

Secondary Academic Progression Policy

Alphington Grammar School is governed by the regulations and guidelines of The Education Services for Overseas Students Act (2000) (The 'ESOS Act') and the National Code 2018. Standard 8 of the National Code 2018 requires that where the School has assessed International Students as not meeting attendance requirements, the School must follow through with the procedures and protocols listed in this policy. Records will be maintained in accordance with our International Students Records Management and Retention Policy.

In order to define what an 'S' is for Years 7-10, refer to the expected Victorian Curriculum/EAL Companion level for the appropriate year in conjunction with explanation below. For Years 11 and 12, an 'S' is where a student meets the expected VCAA subject and attendance requirements, and all preparatory and assessed work has been completed, according to the relevant study design.

1. Students (and their parent's/parent liaisons) are required to be notified before exams by email/phone-call/letter of any outstanding work which would jeopardise a student's chance of not receiving an 'S' (Satisfactory completion of course) for secondary school students.

Years 7-10

2. Individual Assessments

- 2.1. S/N must have the same meaning and application as in VCE; if a student gets a **very low** score, eg, in a test/assessment, then the Teacher can award an 'S' if he/she deems that the student has demonstrated a minimum level of understanding. This would be based on a set of criteria given to students before assessment occurs, e.g., could be a tick list of 10 items, where 4 or more must be achieved.
- 2.2. If a student gets an 'N' in the first instance, then a follow-up worksheet/task can be given by the teacher to the student. This must be completed (within a deadline) in order to achieve an 'S' **but the original score (very low) remains unchanged**. This worksheet/task would be based on the objectives not achieved, of which the student must be informed.

3. Interim and Semester Reporting

- 3.1. If a student receives 'N' for an individual assessment, they can redeem 'S' status as stated above. If the student proves proficiency with a set of skills over multiple assessments, they may still receive 'S' for overall course completion in their interim and semester report. These follow up activities/tasks will influence whether a student earns 'Very High', 'High', 'Medium', 'Low', or 'Very Low' and these results should be awarded with a holistic view of the student's performance throughout the term

4. Percentage scores are used

- 4.1. No bonus scores (above 100%) entered as a mark
- 4.2. In order to award VH-H-M-L-VL, see 'AGS report boundaries and indicators' on the following page for reporting purposes.
- 4.3. At Year 7-10, teachers provide students with a percentage score and will level (and record these grades for data tracking purposes).
- 4.4. The makeup of the 'Overall Result' in the report is determined by each faculty due to subject specific tasks and requirements.

RESULT	GRADE	% RANGE	DESCRIPTORS FOR LEARNING OUTCOMES
Very High	A+	92-100%	A comprehensive and thorough basis of skill, knowledge and understanding has been developed in all aspects of the course. Language pertinent to the subject is used accurately and precisely. Answers and solutions demonstrate clear and logical explanations and excellent use of procedures, techniques and methodologies. An ability to analyse and apply skill and knowledge in flexible, versatile and complex ways is strongly evident. Progress in subject is excellent.
High	A	80-91%	
Medium	B+	76-79%	A strong basis of skill, knowledge and understanding has been developed in most aspects of the course. Language pertinent to the subject is applied correctly and in context. Competence in reasoning and analysis is evident. These skills are utilised in providing solutions to a variety of problems and tasks. An ability to analyse and apply skill, methodology and knowledge in different ways is also evident. Good progress has been made in this subject.
	B	70-75%	
	C+	66-69%	A reasonably sound basis of skill, knowledge and understanding of the course has been developed. Language pertinent to the subject is usually applied in the current context. There is some evidence of willingness to reason answers and apply relevant procedures, techniques and methodologies. Analytical skills are not strongly developed, although formative skills in this regard are clearly evident. Ability to apply skill and knowledge in a variety of ways has been demonstrated. Satisfactory progress has been made in his subject.
Low	D+	56-59%	A relatively superficial basis of skill, knowledge and understanding in the course has been demonstrated. A basic command of the language pertinent to the subject is evident. Rudimentary skills only are reflected in explanation, analysis, use of relevant procedures, techniques and methodologies and in the broader application of skill and knowledge. Progress in this subject is on the borderline between satisfactory and unsatisfactory.
	D	50-55%	
	E	35-49%	An insufficient basis of relevant skill, knowledge and understanding has been demonstrated. Significant limitations are evident in the understanding of key concepts, the use of language pertinent to the course and the application of

			relevant procedures, techniques and methodologies. Progress in this subject is unsatisfactory.
Very Low	N	<35%	The student has not completed sufficient tasks for an assessment to be made. Little or no effort has been made to comply with the subject requirements. Progress in this subject is unsatisfactory.

