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LALOR SECONDARY COLLEGE
Learning, Assessment and Reporting Policy

2026

AIM

To achieve continuous improvement in students learning, by assisting teachers to develop effective teaching and reporting practices based on consistent and agreed guidelines.

Date ratified by School Council: 23rd October 2025
Review date: October 2026

LEARNING

PURPOSE

Both the curricular and the extra-curricular programs offered at Lalor Secondary College are mindful of the unique stages of development experienced by individual students throughout their schooling. Learning should ideally involve the pursuit of new ideas, insights, attitudes, knowledge, understanding and skills, which should be aimed at fostering the development of deeper thinking skills and therefore deeper learning.

Lalor Secondary College will base its Teaching and Learning programs at Years 7 -10 on the Victorian Curriculum 2.0**.** The Victorian Curriculum sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. Lalor Secondary College will offer a wide range of subjects. All Curriculum offerings and Assessment requirements will reflect The Victorian Curriculum 2.0 and VCE/VM study outlines.

Each year submissions are allowed by LSC staff members during Term 2 for additional subjects to be added to the established curriculum structure. The submissions are assessed by the Teaching and Learning team and a recommendation made to the school Principal who has the final decision. Every 4 years in line with the school review, a Curriculum Review will take place led by the Assistant Principal who oversees Teaching and Learning. The review will consider structure, subject offerings and use all available data to inform the review process. Staff are offered the opportunity to provide feedback on any recommendations made prior to the final report being presented to the Principal for consideration.

LEARNING AREAS	CAPABILITIES
The Arts • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design English Health and Physical Education The Humanities • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies • Design and Technologies • Digital Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

PRINCIPLES

At Lalor Secondary College learning should:

- Foster the pursuit of individual excellence and promote the development of life-long learning in all students
- Be a process where effective assessment and reporting practices ensure the accurate measure of individual student achievement and their relative progress to strive for one year's growth for all students.
- Be informed by individual student data, through the use of the Inquiry Cycle (Timperley Model)
- Be a process where effective assessment and reporting practices ensure the ongoing development of each student by the use of Developmental Rubrics for most Common Assessment Tasks as a mechanism for understanding of individual student learning growth.
- Incorporate lessons based on the strategies from the Lalor Secondary College Instructional Model, including the High Impact Teaching Strategies (HITS) as well as Literacy Action Plans and Lalor Secondary College Engagement Framework.
- Promote success, independence, self-motivation, self-confidence and be provided in an environment that is inclusive, altruistic, supportive and productive
- Involve and encourage student agency in discussion about content, learning and assessment
- Recognise individual learning styles and achievements
- Take into account the diverse needs, interests and cultures of all students
- Value practice beyond the classroom and refer to contemporary global events and issues
- Present authentic tasks that require complex thought and allow time for exploration
- Be a process where effective assessment and reporting practices ensure the ongoing development of each student

ASSESSMENT

PURPOSE

The purpose of assessment at LSC is to support and improve student learning and performance.
Assessment at LSC allows teachers to evaluate the effectiveness of the learning and teaching processes as well as to diagnose individual, class and whole school learning needs. It presents an opportunity for both staff and students to identify strengths and weaknesses and to help teachers to follow the development of students and monitor areas of their learning that require improvement.
Assessment is also vital in acknowledging student achievement and evaluating student progress in relation to state-wide or national standards (e.g. Victorian Curriculum).

PRINCIPLES

Assessment at LSC should:

- All Common Assessment tasks should be completed during class time.
- Acknowledge student achievement in relation to the achievement standards (the Victorian Curriculum and Outcomes/Assessment Tasks (VCE, VM))
- Present information in clear, concise language which will promote self-confidence and self-motivation

- Allow students the opportunity to demonstrate what they know, understand and can do in a variety of ways
- Provide planned and modified learning assessment tasks as required to cater for all students. Refer to Inclusion, Diversity and Modification Policy.
- Support the development of the skills and knowledge to participate fully in the processes of assessment
- Come in the form of 'assessment for learning', 'assessment as learning' and 'assessment of learning'
- assessments based on development rubrics, where practical and appropriate
- Provide opportunities for students to complete assessments where students may be involved in alternate programs, are absent, or are suspended at the time in which the assessment originally occurred
- Schedule of assessments will be published to students and families each semester, to allow students to adequately prepare for tasks and manage workload.

