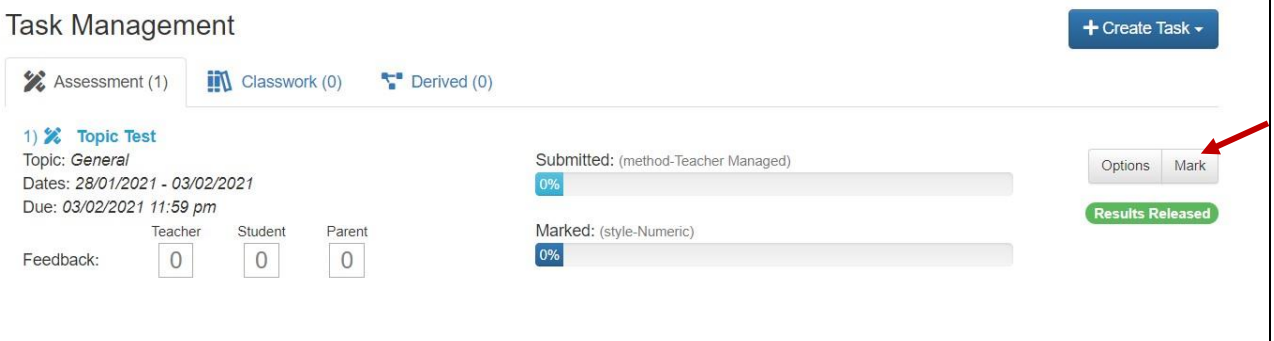
Check the end date of your assessment tasks.

End dates must sit within the semester dates to pull through to the report.

## *RECORDING SUBMISSION OF CLASS & ASSESSMENT TASKS*

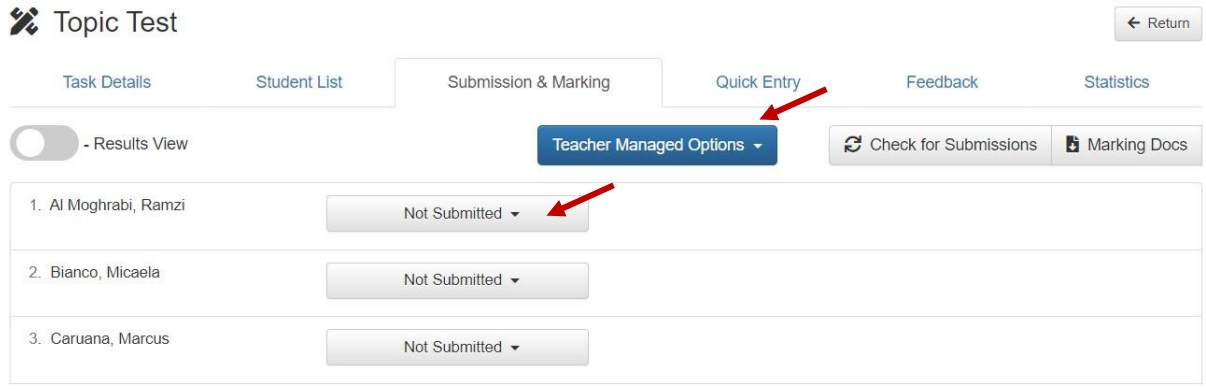
Teachers must:

- *Acknowledge submission* within 24 hours. For Teacher Managed tasks, see the steps below.

| Through the SIMON homepage | Through your timetable on SIMON |
|---|---|
| STEP 1<br><br>Go to ***Learning Areas*** on the SIMON homepage, then from the Learning Areas page,<br><br>***select your class***.<br><br>OR<br><br> | STEP 1<br><br>On the SIMON homepage, ***click the blue graduation cap*** to go to that classes Learning Area<br><br> |
| ST<br>If you cannot see the task, click View All Tasks at the bottom of the boxClick M<br><br><br><br><br><br>STEP 3 | |

Option 1 – for an individual student click the ***Not submitted*** box and click on ***submit***. If a student has not submitted the task, do not click anything.

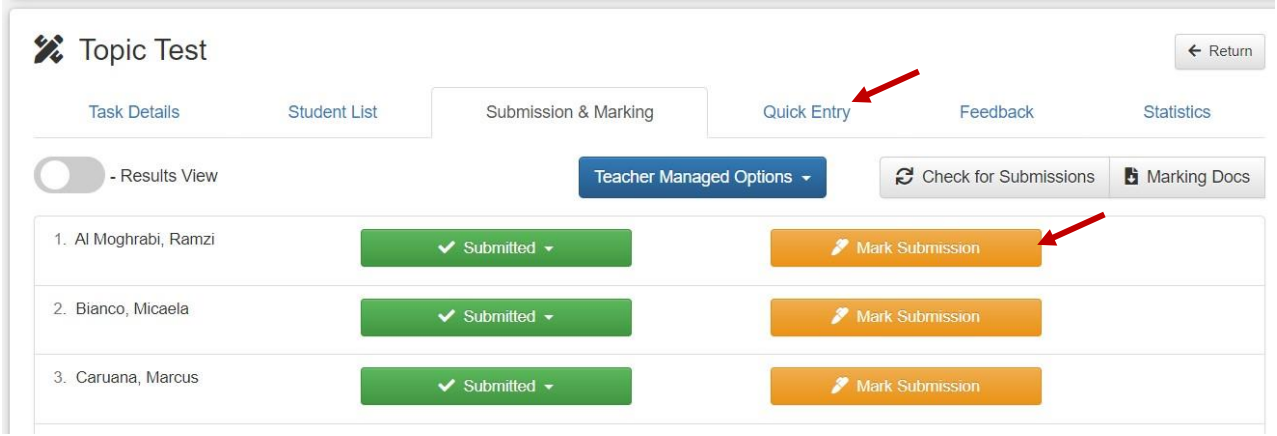
Option 2 – to submit for the whole class at the same time, click ***Teacher Managed Options***, then click on ***set all as submitted.***




S

To enter , an individual student, click Mark Submissionl Enter results and eedback

To whole class results ormultiple , click ι ι . Enter results and feedback here.

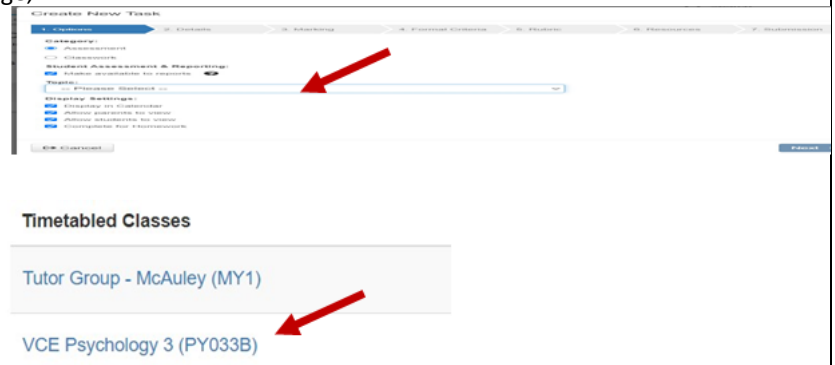
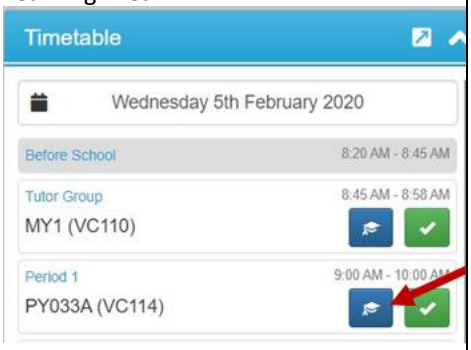


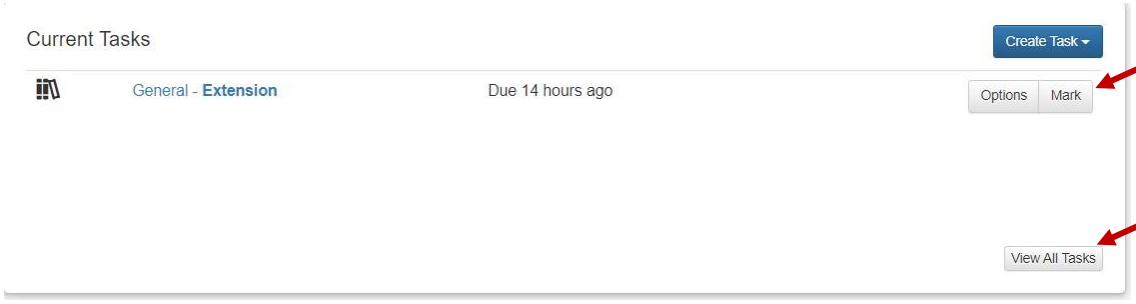
## *EXTENSIONS*

A student, who, as a result of significant hardship, is unable to meet a deadline or misses part/all of the scheduled time for a task completed over an extended period of time, may apply for an extension.

