



ACADEMIC EXPECTATIONS AND REDEMPTIONS POLICY

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Consultation: **School Council and school community**

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Help for non-English speakers

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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 Years 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 follow up of set tasks that are not submitted 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)
- students who are not meeting the expectations as set out in 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 associated with academic expectations should also support classroom teachers in this role.

IMPLEMENTATION:

VCE/ VCE VM

Students undertaking VCE and/or VCE VM subjects (Units 1-4) are required to satisfactorily complete all assigned work requirements in order to gain a satisfactory level 'S' of achievement within the units of their chosen studies. To achieve an 'S' a 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 (plagiarised and AI work will be followed up)
- 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.

All VCE students will receive a score for Assessment Tasks undertaken in Units 1 - 4. A student cannot re-sit an Assessment Task to further improve the score for that task.

Unscored VCE students (upon approval) and VCE VM students are required to satisfactorily complete all assigned work requirements in order to gain a satisfactory level 'S' of achievement within the units of their chosen studies.

If a student receives an 'N' for any outcome, they will receive an 'N' for that subject in the Semester Report. However, students with an N result will have the opportunity and be supported to redeem this result to satisfactorily complete the unit by dates specified by the VCE co-ordinator.

Years 7 to 10

Students in Years 7 to 10 are assessed on the Victorian Curriculum **2.0** 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' a student must:

- complete **all** Work Requirements and the Common Assessment Task (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%
- achieve a minimum score of 50% for Common Assessment Tasks.

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

A student who does not complete Work Requirements or a Common Assessment Task or achieves below 50% on a Common Assessment Task in any specific unit, will be assigned a provisional non-satisfactory 'N'. The student will then have an opportunity to redeem the 'N' and if they do so, may satisfy the requirements of the Unit. The original CAT score will stand.

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

Redemptions

Students who are absent for an assessment, have not submitted a work requirement, or have not been able to demonstrate a satisfactory level of understanding, will be required to sit a supervised redemption. Redemptions are organised between the school and the parent/guardian and run twice a week from 3.30pm – 5.10pm (7-10 Redemptions and VCE redemptions).

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
- attending 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 an After School Redemption Class (if required).

Years 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
- attending 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/guardians (via SEQTA) with an overview of the subject program, including approximate dates for Learning Outcomes
- providing students and parents (via SEQTA) with Topic Summaries, which includes the Work Requirements required to demonstrate competency
- recording 'S' or 'N' on SEQTA for Work Requirements
- communicating with students and parents/guardians if the student has not met or is At-Risk of not meeting the outcome(s) and record this on SEQTA
- setting Redemptions which allow students to demonstrate the outcome(s) not met
- providing 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 Topic Summaries, which includes the Work Requirements, and a description and approximate due date of the Assessment
- recording 'S', 'N' or 'NA' on SEQTA for Work Requirements (comment required for N or NA results)
- communicating with students and parents/guardians if the student has not met outcome(s)
- setting Redemptions which allow students to demonstrate the outcome(s) not met
- providing results, including appropriate feedback, via SEQTA within two weeks of the Assessment being completed.

Years 7 to 10 Teachers are responsible for:

- providing students and parents (via SEQTA) with an overview of the Topic Summary, including approximate dates of Assessments
- providing students with a Topic Summary at the beginning of each 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
- communicating with students and parents/guardians if the student has not submitted a Work Requirement

- setting Redemptions which allow students to complete Work Requirements or Common Assessment Tasks
- providing 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
- supporting students to 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.
- Using the SEQTA app or webpage to be informed of student academic progress/concerns.

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 the staff Google Drive prior to use
- ensure teachers are providing Topic Summaries to students and parents/guardians prior to teaching via the subject cover page on SEQTA
- ensure teachers are assessing using Common Assessment Tasks/School Assessed Coursework/Work Requirements and assessing at similar times to other classes
- ensure that teachers' Marks Books are kept up to date with recording Work Requirements and Assessment results
- ensure teachers are fulfilling the requirements of this policy.

Leading Teachers - Teaching and Learning/Student Engagement and Wellbeing

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 the Teaching and Learning and Student Engagement and Wellbeing Teams fulfil the requirements of this policy.

Appendix 2

Students will be considered **At-Risk** or of **Serious Concern** based on the number of 'Ns' in their end of Term/Semester Reports.

	Number of Subjects per Semester	On-Track	At-Risk	Serious Concern
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

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

Students will also be considered **At-Risk** if their Behaviour Point Average (BPA) in their Interim Report is lower than 3. The BPA is generated based on academic learning behaviours that are assigned a value by the classroom teacher. The BPA also plays a role in monitoring continued student eligibility for participation in our Select Entry Programs (SEALP, PEAK Performance, AFL Academy and Basketball Academy).

NOTE: VET subjects are not included in the 'S' and 'N's on Semester Reports. VET uses S, WIP, NYS.

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

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

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

- Year Level Coordinators and/or the 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 the student to meet the Academic Expectations, as well as investigate and discuss other supports
- Leading Teacher, Year Level Coordinators and Classroom Teachers will take any other action required to 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.

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

- Academic Support Counsellors
- 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 for a specific year level 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 communicating with parents/guardians and managing parent complaints.

Principal

In regard to Academic Expectations, the Principal is required to:

- ensure Teaching and Learning and Student Engagement and Wellbeing Teams fulfil the requirements of this policy.