



# ACADEMIC EXPECTATIONS AND REDEMPTIONS POLICY

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Authorised by:  
**Principal**

Approved by School Council:  
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## Help for non-English speakers

If you need help to understand the information in this policy, please contact Horsham College.

## Context:

This policy explains the academic expectations for students at Horsham College and the recommendations for students who do not meet these expectations. This section is separated into VCE/VCE VM and Year 7 to 10 as the requirements are different.

## Rationale:

Horsham College encourages all students to achieve their personal best by maintaining a reasonable and appropriate level of effort in all classes and expects staff and parents/guardians to support students to maximise their educational outcomes. To achieve this, the College will both support students to fulfil our expectations and hold students to account for their effort.

Our guiding principles are to improve the individual student's work ethic and learning outcomes as well as better prepare students for the educational demands towards and through their VCE VM and VCE courses, in terms of meeting deadlines, submitting work, study skills, applying knowledge, attendance and the satisfactory completion of all work.

This document provides students, teachers and parents a clear process for:

- the requirements for achieving a Satisfactory 'S'
- the consequences of non-submission of set tasks by the due date
- the process for when tasks do not meet the minimum standards required, as determined by the subject teacher
- responsibilities of students, parents/guardians, teachers and leaders (see: Appendix 1)
- the expectations for communication between teachers, students and parents/guardians (see: Appendix 1)
- process for students who are not meeting the Academic Expectations and Redemptions Policy and the responsibilities of the teachers and leaders (see: Appendix 2)

## General Principle:

The guidelines in this policy describe the roles of parents, teachers, Learning Area Heads, Year Level Coordinators and key members of the school Leadership Team in the academic expectations process. Other positions of responsibility in the school associated with academic expectations should support classroom teachers in this role.

## Implementation:

### VCE/ VCE VM

Students undertaking VCE and or VCE VM subjects (Units 1, 2, 3 or 4) are required to satisfactorily complete all assigned outcome tasks in order to gain a satisfactory level 'S' of achievement within the units of their chosen studies. To achieve an 'S' student must:

- complete all Work Requirements (as outlined in the Topic Summary) which satisfactorily demonstrates achievement of the outcome/s
- submit work by the agreed date that is clearly their own
- have a minimum attendance rate of 80%
- observe the VCAA and school rules.

If a VCE/ VCE VM student does not complete one of the Work Requirements, the student is assigned a provisional non-satisfactory 'N'. They then have the opportunity to redeem the 'N' and if they do so, they may satisfy the requirements of the Work Requirement and hence the Outcome.

For assessments in Units 1 to 4 studies students will be provided with a score. A student cannot re-sit an assessment task to further improve the score on that task.

If a student receives an 'N' for any Area of Study, they will receive a 'N' for that subject in the Semester Report.

### Year 7 to 10

Students in Years 7 to 10 are assessed on the Victorian Curriculum continuum and must complete the designated Work Requirements and Common Assessment Tasks for each unit as determined by the staff at Horsham College, in order to gain a satisfactory level 'S' of achievement for their subjects. To achieve an 'S' students must:

- observe the conditions as outlined by their teacher
- complete **all** Work Requirements and the Common Assessment Task (as outlined in the Unit Summary) which satisfactorily demonstrates achievement of the outcome/s
- submit work by the agreed date that is clearly their own
- have a minimum attendance rate of 80%
- achieve a score of 50% for at level Common Assessment Tasks

Students will receive an 'NA' (Not Assessable) when there are extended approved absences or are a late enrolment to the subject.

If a student is unable or does not complete Work Requirements or a Common Assessment Task in any specific unit, the student is assigned a provisional non-satisfactory 'N'. They then have the opportunity to redeem the 'N' and if they do so, they may satisfy the requirements of the Unit.

If a student receives an 'N' for any Unit they will receive a 'N' for that subject in the Semester Report.

