East Preston Islamic College

F – 12

CURRICULUM

&

ASESSMENT

POLICY

Table of Contents

PURPOSE 3
DEFINITIONS 3
Curriculum 3
Assessment 3
Reporting: 3
EPIC Academic Review Process: 4
CURRICULUM F-10 4
PLANNING, ASSESSMENT AND REPORTING 4
ASSESSMENT 4

PURPOSE

Curriculum, Assessment and Reporting measures put in place by East Preston Islamic College are designe
support the implementation of the Australian Curriculum across the whole school. The Victorian Curriculum F
10 is used as a model and resource for the effective implementation of the Australian Curriculum.

These measures have been formed to guide effective assessment that considers the Australian Curriculum a
• • • • u v š µ š Z e j c E m s e Q [• ations. Furthermore, this policy will guide the reporting process in which
student reporting data can be used to inform students and their parents/guardians of their learning. This
information can be used by both teaching staff, as well as the student and their family.

SENIOR SCHOOL

ASS

VCE REQUIREMENTS

STUDENT PROGRAM SELECTION AND SATISFACTORY COMPLETION OF THE VCE MINIMUM REQUIREMENTS

The minimum requirement for a š µ v š [• ‰ Œ } P Œ u (} Œ š Z Á Œ } (š Z s] • • units which include:

- Three units of the common study of English/English ESL (Units 1, 2, 3 or 4)
- Three sequences of Units 3 and 4 studies other than English, which can be VCE VET sequences

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g., reading, viewing or note taking) but which has been transformed by the student and used in a new context
-

SPECIAL PROVISION

A student is eligible for Special Provision for:

- x ^ [• U ^ Exams
- x Any student who does not attend a SAC or SAT due to illness or other medical reasons, must provide a medical certificate for that day.

If during the completion of any of these tasks, he or she is:

- x Affected significantly by illness, by any factors relating to personal environment or by other serious cause
- x Prevented by illness, by any factors relating to personal environment, or by other serious cause from completing a task .06 t2a1i.62 f008875 0 595.56 842.04 re W* n BT /F6 11.04 Tf 1 0 0 1

ATTENDANCE in VCE and VCAL

You must bring a note from home for each absence, including VET and work placement. This must be handed to your Year Level Coordinator the next morning that you return to school. If this is not done, then a phone call to your parent/guardian will be made for an explanation of your absence.

Students are expected to attend all time tabled classes, VET, and work placement. Any absences may lead to an inability to authenticate work. Failure to attend a minimum of 80% of lessons for a subject will result in an unsatisfactory result.

Lateness to class will not be tolerated. There will be action for lateness including detention. Students who are repeatedly late to class may need to be interviewed with their parents to determine strategies to assist them to attend class punctually.

Attendance at your VET school and work placement is compulsory. If you are going to be absent for any reason you must notify the VET school or your employer and VCAL Coordinator before 8am that morning.

APPEALS in VCE and VCAL

Students have the right to appeal decisions about:

- Non-Satisfactory Completion
- Special Provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules

The process for appeals is as follows:

- Student notifies the co-coordinator of intention to appeal
- A formal interview will be undertaken with a school-based appeals panel
- Composition of the panels will be the principal or nominee, co-ordinator, and relevant teachers. Students may request a support person to be present, eg. parent/guardian/friend.
- All deliberations must be documented, and outcomes must be conveyed to the student

Guiding Principles

- To better prepare students for the demands of the VCE/VCAL, in terms of meeting deadlines, submitting work, study skills, attendance and satisfactory completion of units.
- To provide a clear and consistent framework within which decisions regarding student future pathways are

All students are required to attend a minimum of 80% of class time over each semester.

Students will be supported by Careers Advisor, Mentor Teacher, and Year Level Instructional Leaders to

East Preston Islamic College recognises and responds to diverse student need and skills when developing its curriculum programs and curriculum plan (see Appendix A). The college offers a broad range of programs to meet the demands of students and complies with all Department of Education and Training (DET) and Victorian Curriculum and Assessment Authority (VCAA) guidelines regarding curriculum and student learning.

The DET places a high priority on the teaching of Physical and Sport Education and Languages. EPIC also places high priority on the teaching of these learning areas.

The school expects all staff to produce and maintain quality curriculum documentation. All teachers prepare term ‰ o v (} Œ o o • µ i š • š Z Ç š Z U • š } µ š } Œ] v P a n d a p p r o v e d v a r i a t i o n s . š Œ u Teachers are expected to implement these plans in their classrooms. Term planners including weekly plans should] v } Œ ‰ } Œ š š Z • Z } } o [• ‰ P } P] o u } o Á Z] Z] v o µ • š Z ‰ Œ š u (HITS), oth Œ u š Z } •] š š Ç š Z • Z } } o [• • š Œ š P] ‰ o v v v v µ o / u ‰ o based on and should address the key skills and knowledge as set out in the relevant curriculum framework.

In VCE teachers are required to teach to the respective VCAA study designs in their domains and secondly to subscribe to the VCAA bulletin and modify their courses in response to changes in course design initiated by VCAA. The VCE Faculty Leader is required to advise all VCE teachers of major changes affecting the studies they are teaching and VCAA assessment, examination authentication and other policies as these changes occur. The school leadership team and VCE Faculty Leaders are expected to regularly review VCE provision to ensure we address the aspirations of our students and that students are performing to the best of their ability. Faculty Leaders ensure that VCE teachers have the appropriate expertise to effectively deliver the VCE curriculum they are responsible for.

The leadership team consists of the principal, Vice Principal, Head of Curriculum, Head of Primary and Head of Secondary which ensure the implementation of high quality teaching and learning throughout the school. They are involved in curriculum development, planning, data collection, analysis, and monitoring.

$SSHQGL[$

&XUULFXOXP DQG DVVHVVPHQW SROLFLHV

Year Foundation - 6

Years 7-9

Domain	Minutes per week (Each period is 40 minutes long)
English	240 minutes (6 x 40 min periods)
Mathematics	240 minutes (6 x 40 min periods)
Science	160 minutes (4 x 40 min periods)
Humanities	160 minutes (4 x 40 min periods)
PE/Health	160 minutes (4 x 40 min periods)
Art	80 minutes (2 x 40 min periods)
Technology (Design and Digital)	80 minutes (2 x 40 min periods)
Islamic Studies Quran	160 minutes (4 x 40 min periods)

Years 11-12 VCE

VCE subjects offered at EPIC (in blocks)	Minutes per week (Each period is 40 minutes long)
English	240 minutes (6 x 40 min periods)
General Mathematics	240 minutes (6 x 40 min periods)
Math Methods	240 minutes (6 x 40 min periods)
Foundation Maths	240 minutes (6 x 40 min periods)
HHD	240 minutes (6 x 40 min periods)
Media	240 minutes (6 x 40 min periods)
Chemistry	240 minutes (6 x 40 min periods)
Biology	240 minutes (6 x 40 min periods)
Geography	240 minutes (6 x 40 min periods)
History	240 minutes (6 x 40 min periods)
VET subjects (IDMT, Business, Sports & Rec)	160 minutes (4 x 40 min periods)
Psychology	240 minutes (6 x 40 min periods)
Text & Tradition	
Studio Arts	160 minutes (4 x 40 min periods)
Physics	
Legal Studies	

Day Structure: From Monday to Thursday