N/A	The student is unable to be assessed. An N/A result must be accompanied by a comment in the body of the report.		
J	Only used on a VCE report if a student is enrolled in the unit but was unable to complete the requirements due to late withdrawal or absence.		
S	Your child has met the minimum standards required, in terms of quality and quantity of the work submitted.		
N	Your child has not met the minimum standards required, in terms of quality and quantity of the work submitted.		

In-Class Differentiation and Exam Modification for EAL and Learning Support Students

IMPORTANT:

Semester exams must ONLY be modified if the student has an intellectual disability or if the student and parents have agreed to pathway into a non-scored VCE, as the VCE cannot be modified. These arrangements apply to EAL students as well up to Year 10. After Year 10 exams must not be differentiated as VCE exams cannot be differentiated. This determination can only be made in Year 10. Year 9 is too early to define a non-scored pathway for a child.

	What?	Who? Action?
Step One: In Class Support and Differentiation	Teacher identifies that a student is struggling and differentiates class work for all students who require it. <u>For examples please refer to the QDTP form:</u>	Class teacher: <ul style="list-style-type: none"> • Informs parents that differentiation is taking place • Copies Learning Support (LSU), HOF/HOH and AP T&L into email • Logs intervention on Schoolbox
Step Two: Monitoring	Teacher monitors success of differentiation and judges whether continued differentiation is necessary. If the student is on the NCCD list, the adjustments must be added to the QDTP form and a review of the adjustments completed at the end of each term.	Class teacher: <ul style="list-style-type: none"> • Monitors whether or not continued differentiation is needed. • Liaises with HOF. • Experiments with differentiation strategies and adds successful strategies to the Teacher Intervention Plan and QDTP form (if applicable).

<p>Step Three: Referral</p>	<p>In Year 10 if a teacher strongly believes that the student cannot engage with the curriculum at all and NEEDS modified exams then a referral, via the HOF/HOH, must be made to LSU. LSU makes recommendation to the AP T&L and awaits approval. If that referral happens then the teacher is basically saying they are recommending a non-scored VCE, and a subsequent meeting will be arranged with parents.</p>	<p>Class Teacher:</p> <ul style="list-style-type: none"> Speaks to HOF to request that an exam modification or pathway recommendation be made. <p>HOF/HOH:</p> <ul style="list-style-type: none"> If deemed appropriate, HOF/HOH makes recommendation to LSU for consideration. <p>AP T&L:</p> <ul style="list-style-type: none"> Approves or rejects the referral request, copies in LSU/HOF/HOH/HOS
<p>Step Four: Assessment</p>	<p>A student must be assessed by the Psychology Dept. before a VCE pathway can be determined and/or exams modified.</p>	<p>Learning Support and Psychologists • Coordinate testing.</p>
<p>Step Five: Decision</p>	<p>Based on findings from the testing conducted, the decision is made to inform parents of our recommendation to modify exams, and therefore an unscored VCE pathway. Parents must agree and sign an official withdrawal or exams will not be modified.</p>	<p>LSU:</p> <ul style="list-style-type: none"> Contacts parents to sign off on exam modification and by extension a VCE withdrawal.

For more information about the specifications and rules regarding VCE Exams, please visit the following link:
<https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/index.aspx?Redirect=1>

Secondary School Effort Descriptors

RESULT	GRADE	EFFORT	DESCRIPTORS FOR EFFORT DESCRIPTOR
Very High	A+	Excellent/Established	A diligent and consistent approach is adopted. A mature and positive attitude is strongly evident. Thoroughly conscientious attempts are made to complete all set tasks. The student perseveres and works hard to the best of his or her ability.
High	A		
Medium	B+	Good/Consolidating	A mature, conscientious and consistent approach is adopted. The student works hard, strives to complete tasks, perseveres and adopts a positive attitude to learning.
	B		
	C+	At expected Level/Satisfactory	Application to work is reasonably consistent and a positive attitude is usually demonstrated. Improvements could be made to the student's behaviour and attitude to help them engage more fully with the course.
	C		

Low	D+	Experiencing Difficulties/Unsatisfactory	Application to work is sporadic and greater consistency is needed to improve learning outcomes. A casual attitude is also evident, which is hindering the student's attention in class.
	D		
Very Low	E	Needs improvement/Unsatisfactory	The student demonstrates little to no application. Homework tasks are not submitted and little to no desire to learn is evident. A significant improvement in student engagement with the course subject is needed.