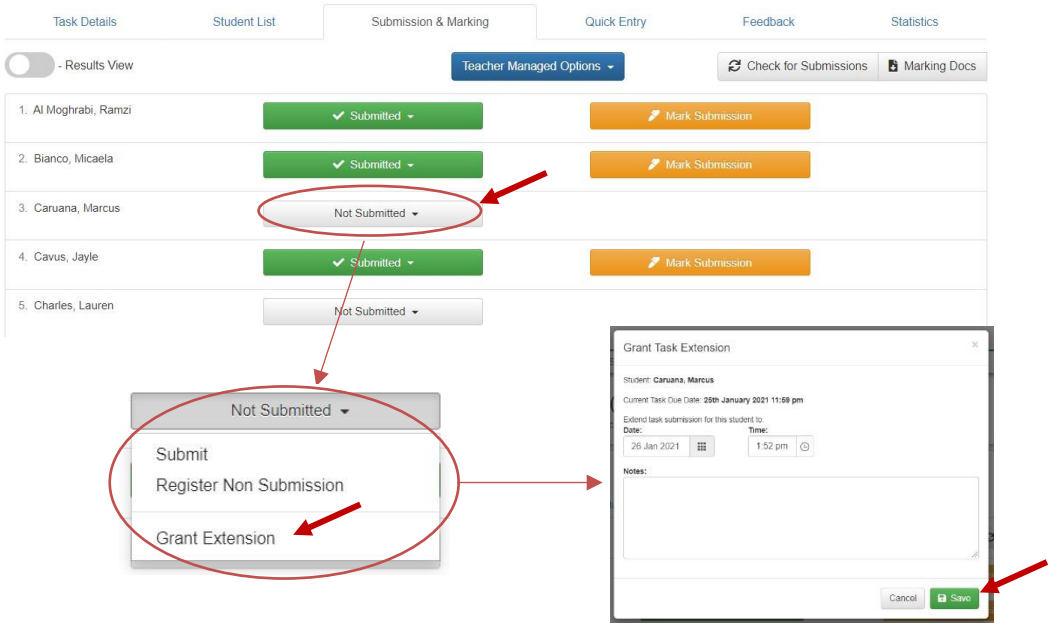
*Year 7 – 10 students* requesting an extension must provide a parent note to their class teacher at least 24 hours before the due date. Teachers should use their professional judgement when approving an extension and setting a new date, so as not to disadvantage other students. When extensions are granted, a note must be made to the task by clicking the modify button and writing: An approved extension of _____ days was granted for this task.

*VCE - VM/VET/VCE-VM* student's must make an appointment to discuss their application for an extension with the VCE Leader as the VCE/VET/VCE-VM chairperson, at least two school days prior to the deadline or completion date. Teachers are not authorised to grant extensions under any circumstances.

| Through the SIMON homepage | Through your timetable on SIMON |
|---|---|
| ***STEP 1***<br>Go to ***Learning Areas*** on the SIMON homepage, then from the Learning Areas page,<br><br><br>***select your class***. | ***STEP 1***<br>On the SIMON homepage, ***click the blue graduation cap*** to go to that classes Learning Area<br><br> |




Click Not I Sel Grant , complete the information in the popup box, then Save




***STEP 2*** Select ***Mark*** – this will open the task. If your task is not visible, click on ***view all tasks*** at the bottom of the box.

## *MARKING ASSESSMENT TASKS – CONTINUOUS REPORTING*

Continuous reporting is about more than just access to a student's marks at any time. It allows students, teachers and parents to have easy access to targeted feedback - providing much more detail than the summative skills in traditional reports.

This detailed feedback can facilitate meaningful discussions between students, parents, and teachers about their learning and how they can be further supported or challenged. Teachers can refer to feedback on specific assessments and have easy access to evidence of a student's current skill level.

Assessment task marks and feedback must be published **within 2 -3 weeks** of submission.

Feedback should provide students with information about what they did well (STRENGTH), an area for improvement (LIMITATION) and the next step for their learning (ACTION). This feedback comment must be published on SIMON and can be in dot points, paragraphs or an audio file uploaded.

Comments can also include:

- Advice on how parents/carers can support their child's learning
- The actions the teacher and/or school will take to support their child's learning

| RUBRIC on SIMON | RUBRIC not on SIMON | TASK SHEET or TEST |
|---|---|---|
| *Comment:* ACTION | Upload marked rubric *Comment:* ACTION | *Comment:*<br>STRENGTH<br>LIMITATION<br>ACTION |

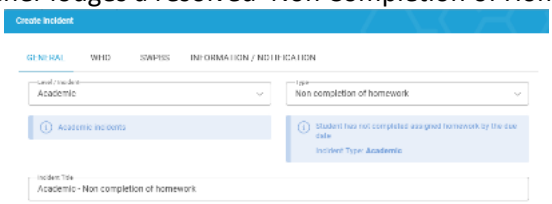
## *NON-COMPLETION OF SCHOOL WORK: YEAR 7 – 10*

If a student *does not complete the set classwork or homework*, follow the red process below to record the incident and notify parents. This also provides valuable data for analysing student's abilities and pathways.

## *NON-SUBMISSION OF ASSESSMENT TASK: YEAR 7 – 10*

If a student does not submit an assessment task by the due date, despite the teacher clearly outlining the submission requirements, follow the green process below to record the incident and notify parents. This also provides valuable data for analysing student's abilities and pathways.

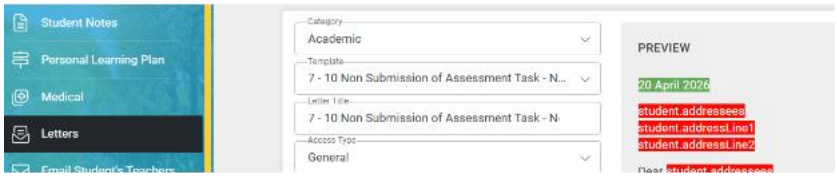
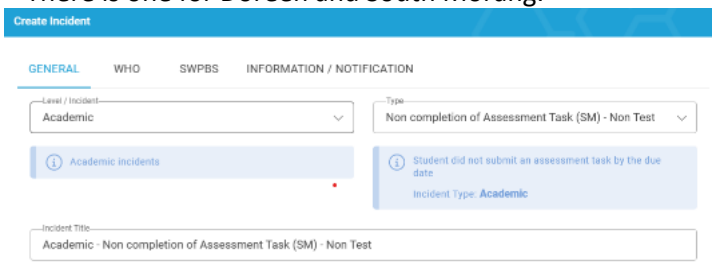
### Non-Completion of Homework:

| | |
|---|---|
| **1.** | Teacher lodges a resolved 'Non Completion of Homework' incident on SIMON.<br> |
| **2.** | Teacher to nominate if Parent Communication is to be sent (via PAM) or not. Please note, the default is that PAM is sent so if you don't want this, please turn off before you press confirm.<br><br>**Suggested notifications can include:**<br>*I am writing to let you know that the assigned homework (describe homework) was not completed. I appreciate your support in encouraging consistent homework routines.*<br>*I wish to let you know that the assigned homework was not completed. I appreciate your ongoing partnership in supporting your child's responsibility for learning.*<br>*The assigned homework was not completed. Please contact us if there are any circumstances, we should be aware of so we can best support your child.* |

| | |
|---|---|
| **3.** | Pastoral Teachers are to remind students of the importance of establishing consistent homework routines. Where a pattern of non-completion is identified across multiple subjects, the Pastoral Teacher should contact home to discuss the concern and explore supportive strategies. |
| **4.** | If the concern is ongoing within a single subject, the Class Teacher should address the matter with the student and contact home as appropriate. |