Evidence of Assessment

Evidence of student demonstration of learning outcomes is obtained from a variety of sources and gathered and recorded over time using diverse assessment techniques and recording instruments. Evidence should be relevant to the learning outcomes that are being assessed and should be gathered and recorded in a focused and systematic way. Evidence must link to the Victorian Curriculum and VCE study designs. Teachers should select assessment techniques that best suit the context in which the learning outcome is being demonstrated and the type of evidence that is required. Students should be made familiar with the techniques through relevant modelling and practice. Common rubrics will be used where multiple classes of the same subject exist. Judgements about student achievements are made on the basis of assessment evidence collected using the following processes:

- Achievement in Common Assessment Tasks
- Observation and anecdotal records of students in learning situations
- Annotated work samples
- Checklists
- Running records of student progress throughout the unit/course
- Conferencing with the students, peers, parents and teachers
- Portfolios
- Self-assessment and written reflections
- Peer assessment
- Records of assigned tasks.

It is an expectation that all teachers at Lalor Secondary College will modify student assessment where appropriate and in accordance with the Inclusion Diversity Modification Policy.

REPORTING

PURPOSE

At Lalor Secondary College, ongoing communication between families and teachers is essential in providing the best education for each student.

Reporting provides information on:

- Student achievement and progress.
- Common Assessment Task achievements.
- Evidence gathered and teacher judgements made about student demonstration of learning outcomes.

Students and parents, carers/caregivers

should be provided with timely and accurate information that they can understand, interpret and use to support learning. Reporting should be provided using language, modes and formats that are both meaningful and relevant to the parents, carers/caregivers and students.

PRINCIPLES

Reporting should provide:

- Ongoing feedback about student progress in relation to learning outcomes
- Constructive and supportive feedback on how students can continue to make progress in relation to the learning outcomes

METHODS OF REPORTING

- Continuous Reporting- Results and feedback for all Common Assessment Tasks (CATs) throughout the semester, will be provided by teachers and be available to parents, carers/caregivers allowing for continuous updates on student progress on Compass.
- Progress Reports - End of Term One and Term Three, through the Compass Reporting package
- End of Semester Reports, through the Compass Reporting package
- Parent/Teacher Conferences
- Ongoing communication throughout the year where necessary (refer to LSC Communication Policy)
- If there are matters of concern, teachers will contact parents, carers/caregivers and make an appointment for an interview as the need arises at other times. In special circumstances, an interview over the phone is a viable option if parents, carers/caregivers are unable to attend. Teachers are required to detail the communications on Compass in the student chronicle

ASSESSMENT FORMATS

PROGRESS REPORTS – Year 7 to 12.

The level of achievement for each assessment area is indicated by one of the following:
Excellent
Good
Satisfactory
Needs Improvement
Poor

N/A – This result should only be issued after consultation with the relevant Student Manager and Curriculum Leader.

	Areas Of Assessment					
Subject	**Organisation**	**Effort**	**Classroom Behaviour**	**Completes Homework**	**Progress to Date**	**Subject Avg.**
ART Teacher Name	Satisfactory	Satisfactory	Satisfactory	Not Applicable	Satisfactory	**2.00**
Science Teacher Name	Good	Satisfactory	Needs Improvement	Needs Improvement	Satisfactory	**1.80**
Humanities Teacher Name	Good	Good	Needs Improvement	Good	Good	**2.60**
English Teacher Name	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	**2.00**
Health and Physical Education Teacher Name	Excellent	Excellent	Good	Good	Good	**3.40**
Languages - Italian Teacher Name	Not Assessed	Not Assessed	Not Assessed	Not Applicable	Not Assessed	**N/A**
Mathematics Teacher Name	Good	Good	Good	Good	Satisfactory	**2.80**
7 Sport Teacher Name	Excellent	Good	Good	Not Applicable	Good	**3.25**
Food Technology Teacher Name	Needs Improvement	Needs Improvement	Poor	Needs Improvement	Needs Improvement	**0.80**
Performance Avg.	**2.75**	**2.50**	**1.88**	**2.17**	**2.25**	**2.32**

END OF SEMESTER REPORTING – Year 7 to 10.

The end of semester report will be divided into 4 main areas. These 4 areas are **Learning Focus**, which includes **Key Knowledge and Key Skills; Work Habits; Common Assessment Task Results and Feedback**; **and Areas for Further Improvement** represented as dot point comments. The report will also include an overall Semester Result **Subject Average** based on the student's performance in the assessment tasks for that subject. If appropriate, most subjects will include a percentage class attendance figure.