Year 7-10 Conversion (Levels to Percentages)

Year 7				
W6+	7-	7	7+	Exceeds 7+
>35%	36-59%	60-79%	80-91%	92-100%
Year 8				
W7+	8-	8	8+	Exceeds 8+
>35%	36-59%	60-79%	80-91%	92-100%
Year 9				
W8+	9-	9	9+	Exceeds 9+
>35%	36-59%	60-79%	80-91%	92-100%
Year 10				
W9+	10-	10	10+	Exceeds 10+
>35%	36-59%	60-79%	80-91%	92-100%

5. Testing

- 5.1. 5.1 Students should be given at least 1 weeks' notice for assessments (e.g. tests)
- 5.2. **No re-testing:** If a student gets a **very low** score, then a follow-up worksheet is given (eg, in the case the student gets an 'N' see above). This follow-up worksheet can be taken home, but a deadline must be given
- 5.3. If a student misses a planned assessment due to illness, they must sit the assessment during the next lesson or at the next available Homework Club, at the teacher's discretion



6. Teaching at same year level (2 or more classes)

- 6.1. Teachers must follow the planning document set out at start of the academic year and approved by the HOF
- 6.2. No deviations of **order** of topics (both classes must be doing the same topic in a given week)

7. Exams (Years 9 and 10)

- 7.1. Mid-year and end of year exams must reflect the materials/topics taught during the semester.
- 7.2. Midterm entries: For students who enter the school during term time, their HoH will decide whether or not the semester exam will be completed in full, in part or not at all. The HoH will communicate this to the student/parents/teachers, Campus Administrator and the AP - T & L.
- 7.3. During each semester, students are to be issued with a curriculum map of assessment tasks and dates that must be completed in order to achieve a 'pass/S' in that subject. Students who are on modified learning plans will follow their individual Education Plans and receive differentiated assessment as required. This modification must be indicated in Semester Reports.
- 7.4. At the end of first semester, after exams, emails and letter notifications of work missing/outstanding will be sent to the parent/parent liaison. In cases where students have not passed exams in four subjects (including English), parents will be asked to come in for a meeting with the relevant HoF/HoH/AP -T&L in order to discuss plans for the subsequent semester in the same academic year. The student may be placed on an academic contract, which will outline expectations/targets in order to progress to the following year. EAL students will be expected to attend additional language acquisition/learning support classes to assist them in reaching a satisfactory level of completion
- 7.5. During the semester, parents/parent liaisons will be notified of work not completed, or not finished to the expected Victorian Curriculum/EAL Companion standard (by the classroom teacher/HoF), with redemption opportunities given throughout to bring work up to standard, which may include mandatory attendance to Homework Clubs.
- 7.6. If expectations/targets on the academic contract are not met then parents/parent liaisons will be required to attend a meeting with the HoH/HoF and ultimately the AP T&L.



8. Conditions for giving an 'N/ throughout the semester for all year levels:

- 8.1. Based on scores throughout the year students may be given an 'N'. 'Very Low' constitutes one whole level below the Victorian Curriculum/EAL Companion standard, and 'Low' is half a level below the Victorian Curriculum/EAL Companion standard (eg less than expected average scores are reported in tests/assignments as 'Very Low' or 'Low' the expected standard Victorian Curriculum levels AND on interim and Semester reports throughout the year).
- 8.2. If the student fails exams at the end of Semester 2 (and through the semester, parents/parent liaisons have been notified of work not completed or not done to the expected Victorian Curriculum/EAL Companion standard with redemption opportunities given (see above) throughout to bring work up to standard), then parents/parent liaisons and the student will be informed of the outcome and the decision for the following year.
- 8.3. Hard-copy proof will be provided via the LMS, as well as contract via email/letter/phone-call (and recorded in Schoolbox). See below for the process of informing parents/guardians.