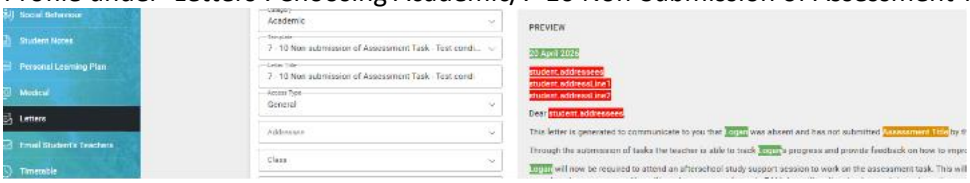
## Non-submission of assessment task – Assessment task is not completed under test conditions

This process is to be followed when a student does not submit as assessment task on the due date

| | |
|---|---|
| **1.** | Teacher to generate SIMON letter to communicate non submission to parents via the Student Profile under 'Letters'. Choosing Academic/7-10 Non-Submission of Assessment Task Non-Test Conditions.<br><br>Use the dropboxes to fill in the details. |
| **2.** | Teacher lodges a Non-Completion of Assessment Task (*) – Non -Test on SIMON.<br>* There is one for Doreen and South Morang.<br><br>*Extensions: Extensions must be sought 24 hours in advance and parental contact should be made.* |
| **3.** | The student must then complete the work as homework; <u>they are not enrolled in a study session.</u> |
| **4.** | If the student to completes the assessment, then their work is marked with a comment on SIMON but it is noted as being late by selecting 'Late' from 'Indicated the student undertook this work with individual requirements' and leave the comment blank.<br><br>This assessment is calculated as 0% for the purposes of academic awards. |
| **5.** | If the assessment is not submitted, the assessment is left as a non-submission. |

### Non-submission of assessment task – Student absent from Test

This process is to be followed when a student does attend class to complete the test on the scheduled date

| | |
|---|---|
| 1. | Teacher generates a SIMON letter to communicate non submission to parents via the Student Profile under 'Letters'. Choosing Academic/7-10 Non-Submission of Assessment Task – Test Conditions  |
| 2. | Teacher enters details of student and the assessment into the Academic After School Catch-up spreadsheet for their campus.<br><br>Teacher notifies student of the catch-up session date.<br><br>Teacher places the required assessment in the catch-up folder by alphabetical surname order. |
| 3. | Parents will receive an "Academic study session" PAM notification (by Director of Differentiated Educational Practice) and the student will be required to attend the afterschool session.<br><br>**These PAM notifications are sent on Monday on the same week as the Wednesday session. Any students entered after Monday, will be added to the following week's catch-up session.** |
| 4. | Student to complete the assessment during the scheduled session and submit it to the supervising teacher. It is recommended that the Classroom teacher be present for the start of the session to give the student the task and answer any questions. |
| 5. | Student to receive their mark and feedback on SIMON for the task on Simon as per normal procedures. |
| 6. | If the student does not attend the afterschool session, they will receive a Non-Submission on SIMON. |

## *ASSESSMENT RESULT BELOW EXPECTED CAPACITY: YEAR 7 – 12*

Should a student achieve a *result that is lower than what you believe they are capable of in an assessment task* (not necessarily below 50%), follow the purple process below to record and notify parents. This also provides valuable data for analysing students' abilities and pathways. Teachers can use pre-testing, class activities, homework tasks, etc. to ascertain a student's performance.

## *PLAGIARISM AND/OR COLLUSION: YEAR 7 – 12*

Plagiarism refers to using another person's work and passing it off as your own by failing to give appropriate acknowledgement. This includes collusion, which is (but is not limited to) working with others to prepare/produce work, sharing work or allowing others to copy your work, someone else writes or edits your work, you write or edit work for another student, or the use of AI beyond the scope that was allowed for the assessment. If a student is suspected of plagiarism and collusion, follow the yellow process below. Turnitin is used to support academic integrity across all year levels. Turnitin checks student submissions for similarity across a wide of sources, including websites, journals, previous

student work and AI generated content. Teachers are to use their professional judgment based on a breadth of evidence to make a determination that plagiarism or collusion has occurred. Please refer to **Marymede AI Documentation** for further information related to the use of AI in assessments.

## Assessment result below expected capacity

Year 7 - 12

***STEP 1***

Log incident on ***SIMON – Academic – Assessment results below expected capacity.***

1. Add all students to this incident
2. ***Untick*** 'do you want to group these incidents for analytical purposes?'
3. ***Incident details*** include the subject and the result
4. ***Untick*** 'Assistance Required'
5. Save – Resolved

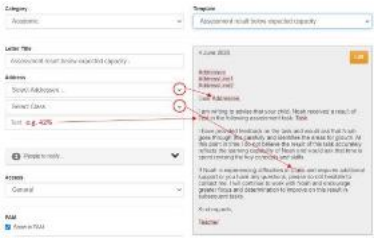
***STEP 2***

Online letter to parents

1. Go to the student's profile - click on ***Communication*** – select ***letters***



2. Click on ***Create New Letter***
3. Category: ***Academic***; Template: ***Assessment result below expected capacity***.
4. Use the ***drop-down boxes*** to populate the letter



5. Click ***Edit*** to make changes to the letter, if required




6. Scroll down, select ***Generate***




***NOTE:*** The "Show in PAM" option will send an email notification to, and display the letter in, the selected PAM accounts. A copy of the letter will be saved to the student's profile.

***NOTE:*** The "Show in PAM" option will send an email notification to, and display the letter in, the selected PAM accounts. A copy of the letter will be saved to the student's profile.

## Plagiarism and/or Collusion

Year 7 – 10

***STEP 1***

Class teacher to gather tangible evidence of plagiarism.

***STEP 2***

Log incident on ***SIMON – Academic – Plagiarism***

1. Add all students involved in this incident

***Untick*** 'do you want to group these incidents together for analytical purposes?'

2. ***Incident details*** - include specifics of the breach, for example: This student is suspected of plagiarism - description (e.g., copying directly from a website, or has the same work as 'student', or similar.
3. ***Action taken*** - provide evidence: List/describe the evidence collected by the class teacher and ***Tick*** 'Further Follow Up Required' –Save – Unresolved

***STEP 3***

Learning Area Leader or Assistant Leader and class teacher(s) to discuss the evidence. Student is then provided an opportunity to respond to the evidence.

***STEP 4***

- ***Plagiarism substantiated:***

1. ***Class teacher to email*** parent and student to inform them of plagiarism – include evidence and inform of 0% task result.
2. Mark the task as 0%
3. 

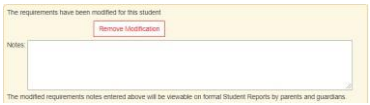
Select the Modify box
4.  Add note: This task was found to be plagarised

**this statement will appear on the student's report*

5. Teacher to ***add follow-up note*** to the original incident then click Save & Resolve

- ***Plagiarism unsubstantiated:***

1. ***Class teacher to add follow-up note*** in the original incident that the suspected plagiarism was unsubstantiated, then click ***Save – Resolved.***
2. ***Mark the task and record result*** as normal.




1. Add note: This task was found to be plagarised

| | |
|---|---|
| | *this statement will appear on the student's report<br>. Teacher to ***add follow-up note*** to the original incident then click Save & Resolve<br>▪ Plagiarism unsubstantiated:<br>1. ***Class teacher to add follow-up note*** in the original incident that the suspected plagiarism was unsubstantiated, then click ***Save – Resolved.***<br>2. Mark the task and record result as normal. |

## *BREACH OF VCE/VET/VCE-VM PROCEDURE*

For an *assessment related breach* as clearly outlined in the VCE/VET/VCE-VM Procedures Handbook, follow the **orange process below** to record the incident. Where *attendance is close to or below the required 85%,* follow the **pink process below**. The VCE Leader, as Chairperson of the VCE Panel, will communicate with teachers/students/parents as required. This also provides valuable data for analysing student's abilities and pathways.