MODIFIED REPORTS

Students who fall under the eligibility status within the Inclusion, Diversity and Modification Policy will receive teacher comments indicating any modifications to the assessment. Modified reports will include a heading to indicate that one or more of the assessments tasks have been modified for the student.

Key Definitions

KEY KNOWLEDGE:

This area outlines the Key Knowledge for each learning area specific to the subject being assessed.

KEY SKILLS

This area outlines the key skills required for each subject and is specific to the individual subject being assessed. Each skill required is a description of what should be achieved by the student participating in the subject in the semester. These are drawn from the Victorian Curriculum or VCE study designs.

WORK HABITS

These criteria are to assess the students' overall effort regarding several key work habits. These work habits are assessed across all faculty areas according to the scale shown below.

WORK HABIT	Needs Attention	Satisfactory	Good	Very Good	Excellent
Effort					
Organisation					
Classroom Behaviour					
Completes Homework					

COMMON ASSESSMENT TASKS AND FEEDBACK

The Common Assessment Tasks are graded as a percentage result as shown in the table below. A 50% average is required across all assessment tasks for a Satisfactory Completion to be awarded for the subject. An average of 49% or below will be deemed as a non-satisfactory completion. This may have ramifications in regard to being promoted into the next year level. (Refer to the LSC Promotion Policy).

Task Feedback is provided at the completion of the learning task by the teacher and made visible to parents, carers/caregivers through Compass.

Learning Tasks	
CAT 1 Year 9 Humanities - Creating a Timeline and extended response Students need to demonstrate their understanding of chronology by constructing an annotated timeline that identifies the significant events or individual across the period of 1750-1918. They will complete an extended response, evaluating the importance of the factory system first developed during the period of the Industrial Revolution. *Toby demonstrated excellent understanding of the knowledge and skills required in the Industrial Revolution area of study. He included most of the inventions relevant to his Industrial Revolution Timeline and provided comprehensive explanations of these inventions. His work would benefit from greater clarity by providing more detail when annotating pictorial illustrations of the inventions he discusses in his timeline.*	**90%**
CAT 2 Year 9 Humanities - Historical Document Analysis Students will use historical sources to demonstrate the ability to analyse and corroborate sources and evaluate the accuracy, usefulness and reliability of evidence about colonialism and European settlement in Australia, including the effects on the Indigenous people. *Toby is a highly motivated student who has achieved strong results in all assessment tasks including his project on Historical Document Analysis. This project highlighted his ability to combine information from a variety of sources and use visuals, including graphs and diagrams, to support his findings. To further develop the sophistication of his writing, Toby should incorporate more precise and subject-specific vocabulary. This can be achieved by identifying words that could be improved as part of the editing process.*	**85%**
Semester Result	**88%**

SEMESTER RESULTS

A semester result will be assigned to each Learning Area and will be calculated as an average of all common Assessment Tasks. For year 7 sport, it will be calculated in accordance with a prescribed performance rubric.

Students participating in Boost, Pastoral, Inquiry, or the Instrumental Music Program will not receive a semester result in this format.

AREAS FOR IMPROVEMENT

In the Areas for Improvement, parents, carers/caregivers can expect teachers to make comments on areas that need improvement and the strategies that will work towards improving those areas.

As outlined in the Reporting Advice document issued each semester to staff, it is expected that report comments should be clear and provide detailed advice to parents, carers/caregivers regarding student performance and required improvements. This will be provided to parents, carers/caregivers at the end of semester, at the completion of Semester Reports.

AREAS FOR IMPROVEMENT
In order to improve further Jennifer needs to • Ensure she includes detailed evidence to support all of her ideas within text response essay. • All work should be proofread prior to submission to ensure errors can be corrected.

END OF SEMESTER REPORTING – VCE and VCE (VM)

The End of Semester reports for VCE students will be in the same format as the Year 7 to 10 reports Achievement of each Outcome will be determined to be Satisfactory or Not-satisfactory based on the student's performance in the Assessment Tasks listed below the Outcomes. There will not be an end of Semester Two report for Year 12 students.

KEY KNOWLEDGE:

This area outlines the Key Knowledge as specified in the Study Design for each subject area specific to the subject being assessed.

WORK HABITS

This criteria is to assess the students overall effort in regard to a number of key work habits. These work habits are assessed across all faculty areas according to the scale shown below.