## **Communication**

This policy will be communicated to our school community in the following ways:

- available publicly on school website
- included in staff induction processes
- included in our staff handbook
- discussed at parent information nights
- included in student diaries so that it is easily accessible to parents, carers and students
- annual reference in school newsletter
- hard copy available from school administration upon request

## **Review Cycle:**

This policy will be reviewed in accordance with the Policy Review Schedule.

# **Appendix 1**

## **VCE VM/VCE Students are responsible for:**

- completing and submitting subject work that is their own
- completing and submitting Assessment Tasks on/by the due date
- attend a minimum of 80% of classes
- providing evidence of approved absences if away for the Assessment (eg. medical certificate, proof of attending extra-curricular activities)
- attending After School Redemption Class (if required).

## **Year 7 to 10 Students are responsible for:**

- completing and submitting Work Requirements by the due date
- completing and submitting Common Assessment Tasks on/by the due date
- attend a minimum of 80% of classes
- completing Redemptions that are required to achieve an 'S'.

## **VCE VM Teachers are responsible for:**

- providing students and parents (via SEQTA) with an overview of the subject program, including approximate dates for Learning Outcomes
- providing students and parents (via SEQTA) with Learning Outcomes Summaries, which includes the Work Requirements required to demonstrate competency
- recording 'S', 'WIP' (*Work in Progress*) or 'N' on SEQTA for Work Requirements
- communicate with parents/guardians and students if the student has not met or is at-risk of not meeting the outcome(s)
- set Redemptions which allow students to demonstrate the outcome(s) not met
- provide results, including appropriate feedback, via SEQTA within two weeks of the Learning Outcome being completed.

## **VCE Teachers are responsible for:**

- providing students and parents (via SEQTA) with an overview of the subject program, including approximate dates of Assessments
- providing students and parents (via SEQTA) with Area of Study Summaries, which includes the Work Requirements, and a description and approximate due date of the Assessment
- recording 'S' or 'N' on SEQTA for Work Requirements (no comment or achievement result required)
- communicate with parents/guardians and students if the student has not met outcome(s)
- set Redemptions which allow students to demonstrate the outcome(s) not met
- provide results, including appropriate feedback, via SEQTA within two weeks of the Assessment being completed.

## **Year 7 to 10 Teachers are responsible for:**

- providing students and parents (via SEQTA) with an overview of the subject program, including approximate dates of Assessments
- providing students with a Unit Summary for each unit at the beginning of the unit, which includes the Work Requirements, a description of the Common Assessment Task (e.g., essay, test, poster) and approximate due date of the Common Assessment Task

- communicate with parents/guardians and students if the student has not submitted a Work Requirement
- set Redemptions which allow students to complete Work Requirements or Common Assessment Tasks
- provide results, including appropriate feedback, via SEQTA within two weeks of the assessment being completed.

**Parents/Guardians are responsible for:**

- talking to their child about their learning
- contacting teachers if they have concerns about their child's academic progress
- ensuring students complete homework and prepare for assessment
- responding to contact and meeting requests from the school
- actively contributing to creating support plans (as needed)
- supporting their child to attend school every day
- providing reason for any absences on the day(s) absent, and advanced notice for planned absences.

**Learning Area Heads:**

In regard to academic expectations, the Learning Area Heads are required to:

- ensure teachers are teaching to the curriculum
- ensure Topic Summaries are peer reviewed and on Staff Google Drive prior to use
- ensure teachers are providing Topic Summaries to students and parents/guardians prior to teaching
- ensure teachers are assessing using common assessments and assessing at similar times to other classes
- ensure that teachers Marks Books are kept up to date with recording of Work Requirements and Assessment results
- ensure teachers are fulfilling the requirements of this policy.

**Leading Teacher: Teaching and Learning:**

In regard to academic expectations, the Leading Teacher is required to:

- distribute a list of at-risk students to Year Level Coordinators
- support Learning Area Heads to fulfil the requirements of this policy.