## Assessment Breach of VCE/VET/VM Rules

VCE & VCE VET & VET & VCE/VM

***STEP 1***

***Notification by Teacher:***

- *Inform the student of the suspected assessment-related breach as soon as possible (preferably in person).*
- *Clearly outline the nature of the concern and that the matter will be investigated.*
- *Gather and document initial evidence.*

***STEP 2***

***Log Incident (SIMON) by Teacher:***

- *Log the incident on SIMON – Minor – VCE/VET issue*

***Include:***

1. *Add all students involved*
2. *Untick "group incidents"*
3. *Title: clear description (e.g. Breach of SAC conditions – Unit 3 Psychology SAC 2)*
4. *Details:*
   - *Description of suspected breach*
   - *Date of SAC/task*
   - *Unit/Study name*
   - *Type of breach (e.g. authentication concern, non-submission, attendance)*
   - *Supporting evidence summary*
5. *Tick "Assistance Required" (VCE Leader)*
6. *Save as Unresolved*

***STEP 3:***

***Investigation VCE Leader and Teacher***

- *Review incident and supporting evidence*
- *Consult with teacher and relevant staff*
- *Compare work (if authentication concern)*
- *Gather further evidence if required*

***STEP 4:***

***Communication and Student Response: Teacher:***

- *Inform the student of the specific allegation and next steps*
- *Provide the student an opportunity to respond:*
  - *Written explanation and/or meeting*
  - *Provide drafts or supporting work*
  - *Communicate outcome to student and parent/carer in writing*
- *Include:*
  - *Nature of breach*
  - *Required actions or consequences*

## Attendance concern for VCE/VET/VM student

VCE & VCE VET & VET & VCE/VM

***STEP 1***

Students should be warned when their attendance is close to falling below the required 85%; ***if a student's attendance for your subject falls below 85%*** - go to Step 2.

***STEP 2***

Log incident on ***SIMON – Minor – VCE/VET issue***

1. ***Incident title*** – Attendance below 85% for Unit - Subject
2. ***Incident details*** include specifics of the breach, for example:

♦ Student's attendance has fallen below 85%
- Study name / Unit number
- Attendance % as at the date of entry

3. ***Tick*** 'Assistance Required' – VCE Leader to please advise 4. Save – Unresolved

***STEP 3***

VCE Leader to manage the incident and add a follow up note; teacher to take note of communication for further instructions.

- *Any further steps (e.g. panel, redemption)*

- *If resolved:*
  - *Add follow-up note*
  - *Save & Resolve*
  - *e.g. 'Student completed redemption task'*
- *If unresolved / escalated:*
  - *Add follow-up note*
  - *Save – Unresolved*
  - *Refer to VCE Leader / Panel*

***STEP 5:***
***VCE Leader:***

- *Make a determination based on evidence and student response*

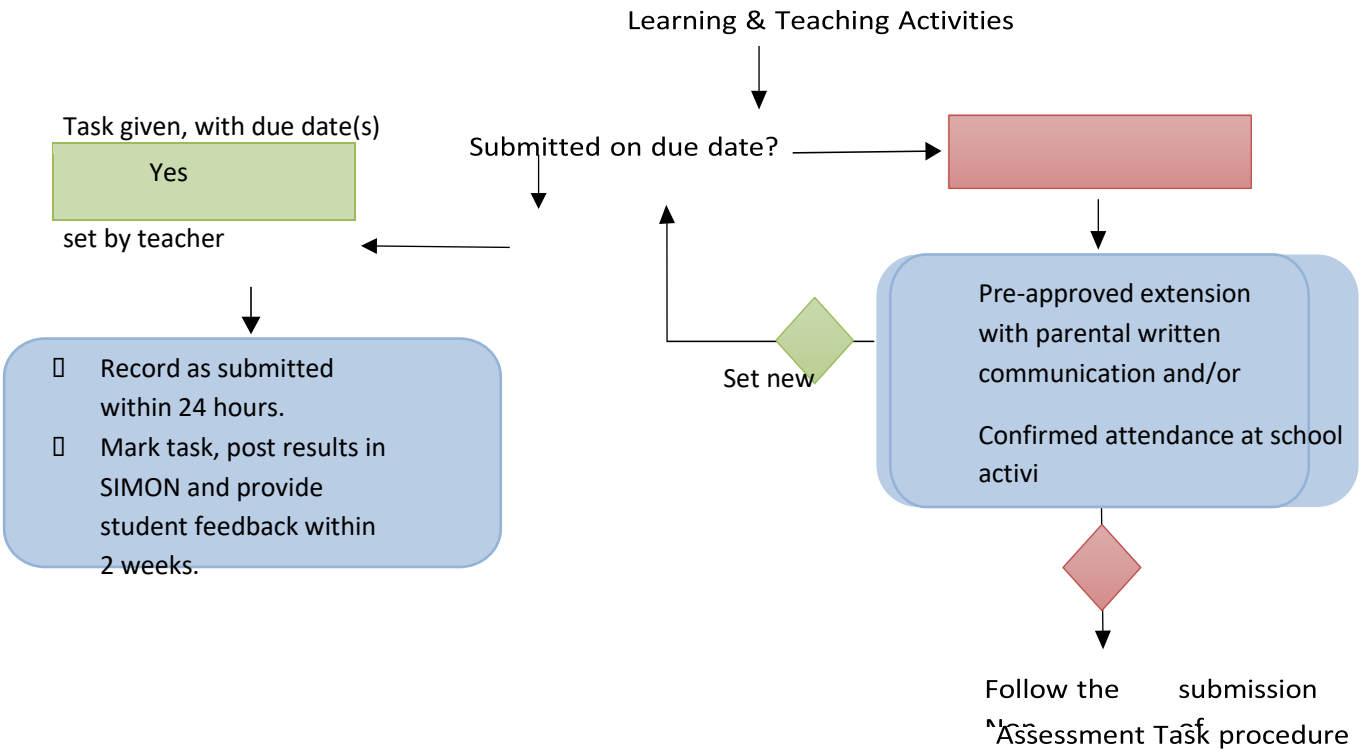
*If required:*
*Refer to VCE Panel for more serious cases*

## *STUDENT ABSENCE*

Students who are *absent for any lesson*, should catch up on any missed work. As part of the class expectations, teachers should make this clear to their students, including advising students that they should appropriately email their teacher to request missed work or check SIMON lesson plans.

*Note:* For any student attendance concerns or if class attendance is below 85%, the first point of contact is the student's *Pastoral Teacher and/or House Leader.*

Students who are absent on due date of an assessment task or do not submit an assessment task:




Refer to p.16 of this Guide

Students who are absent for an extended period of time – an *extended absence* – are considered on a case-by-case basis. For academic matters, such as (but not limited to) class work, assessment tasks and reporting:

- *VCE/VET students* will be managed by the VCE Leader as the Chairperson of the VCE/VET Panel.
- *Years 7 – 10 students* will be managed by the Director of Differentiated Educational Practice Secondary 7 – 12. Should a Year 7 – 10 student be approved for a school acknowledged absence, a detailed Note will be placed on their student profile.

**School Approved Absence vs. Non School Approved Absences:**

A School Approved Absence is given for students who are unable to catch up, have an extension or complete an alternative task when they are absent for ongoing medical reasons, bereavement, representation or commitment in a state, national or international competition.

A Non-School Approved Absence would be absent on the day for a short term medical reason (and don't catch up via an Academic Study Session) or a family holiday.

For any clarification, discuss with the Director of Differentiated Educational Practice.

# Awards

Formally commemorating a student's achievement significantly impacts their memory, learning, motivation, and other cognitive functions. It provides the individual with positive reinforcement, a signal to their brain saying, '*do this again*', and is an example to other students of what they should be striving to achieve.