WORK HABIT	Needs Attention	Satisfactory	Good	Very Good	Excellent
Effort					
Organisation					
Classroom Behaviour					
Completes Homework					

ASSESSMENT TASK RESULTS

UNIT ONE and TWO Results:

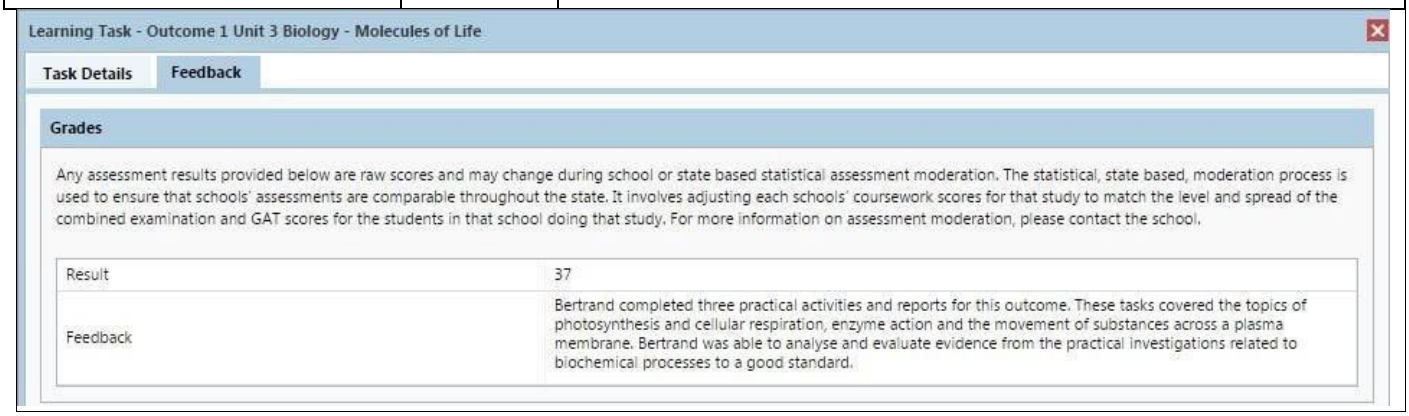
Unit One and Two assessment tasks results will be recorded as percentages. They will be related to the outcome. Each SAC/SAT will be awarded a result and will have a separate, individualised comment.

LEARNING TASKS	Result %	Task Feedback
Task 1. Investigation	**80%**	
Task 2. Practical Activity	**78%**	
Task 3. Extended Investigation	**45%**	

UNIT THREE Results:

Unit Three results will be recorded as Graded Assessment scores, rather than percentages, as outlined in the Assessment guidelines outlined in the Study Design for the relevant subject. Each SAC/SAT will have a separate comment and mark.

OUTCOME	Result	Task Feedback
Outcome Number One, Unit 3 Task 1. Investigation TASK MARKED OUT OF 30	**25**	
Outcome Number Two, Unit 3 Practical Activity TASK MARKED OUT OF 30	**28**	
Unit 3 Extended Investigation TASK MARKED OUT OF 40	**35**	



Areas for Improvement

In the Areas for Improvement parents, carers/caregivers can expect teachers to make comments on areas that need improvement and the strategies that will work towards improving those areas.

As outlined in the Reporting Advice document issued each semester to staff, it is expected that report comments should be clear and provide detailed advice to parents, carers/caregivers regarding student performance and required improvements.

AREAS FOR IMPROVEMENT
In order to improve further Mark needs to - Ensure he includes detailed evidence to support all of his ideas within text response essay. - All work should be proofread prior to submission to ensure errors can be corrected.

The final result of each VCE subject will be recorded as an S (Satisfactory) or N (Not-satisfactory) according to the teacher's judgement of whether that student has met the Outcomes listed for that subject. This is the result that will be reported to VCAA.

OUTCOMES	**Results S/N**
Outcome 1: Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.	
Outcome 2: Explain how chemical reactions and processes occurring in the atmosphere help sustain life on Earth.	

NS (Not Submitted) or NA (Not Assessed) is not to be used on VCE reports.

Other information on the reporting process for VCE subjects can be found in the Lalor Secondary College VCE Policy document or the VCE and VM Administrative Handbook.

VICTORIAN CURRICULUM REPORTS

Each student at Lalor Secondary College in Years 7 to 10 will receive a summary report that shows their progress across all of the levels of the Victorian Curriculum 2.0 Learning Areas and Capabilities.

LSC Protocols for Continuous Reporting

All staff are expected to follow these protocols.