**Assistant Principal: Teaching and Learning:**

In regard to academic expectations, the Assistant Principal of Teaching and Learning is required to:

- ensure Learning Area Heads and the Leading Teacher are fulfilling the requirements of this policy.

**Principal:**

In regard to academic expectations, the Principal is required to:

- Ensure Assistant Principals fulfil the requirements of this policy.

## Appendix 2

Students will be considered **at risk** or of **serious concern** based on the number of **Ns** on their end of **Semester Reports** based on the table below.

|                     | <b>Number of Subjects per Semester</b> | <b>On-Track</b> | <b>At-Risk</b> | <b>Serious Concern</b> |
|---------------------|--|-----------------|----------------|------------------------|
| Year 7              | 8                                      | Less than 2 Ns* | 2 Ns           | 3+ Ns                  |
| Year 8              | 8                                      | Less than 2 Ns* | 2 Ns           | 3+ Ns                  |
| Year 9              | 6                                      | 0 Ns            | 1 N            | 2+ Ns                  |
| Year 10             | 6                                      | 0 Ns            | 1 N            | 2+ Ns                  |
| Year 11 VCE         | 6                                      | 0 Ns            | 1 N            | 2+ Ns                  |
| Year 12 VCE         | 5                                      | 0 Ns            | 1 N            | 2+ Ns                  |
| Year 11 & 12 VCE VM | 5                                      | 0 Ns            | 1 N            | 2+ Ns                  |

\* Students who receive an N for either English or Maths will be considered At-Risk

NOTE: VET subjects are not included in the S and Ns on Semester Reports

For students deemed to **be At-Risk:**

- Year Level Coordinators will meet with the student to discuss their Semester Report and to support students to meet the Academic Expectations and notify the parents/guardians of the outcomes of the meeting
- Year Level Coordinators and Classroom Teachers will conduct any other actions which will help the student meet the Academic Expectations of Horsham College.

For students found to be of **Serious Concern:**

- Year Level Coordinators and or Leading Teacher will meet with the student and parent(s)/guardian(s) to discuss their Semester Report and to create an Individual Education Plan to support students to meet the Academic Expectations, as well as investigate and discuss other supports
- Leading Teacher, Year Level Coordinators and Classroom Teachers will conduct any other actions which will help the student meet the Academic Expectations of Horsham College.

Possible **outcomes of failing to fulfil the Academic Expectations** of Horsham College may include:

- A meeting between the student, parents/guardians, Year Level Coordinators and the appropriate Assistant Principal
- A recommendation that the student does not progress to the next year level
- Removal from acceleration classes.

To support all students achieve the requirements of this policy, the school will provide **support** to students to ensure they achieve the requirements of this policy. These may include (but are not limited to):

- School Help Sessions
- Individual Education Plans
- Careers Interviews
- Wellbeing Support
- External Referrals
- Referral for a Learning Needs Assessment
- Supporting students to manage their behaviour
- Literacy and Numeracy intervention.

**Year Level Coordinators:**

In regard to academic expectations, at their discretion Year Level Coordinators are required to:

- Contact parents/guardians for students deemed to be at risk or serious concern at the end of each semester
- Meet with students (and parents/guardians if required) deemed at risk or serious concern to create an Individual Education Plan for meeting the Academic Expectations of Horsham College.

**Leading Teacher - Year Level:**

In regard to academic expectations, the Leading Teacher: Year Level Leader is required to:

- Ensure Year Level Coordinators are fulfilling the requirements of this policy
- Distribute a list of at-risk students to Year Level Coordinators.

**Assistant Principal - Sub School:**

In regard to academic expectations, Assistant Principals are required to:

- Make a final determination as to whether a student has met the Academic Expectations of Horsham College
- Support Year Level Coordinators and Leading Teachers in managing parents/guardians and dealing with parent complaints.

**Principal:**

In regard to academic expectations, the Principal is required to:

- Ensure Assistant Principals fulfil the requirements of this policy.