## *ACADEMIC AWARDS - SEMESTER 1 and SEMESTER 2*

Awards acknowledging student's academic-related excellence and endeavour are celebrated at the end of each semester. These awards aim to strengthen the individual student's self-belief, recognise their efforts and increase the profile of academia within the college.

Awards will be presented at an assembly at the end of each semester. These awards are based on student's academic performance across two terms. Students are eligible for an: Excellence Award

These recipients will be determined based on assessment data exported from the Learning Areas in SIMON

- Year 7 to 12 acknowledges students who have achieved an average of 85% or above in summative tasks (not including exams).

**Endeavour Award**

These recipients are nominated by their class teacher. Up to three nominations per class will be collected via survey each semester. Nominations must be received in the correct format and by the due date.

- Acknowledges the students who have demonstrated determination, perseverance and have shown learning growth throughout the semester for each class, including VCE.

# Curriculum Documentation

All scheduled subjects from Years 7 – 10 are required to complete curriculum documentation, using the common Unit Planner 2026 template FINAL.docx

The development of a unit plan or sequence of lessons is seen as the core work and the responsibility of the classroom teacher. The unit plan or sequence of lessons delivered in a term, semester or year cannot be seen in isolation – they are part of the bigger picture.

A curriculum document describes the philosophy, goals, objectives, learning experiences, instructional resources and assessments that comprise a specific educational program. Additionally, it represents what students should know and be able to do and supports teachers in knowing how to achieve these goals.

It is a tool that assists in planning and implementing a high-quality instructional program. A well written document:

- establishes a clear philosophy and set of overarching goals that guide the entire program
- outlines a basic framework for what to do, how to do it, when to do it and how to know if it has been achieved; another teacher could work with this if they needed to take over the class.
- allows for flexibility and encourages experimentation and innovation within an overall structure.
- suggests methods of assessing the achievement of the program's goals and objectives.
- Includes differentiation approaches
- Includes General Capabilities and Cross Curricular Priorities (as appropriate)

The creation and use of a curriculum document should be viewed as an essential step in the process of ongoing curriculum development and implementation. The design of the unit should be done using backwards by design principles, focusing on the task and outcomes for the unit and then planning backwards accordingly.

All curriculum documents should be written before the commencement of the term it is being taught and be saved to the **Learning Area Teams channel**. At the conclusion of each unit, the plan should be reviewed to ensure it's in line with what was actually done.

**VCE Unit Planners should ensure that they are based on the correct study design and the VCE timeline. The SAC Calendar should also be completed prior to the commencement of the year**

Updated: February 2025

# Examinations

***RATIONALE BY YEAR LEVEL*** - Examinations are conducted at the end of each semester, building student's capacity towards their VCAA examinations.

| | Year 9 | Year 10 | Units 1 & 2 VCE & VET* | Units 3 & 4 VCE & VET* Trials |
|---|---|---|---|---|
| **Purpose** | • To experience formal testing as a year level<br>• To assess a semester's work in one task<br>• Results to inform pathway conversations. | • To experience an examination that follows the structure of the VCAA examinations<br>• To assess students' academic performance & examination skills | • To assess student academic performance under examination<br>• conditions<br>• To experience a year-long examination | • To prepare students for the VCAA examination period<br>• To apprise examination performance |
| **Subjects** | Core subjects only. Each subject only has one Year 9 exam over the year (either in Semester 1 or Semester 2)<br><br>Religious Education, English, Mathematics,<br><br>Science, Humanities, Languages and Health & Physical Education. | All timetabled subjects for that semester<br><br>*Excluding VISTA subjects | All timetabled subjects<br><br>*Excluding block credit VET subjects | All timetabled subjects<br><br>*Excluding block credit VET subjects |
| **Length** | Reading: 15 min<br><br>Writing: 1 ½ hr<br><br>*Excluding VISTA subjects | Reading: 15 mins<br><br>Writing: 1 ½ hrs | Reading: 15 min<br><br>Sem 1 - Writing: 1 – 2 hrs<br><br>*all content from the current unit<br><br>Sem 2 - Writing: 1- 2 hrs | Sem 2: All students will complete 3 trial exams that mirror the length of the VCAA exam.<br><br>*English – students will complete 4 trial exams. |

Updated: February 2025

| | | | | |
|---|---|---|---|---|
| **Preparing students** | • Work with students to develop a home study/regular revision program for the subject<br>• Provide examples of subject specific exam techniques<br>• Revision materials provided which are comparable to, but not a copy of the examination paper. | • Set regular revision tasks from the beginning of the semester<br>• Teachers provide revision materials to assist students to build subject specific exam techniques<br>• Teachers provide key knowledge/criteria and assist students to undertake at least one type of revision | • Assist students to set up a regular study/revision program<br>• Students create their revision materials, based on a set of key knowledge criteria provided for the subject.<br>• Teachers provide practice tasks for revision | • Support students revising from the beginning of the semester<br>• Students create their revision materials, based on the study design information<br>• Teachers provide practice tasks for revision |
| **Feedback** | Sem 1: In-class review to be done before the end of the Term 2. Examinations to be returned to students. Sem 2: feedback provided via SIMON and papers available for pick up. | Examinations are available for student collection before the end of the term. Students can make an appointment (out of class time) for detailed feedback. | Examinations are available for student collection before the end of the term. Students can make an appointment (out of class time) for detailed feedback. | In-class review to be done before the end of the term. Examinations to be returned to students. Students can make an appointment (out of class time) for detailed feedback. |

### Why do we have Examinations?

- Examinations should encourage students to reflect upon and study their coursework, thereby improving student retention of information.
- They offer the school data to assess the strengths and weaknesses of our programs to make adjustments moving forward.
- Examinations can help teachers identify particular students who may be struggling with their work and need extra assistance.
- They also provide valuable data for subject selection and pathways discussions.
- Provide students with feedback to inform future learning.

### Examinations/Study Score/ATAR

VCAA Examinations are pivotal in the calculation of a student's study score for each subject. A study score is a ranking that shows how well a student performed in a subject compared to everyone else in Victoria who took that subject. Study scores calculated by the VCAA will be used by VTAC to calculate each student's ATAR.

The opportunity for students to be exposed to formal examinations is imperative. The College provides students with school-based examinations to prepare students for the VCAA examinations.

## *EXAMINATION REQUIREMENTS*

When preparing any examination please ensure that:

- The paper is structured in a way that is scaffolded towards the style of your subject's VCAA examinations
- e.g. multiple-choice, aural components, essay, etc. only included if they are in the VCAA paper
- The paper has most students working (reading, writing, and reviewing) for the allocated time
- The mark allocation aligns with the time students must complete the paper
- Formatting is clear and all images are legible
- Each page is numbered
- The Marymede cover page is used and does not exceed a single page
- There is no branding on pages if using a purchased paper

## *PROCESS FOR PREPARING EXAMINATION PAPERS*

1. Write the examination. Insert the Marymede cover page, editing the text in red to ensure it is reflective of the details for your examination.
2. Proofreading must be done by a teacher who did not write the paper and the Leader/Assistant Leader of Learning and Classroom Practice. If the paper is purchased, answers should be provided to the proof-reader; if the paper is written in-house, the proof-reader should write the answers at the time of proofing; before handing the paper to the Learning Area Leader.
3. Print a copy of the Checklist: Examination Paper for each examination, filling out all sections including the printing requirements.
4. Submit the final digital and hard copy and the checklist to Learning Area Leaders by deadline.
5. Learning Area Leaders to submit to administration for printing by deadline.

### *MARKING & FEEDBACK*

Results and constructive feedback should be given and examination papers to students all *within 2 weeks*.

# Digital Platforms

The College provides access to a range of digital platforms that support teaching, learning, and student engagement across subject areas. These platforms allow students to access resources, complete activities, and receive feedback in a consistent and structured way.