The objective of these protocols is to provide guidance to ensure that students and parents, carers/caregivers receive an accurate assessment of a students' current level of understanding as well as the provision of timely, constructive, task specific feedback which takes into account the Victorian Curriculum Standards/VCE/VM outcomes. These feedback comments for Common Assessment Tasks will appear on the end of semester reports (7-12 Semester 2 Report) All feedback to be written using formal language conventions.

Protocols

Number of Learning Task **(CATS) Common Assessment Tasks** **VCE/VM/ Outcomes**	• VCE/VM – all subject studies to have feedback comments relating to Outcomes. Each SAT/SAC must be mapped to the relevant Outcome. A single SAT/SAC does not have to assess all elements of the Outcome or Key Knowledge. If different elements of the Outcome are assessed by more than one task, a comment must be made on each task with reference to the specific knowledge and skills assessed by the SAC/SAT. • Yr 7-9 - Two Common Assessment Tasks per semester, these to be agreed by the KLAs. Any variation to the number of CATs must be agreed by the Teaching and Learning Committee. • Yr-10 – Minimum three Common Assessment Tasks per semester, these to be agreed by KLAs. Any variation to the number of CATs must be agreed by the Teaching and Learning Committee. At Years 10 -12 if there are more than 3 Common Assessment Tasks, KLA year level teams can nominate to select 3 tasks for which feedback comments will be completed, and record only scores for the remainder (or average scores for related multiple Learning Tasks). All CATS and SACs MUST be returned to students at the completion of correction and once feedback has been provided on Compass.
Turnaround Times (time between task due date and visibility to student and parents, carers/caregivers)	• VCE - 2 weeks from the time the task is completed for all subjects except English which is 3 weeks. • 7 -10 all subjects - 2 weeks. KLA year level teams to determine release date for comments. All staff to complete within the agreed KLA time. • At least one comment must be completed and published before the end of Term 1 and Term 3.
Feedback Comments Character Length.	• Recommended maximum is 700 characters. • Must use official student name and formal language. • Should comprise: - brief comment on performance - brief comment on how to improve performance with reference to the skills and knowledge assessed by the task.
Exams/Tests	• Examination percentage appear on the end of semester reports and are included in the semester result calculation, but do not require a comment • Tests should be commented on if they are included in the two/three CATs with comments.

Due dates and viewing security	○ **Due dates** must be input onto Compass as soon as the tasks are pushed out to classes and tasks must be made visible to parents/guardians and students at the same time. This should be consistent across Year Level Teams. **Tasks must be visible to students and parents, carers/caregivers at least two weeks prior to the due date.** ○ However, the first CAT for each semester must have a due date and be visible to parents and students by Week 3 of the first and third terms.

EXAM GUIDELINES AND PROCEDURES

PURPOSE

The purpose of end-of-semester examinations is to promote excellence in learning and encourage students to consolidate their knowledge. Students should begin to take responsibility for their own learning and teachers should explicitly teach study and revision techniques, particularly in Years 9 and 10. Examinations are also held to prepare students for formal examinations at Year 12 and beyond.

EXAMINATION PREPARATION

The KLA Leader is required to ensure:

- all KLA members are aware of the timeline for producing exams for each year level
- the Curriculum Leader and the Assistant Principal (Teaching and Learning) are provided with a copy of the exam, the names of staff responsible for each exam and relevant year level by the KLA Leader one week prior to the exam
- all relevant members of the KLA are given the opportunity to have input and review of their respective exam/s
- all relevant members are aware of the content for assessment in the exam and the format of the exam
- relevant members are in agreement on the equipment allowed into the exam
- common marking scheme is used to assess the exams
- support of the staff member/s responsible for the production of the exams
- the content of each exam is conducive to the allocated writing time
- the cover sheet of each exam meets the guidelines as per the Learning, Assessment and Reporting Policy
- the cover sheet of each exam includes the correct details; date, time, reading time, writing time, permitted items.
- exams are created for those students who have been deemed, via the Inclusion Diversity Modification Policy, as requiring modified work, according to the individual student arrangements

- the exam/s is checked and signed off by the KLA Leader as correct prior to photocopying
- all exams within the KLA are copied and placed in an exam bag at least two working days prior to the allocated time for the relevant study. KLA Leaders to ensure this has occurred and check the contents of each bag to ensure all required materials are provided within.
- Year 12 Indicative Exams must allow for 15 minutes reading time
- all completed exams and SACs are to be returned to and retained by the students at the end of the exam period