9. Process for teachers/faculties:

- 9.1. Teachers will be required to make it clear to students what pieces of work are essential/critical to securing an 'S'. This will be based on the curriculum maps/outlines that will be posted to Schoolbox at the beginning of each term, which will include all preparatory/assessment work as required by the course/department.
- 9.2. Teachers will issue an early notice via email and/or written letter to parents in advance of the 'N' grade being awarded. This will be flagged for parents/parent liaisons at the same time that interim reports are issued, and those students who are in danger of not being promoted to the next level, and do not have parents/parent liaisons attending Parent - teacher interviews, will be required to meet with the relevant HoF/HoH and possibly the AP T&L who will lay out expectations and possible outcomes if requirements are not met.
- 9.3. Teachers are required to notify parents/parent liaisons at the same time (if not prior) to Interim reports of an impending 'N' grade. All students will then be placed on academic contract to ensure that requirements are met, following a meeting with parents/parent liaisons.
- 9.4. For Unit 1-4 Studies only: if a student misses a planned SAC/Assessment due to illness they must supply their class teacher with a medical certificate.

VCE Study Programs

10. Promotion from Year 10 to Year 11: VCE

- 10.1. To be promoted from Year 10 to Year 11, a student must complete any early entry Unit 1 and 2 subjects and other subjects selected for Units 1 and 2 in year 11 (or related field) to a standard such that the student has developed the skills and met specific subject criteria that will enable successful progression through the Senior School program.
- 10.2. The grades achieved by students are used as the basis for promotion and a C grade/60% (minimum) is required in the core subject (English/EAL) for promotion to Year 11.
- 10.3. The determination for this will rest on exams, assessed coursework that has been graded against Victorian Curriculum/EAL Companion and other summative and formative assessments conducted by the English teacher.
- 10.4. Students who are not making the required progress will be required to either
 - Re-sit required assessments to achieve the required standard;
 - Re-sit exam/s
 - Be placed on a conditional contract from the beginning of Semester 2 at Year 10 to ensure that they are meeting the academic requirements as determined by the relevant HOF/AP T&L. Students who fall into this category are expected to attend all Homework Clubs.
- 10.5. Failure to meet the requirements for progression will result in the student having to repeat the current academic year level until the student is deemed sufficiently able to undertake VCE Unit 1-2 studies.
- 10.6. Students may study a VCE subject at Unit 3-4 level in Year 11 only if they are academically suited and have demonstrated the maturity to undertake the subject. Any recommendations by subject teachers, in conjunction with the HOF, must be approved by the AP T&L.
- 10.7. Before a student is accepted for a Units 3-4 study, they must achieve at least a B grade (roughly 70%) in the subject studied in Year 10, and will only be granted permission if the HOF and the AP T&L deem them suitable to undertake the study of this subject. EAL students must achieve a 'Satisfactory' level in EAL and the relevant subject selected.

17 August 2020

Dear Parent/Parent Liaison,

RE: SAC and Unit Grade Redemption Opportunity

I am writing to you because [student name] has completed an assessment task that does not show a satisfactory understanding of the outcome being assessed.

The VCAA policy states that if a student performs unsatisfactorily on an assessment task; or is absent from an assessment task or receives an overall unit grade of 'N' then they have one chance at redemption. In line with this policy, and in order to demonstrate a satisfactory achievement of this outcome/unit, a redemption task will need to be completed by [student name]. It is the policy of the School that all redemption tasks must be completed at an after school catch-up session.

It is important that [student name] complete this work at the **next** after school catch-up session as; class time is far too valuable to miss and may have an adverse impact on [student name 's] subsequent assessments.

Catch-up sessions are held in Room B104 commencing at 3.50pm. The class runs for one hour (may vary due to assessment) and is supervised by a VCE teacher who will distribute the allocated work accordingly:

Student:	
Subject Teacher:	
Subject:	Unit 4 Business Management
Assessment Task:	Area of Study 1: The Need for Change
Original Due Date:	Monday 14/08/2020
Catch-up Session:	Tuesday 22/08/2020

If you have any queries, please do not hesitate to contact the Head of Faculty or myself on (03) 9497 4777.

Yours sincerely,



Assistant Principal Teaching and Learning
Mr Lukas Silver