### Curriculum Platforms (A–Z)

- **Edrolo (Years 11–12)** – Video lessons, revision, and exam preparation support.
- **Education Perfect (Languages Years 7–12)** – Vocabulary, grammar, and interactive tasks.
- **Education Perfect (Mathematics Years 11–12)** – Senior maths content, practice, and revision.
- **Education Perfect (RE Years 7–12)** – Additional digital resources for Religion.
- **KWL (Religion Years 7–10)** – Digital units and resources aligned to the RE curriculum.
- **Mathspace (Mathematics Years 7–10)** – Interactive maths learning and practice.
- **STILE (Science Years 7–10)** – Interactive lessons, experiments, and assessments.
- **Yabla (Italian Years 11–12)** – Immersive language learning through video and listening activities.

### College-Wide Digital Tools (A–Z)

- **Adobe Creative Cloud** – Professional tools for media creation, design, and digital content.
- **Canva** – Digital design for presentations, posters, and visual communication.
- **Diffit** – Differentiated resources and levelled texts to support diverse learners.
- **Microsoft Office 365** – Email, collaboration, file storage, and productivity tools.
- **SIMON** – Learning management, reporting, attendance, and communication.

These platforms are used to enhance learning, promote digital literacy, and ensure students have access to consistent, high-quality resources across all subjects.

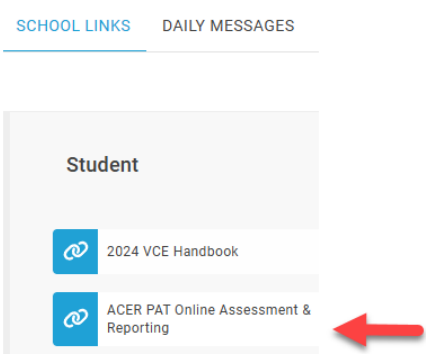
# PAT Testing

Year 7 – 10 students will undertake the Progressive Achievement Test (PAT) in English and Mathematics classes during October each year.

The PAT testing platform will be set up online by the Director of Digital Learning at the end of September in consultation with the Director of Differentiated Educational Practice. The English & Mathematics Leader/Assistant Leader of Learning and Classroom Practice will support their staff, with PAT testing being undertaken by every class in English and Maths classes before the end of the month.

Students who are absent on the day of their class undertakes the test, will need to catch up at a time arranged by the Director of Differentiated Educational Practice.

To access PAT data, use the quick link on SIMON School Links. If you need your username and password, please contact the Director of Digital Learning.




# Progress Reports

Each student receives a Progress Report in Terms 1 and 3. Each teacher will report on the Learning Dispositions for every subject. This report provides a consistent, professional, and honest glimpse of student's progress to each student and their parents/guardian or carer. It also provides a talking point for upcoming Parent Teacher Student Conferences.

## Learning Dispositions and Work Habits

Provides an overview of the student's approach to learning in the classroom. These statements appear on Progress end of Semester Reports to show where students were at, and where they are now.

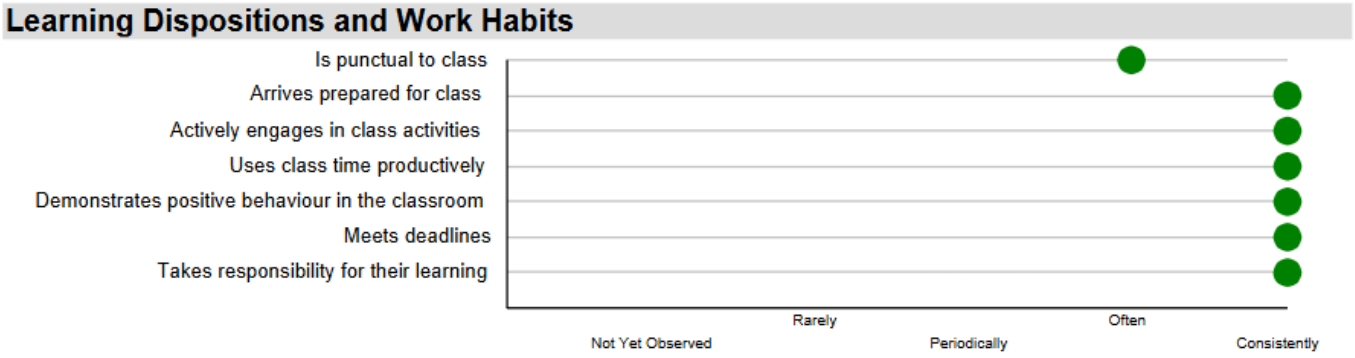
| Scale | Description |
|---|---|
| **Consistently** | has demonstrated this on **every occasion this semester** |
| **Often** | has demonstrated this on **most occasions this semester** |
| **Periodically** | has demonstrated this **occasionally** this semester |
| **Rarely** | has demonstrated this **once or twice** this semester |
| **Not Yet Observed** | has **experienced periods of absence** |

- **Is punctual to class**
  - Arrives on time and is ready to learn
- **Arrives prepared for class**
  - brings all their required materials, including a charged laptop
- **Actively engages in class activities**
  - demonstrates a willingness to learn, contributes by offering insight/additional information, poses appropriate questions, develops ideas
- **Uses class time productively**
  - completes set tasks in a timely manner, makes use of appropriate resources, and requires minimal teacher intervention in staying on task
- **Demonstrates positive behaviour in the classroom**
  - abides by all classroom expectations and treats staff and students with respect

- **Meets deadlines**
    - Work is submitted by the due date and is completed as required, including homework

- **Takes responsibility for their learning**
    - shows a willingness to aim for improvement, uses critical and constructive feedback and demonstrates appropriate endeavour

***Appears on the report as…***




# Semester Reports

Each student receives a Semester Report at the end of Terms 2 and 4. Each teacher will complete a report for every subject to provide consistent, professional, and honest feedback to each student and their parents /guardians and carers.

## *PASTORAL REPORT*

The Pastoral Report will be made up of a:

- Description of Pastoral Group
- Attendance
- Pastoral Attributes
-

### Pastoral Attributes

Provides an overview of the student's participation outside of the academic classroom. Each statement receives a rating for the semester:

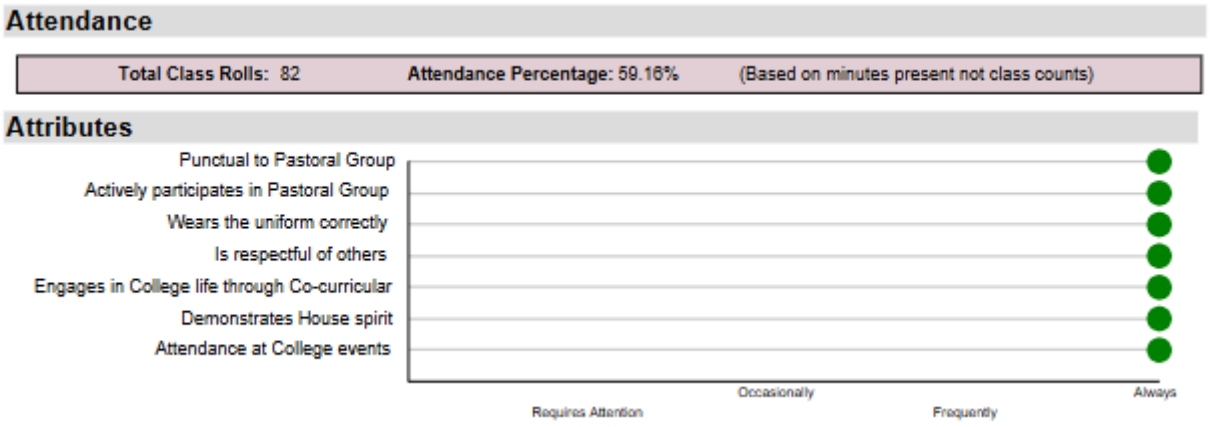
- **Punctual to Pastoral Group**
- **Actively participates in Pastoral Group**
    - Engages in prayer and other Pastoral activities
    - Engages in Wellbeing period activities
- **Wears the uniform correctly**
    - Meets college presentation expectations
- **Is respectful of others**
- **Engages in the life of the College through Co-curricular**
    - Has participated in Co-curricular activities
- **Demonstrates House spirit**
    - Fosters the values of the House and contributes to House events and activities
- **Attendance at College events**

- Has attended events such as Opening Mass, Athletics Carnival, Feast Days (where applicable), Camps / Retreats (where applicable) etc.

**Scale for Attributes**

| Scale | Description |
|---|---|
| Requires attention | The student rarely demonstrated the attribute |
| Occasionally | The student sometimes demonstrated the attribute |
| Frequently | The student at most times demonstrated the attribute |
| Always | The student at all times demonstrated the attribute |
| | |

***Appears on the report as…***



## *SUBJECT REPORT*

The subject report is made up of:

1. Learning Dispositions
2. Learning Areas: Assessment Task Results

### Learning Dispositions

These are intended to show parents/carers and students their approach to learning. They appear on all written reports and indicate where students were at, and where they are now:

- **Is punctual and prepared for class**
  - is ready to learn, and brings all their required materials, including a charged laptop
- **Actively engages in class activities**
  - demonstrates a willingness to learn, contributes by offering insight/additional information, poses appropriate questions, develops ideas
- **Uses class time productively**
  - completes set tasks in a timely manner, makes use of appropriate resources, and requires minimal teacher intervention in staying on task
- **Demonstrates positive behaviour in the classroom**
  - abides by all classroom expectations and treats staff and students with respect
- **Meets deadlines**
  - Work is submitted by the due date and is completed as required, including homework
- **Takes responsibility for their learning**
  - shows a willingness to aim for improvement, uses critical and constructive feedback and demonstrates appropriate endeavour

| Scale | Description |
|---|---|
| Consistently | has demonstrated this on every occasion this semester |
| Often | has demonstrated this on most occasions this semester |
| Periodically | has demonstrated this **occasionally** this semester |
| Rarely | has demonstrated this **once or twice** this semester |
| Not Yet Observed | has experienced periods of absence |

### Learning Areas

The topics and assessment tasks are pulled from Learning Areas onto student's reports. This is an indication of how well they performed on this task.

Each subject should have a ***minimum of 2 summative assessment tasks*** on the report.

***Appears on the report as…***

| | |
|---|---|
| Nuclear Physics - Inside the Atom | |
| Topic Test | 56% |
| Chemistry - Chemical Reactions | |
| Topic Test | 86% |
| Endothermic and Exothermic Processes Practical Report | 86% |

At Marymede Catholic College, we recognise and celebrate the diversity of our learners. Knowing the needs of their students, our teachers differentiate and adjust to ensure all students have equity of access to education and are provided opportunities to achieve, demonstrate growth and thrive at school.




## *MULTI- TIERED SYSTEM OF SUPPORT*

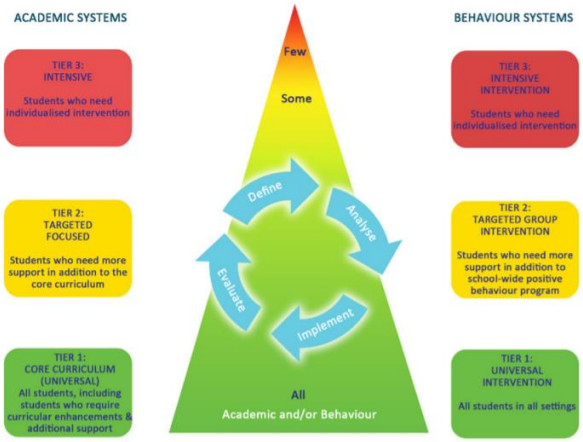
At Marymede, we follow a multi-tiered system of supports (MTSS). This is a systematic continuous improvement framework that uses high-impact evidence-based pedagogical practices to ensure every student receives the appropriate level of targeted support, instruction and adjustments to be successful across the domains of learning, behaviour, and health and wellbeing.

This model integrates assessment and intervention within a multi-level prevention system to maximise student achievement, promote positive classroom interactions and reduce behavioural problems.

***Key elements***

Multi-level prevention system Schools use a coordinated and effective system of tiered interventions and supports across a sliding scale of increasingly intensive tiers:

- **Tier 1:** Universal high-impact evidence-based pedagogical practices and quality differentiated teaching practices for all students to promote academic, behavioural and social–emotional success
- **Tier 2:** Targeted supports and interventions for groups of students who need additional support
- **Tier 3**: Intensive, individualised interventions for students with the greatest need.



Updated: February 2025

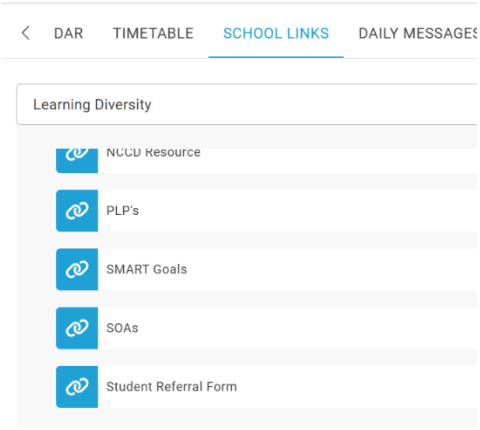
It is expected that students will move between and within the tiers of instruction.

What Is a Multi-tiered System of Supports?

## *STUDENT REFERRAL PROCESS*

When a number of strategies have been implemented at Tier 1 level and concerns remain regarding student learning growth, you may seek assistance from learning diversity or student wellbeing (counselling team) through the submission of a referral.

The student referral form is accessible on SIMON under School Links – Learning Diversity/ Student Referral Form.




### Process of Referral

Referrals are bought to SSG- in secondary school. Led by LDL, the SSG is made up of Director of Student Wellbeing and Learning Diversity Leaders, who discuss referral, associated data and review next steps.

In additional to the Tier 1 differentiation strategies implemented by teachers, following referral investigations, some students will require additional targeted support in the Tier 2 and/or Tier 3 space.

## *LEARNING DOCUMENTS*

## *SUMMARY OF ADJUSTMENT PAGES*

In consultation with families and teachers, Learning Diversity Leaders may determine a child is to be placed on a Summary of Adjustment document. The SOA is another layer of documentations to show the additional level of support a student is receiving.

Students will only be placed on a summary of adjustment page if there is an identified need/ a disability or an imputed disability. This need may be imputed (based on data) or diagnosed. Any adjustments made should be related directly to their need and be recorded on the summary page. All decisions regarding a student being placed on an SOA will be made in consultation with the learning diversity leader and family. All Adjustments must be discussed with parents at the parent teacher interview or through alternative communication.

SOA documentations are located as a Report Run on SIMON. (**Student Assessment/Summary of Adjustment)**

## *PERSONALISED LEARNING PLANS*

In the event that a student's needs are determined to be significantly different from their peers as a result of a diagnosed disability or other specific learning need, it may be appropriate to write and implement a Personal Learning Plan (PLP). A student may be considered to have additional needs without a specific diagnosis of a disability however this would be directed by the Learning Diversity Leader. The aim of the PLP is to articulate effective practices for the identification, targeted assessment, learning and teaching, and evaluation of student individual needs. A PLP is a collaborative, working document with feedback and input actively sought from all stakeholders, including classroom teachers, school staff, parents/carers, external providers and, if applicable, students. Typically, PLPs are for those students requiring substantial or extensive levels of adjustments.

Students on a PLP will have a Program Support Group (PSG) Meeting scheduled throughout each semester to set and discuss goals, progress and growth. There are scheduled PSGs around Learning Documents organised once per semester, however, often there will be a need for more regular PSGs throughout the year to discuss current needs, behaviours, external supports etc

The PSG will be facilitated by the Learning Diversity Leader with the core teacher in attendance. It is the responsibility of the subject teachers to complete all aspects of the students' Personalised Learning Plan ready to present and discuss with families through the PSG meeting.

PLPs are located on Teams. (Learning Diversity Channel/ Campus/ PLPs)

## *LEARNING SUPPORT OFFICERS (LSO)*

LSOs operate under the direction of their relevant Learning Diversity Leader. They work under the direction and supervision of classroom teachers to provide targeted support for students with additional needs (NCCD and other students with similar needs). LSOs may:

- provide supervision and assistance to students in a class when the teacher is engaged in a small teaching group within the same room.
- provide Tier 3 support or small group as per a timetable
- provide supervision and assistance to students in a small group outside of the classroom but **must be** in the vicinity of a teacher. The duty of care for the students remains with the teacher
- administer or support an assessment task but cannot assess or analyse assessment tasks independently
- communicate with the teacher/ leader but do not communicate with or report to parents
- work with students who have social emotional concerns and/or support the implementation of a behavioural management plan **but are not to be used or instructed to take charge of students who are misbehaving** *(refer to CECV "Effective Practices Framework for Learning Support Officers" P13.)*

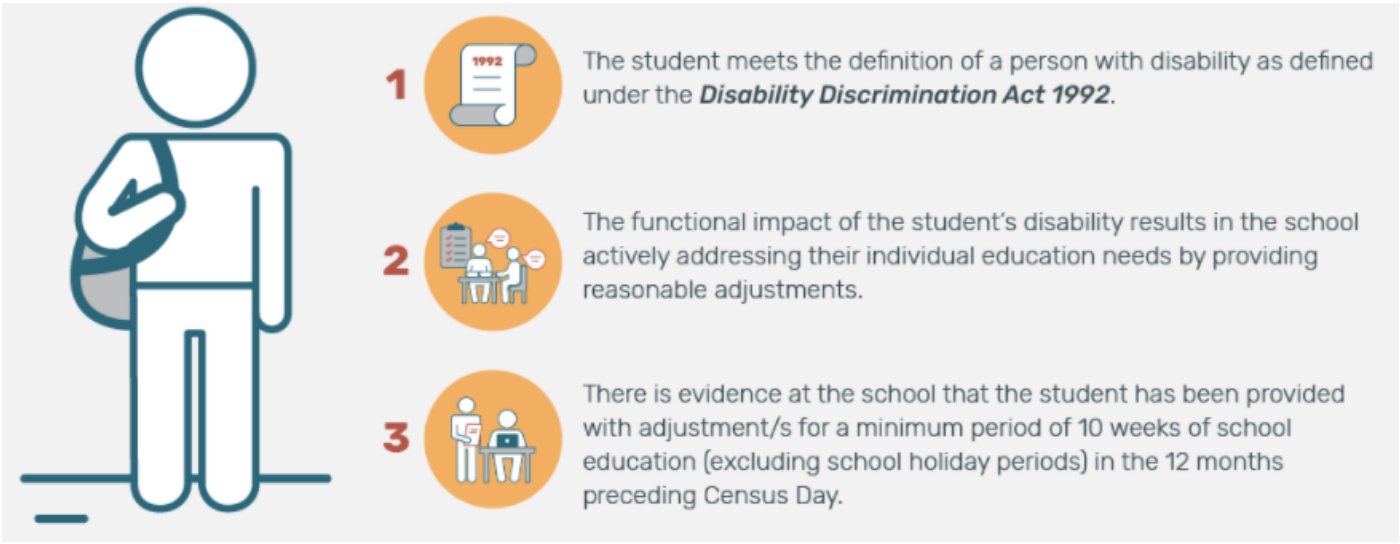
***It is the teacher's role to:***

- plan and document appropriate educational pathways for students based on carefully constructed goals and measurable outcomes.
- work collaboratively with Learning Diversity Leaders to accurately identify student needs
- Document all planned lesson adjustments in the weekly work program which is made accessible for LSOs **prior** to the session.
- Plan and document instructions for LSOs timetabled in their classrooms. This may include general classroom assistance while the teacher provides Tier 3 learning or behavioural support to an identified student

# NCCD

The National Consistent Collection of Data (NCCD) is an annual collection of information about Australian school students who are receiving adjustments due to additional needs. The Learning Diversity Leaders in the LEC oversee the NCCD process at the college, which runs annually from August through to August each year. Students may have cognitive, social-emotional, sensory and/or physical needs.

The NCCD cycle runs from August – August and a student is included in the NCCD when all of the following apply:




In collaboration with teachers the following areas of evidence is required to satisfy the NCCD requirements:

| Evidence of assessed individual need | Evidence adjustments are being provided to the student to address their individual needs | Evidence to show ongoing monitoring and review of adjustments | Evidence of consultation and collaboration |
|---|---|---|---|
| • Formative summative assessment, diagnostics, or student progress reports<br>• Specialist diagnosis | • Evidence of teacher adjustment- Weekly Program<br>• SOA<br>• PLP<br>• LSO notes / timetable<br>• Health plan<br>• Behaviour Support Plan<br>• Student Safety Plan | • SOA<br>• PLP<br>• Teacher notes (evidence of adjustment eg. Susie Smith – 1:1 with teacher)<br>• LSO notes | • Parent signature (SOA / PLP)<br>• Record of parent meetings<br>• Correspondence with parents |

## Teacher responsibilities

- Know your students- For each student that you teach on the NCCD list, teachers are required to familiarise themselves with their profile, plan for adjustments required to enable each student to access their learning.

## *RECORDING ADJUSTMENTS FOR ASSESSMENT TASKS*

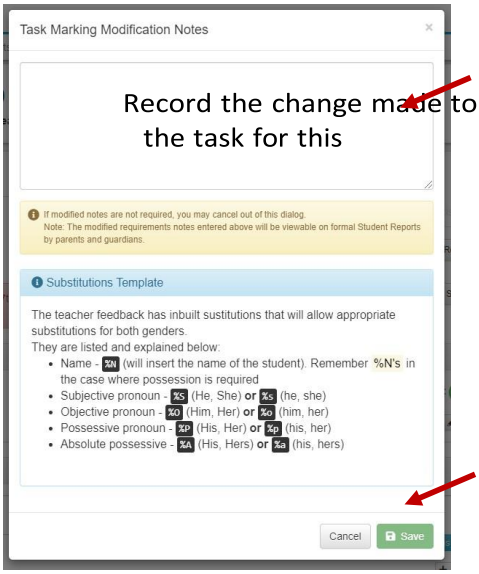
Only record adjustments that have been APPROVED by the Learning Diversity Leaders.

SWANs will receive the same subject report as their peers. PLP reports will not be completed separately, any notes on PLP goals will remain in the One Note and spoken to during the scheduled PSG.

When marking an assessment task for a student on a PLP, slide on the 'indicate the student undertook this work with modified requirements. *This is done via the individual student marking page not via quick entry*.

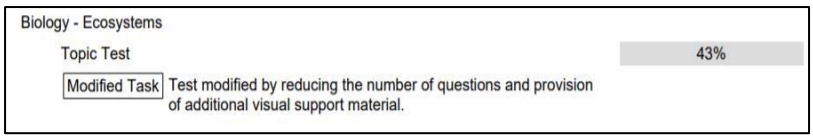
Be sure to click the save box.




' performe his/ oral without p audienc
' was not required to complete the analysis section of t
The adjustment for' was the provision of a Learning Support Officer to read out questions and scribe the responses.

Appears on the report as…



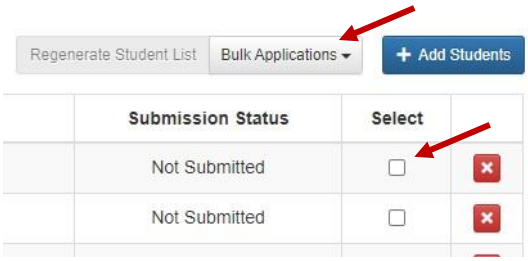

### Recording alternative tasks for students on a PLP

If the task is remarkably different from that of the task completed by their peers, then the student needs to be removed from that task and a new task created. The new assessment task must have a title that reflects the adjusted task.

**1.** To edit the Student List, go to mark the task, then select the *Student list* tab.



**2.** Select all students that the task does not apply to, click on the bulk applications box, then select Remove All Selected.




# Subject Selection

The subject selection process involves Year 7 to 11 students submitting preferences for subjects they wish to enrol in for the coming year. Each year students have an increasing number of subject and pathway options. The subject selection process is directly linked to the staffing process as student choices determine what classes will run. A Subject Selection Handbook is produced each year with information for students to plan their academic pathway.