The KLA Team members are required to ensure:

- students complete the content in the relevant semester of the relevant study so that they are not disadvantaged in their exam
- students are aware of the expectations of the exam – reading time, writing time, equipment allowed/not allowed
- active content input into the development of the exams as well as supporting the staff member/s responsible for the exam so that the production of the exam meets the timeline
- students who have been deemed via the Modified Assessment Policy, as requiring modified work, are confirmed and exams are included for each relevant class by the teacher of that class
- the staff member/s responsible for the exam is provided with accurate class information (numbers) in a timely manner
- where possible, following correction of exams, subject teachers must moderate the exams to ensure consistency of marking and results

The Teacher/s responsible for study and relevant year level is required to ensure:

- all year level/subject teachers are given the opportunity to have input into the exam
- all relevant teachers are given the opportunity to see the final draft of the exam prior to printing
- the cover sheet of each exam meets the guidelines as per the Learning, Assessment and Reporting Policy
- all questions or images in the exam are created electronically
- all marks for each question are clearly indicated on the exam
- exam bags are prepared appropriately and clearly, including the Subject, Year Level, date and time of exam, class teacher and Home Group (where relevant), class list, lined paper (if required for students to complete the exam)
- that modified exams for relevant students are included in the package and clearly highlighted on the exam bag or bagged separately, where directed by the Disability and Inclusion Team
- all exams bags are deposited in the front office at least two working days prior to the exam

EXAMINATION PARAMETERS – READING & WRITING TIME ALLOCATION

- All Year 9 and 10 exams will have a 10 minute reading time prior to writing
- All Year 9 and 10 exams will be have 90 minutes of writing time, with the exception of Year 10 English and EAL which will have 120 minutes writing time in Semester Two only
- Year 11 English, EAL and Literature exams will have 15 minutes reading time prior to writing

- Year 11 English, EAL and Literature exams will have 120 minutes writing time in Semester One and 180 minutes of writing time in Semester Two
- Year 11 Exams (excluding English, EAL and Literature) will have 15 minutes reading time prior to writing
- Year 11 Exams (excluding English, EAL and Literature) will have 90 minutes of writing time
- All Year 12 Indicative Exams will have 15 minutes reading time
- Students are not permitted to mark the paper in any way during writing time – no use of pens, pencils, highlighters, not permitted to fold pages or mark with indentations.

The Strategic Operations Leader is required to:

- Produce an exam timetable for semester exams that meet the time allocation indicated in the Examination Parameter – Reading & Writing Time Allocation
- Ensure teachers are allocated a time to supervise exams commensurate with the time they have 'lost' in terms of classroom teaching
- Ensure the Examination Timetable is distributed to staff at least two weeks prior to the relevant exam week
- Ensure the Examination Timetable is entered on Compass for all staff and students

EXAMINATION SUPERVISION

All staff members are required to:

- Check the supervision roster each day during the exam periods

Nominated Period 1 Staff Member is required to:

- Organise and ensure supervising staff mark the roll for allocated classes

The Nominated Person/s in Charge of STARTING the exam is required to:

- Collect the exams from the front office
- Assign tasks of setting up the exam in the examination center to staff allocated to set up, allowing for multiple study exams and relevant requirements, according to the instructions on the exam bag/s, including the distribution of materials such as lined paper and formula sheets from exam bags
- Clearly state the expectations to students once they are seated
- Clearly state the subject exam requirements (reading/writing times)
- Clearly announce when reading time begins and writing time begins

The Nominated Teachers responsible for line-up are required to:

- Ensure students are informed of the study being examined so that students are organised accordingly outside of the examination center – that is, in Home Group, in study or class groups
- Ensure students are aware of the equipment students are allowed/not allowed to bring in to the exam and check that students meet these expectations prior to allowing them to enter the examination center
- communicate with the supervising teachers responsible to ensure a smooth entrance in to the examination center.

Staff supervising an exam will:

- Be proactive in their supervision of students during the exam
- Take manual rolls and communicate absence of students to Student Managers when asked
- NOT take laptops into the exam

- NOT do marking during the exam supervision
- Not give any student assistance with information relating to the content of the exam paper, e.g. definition of words, interpretations or questions, includes reading the question to the student
- Enforce the expectations according to the exam requirements and the Student Code of Behaviour
- Remain in the exam center until the replacement supervisor has arrived
- Ensure the exam center is left in readiness for the next exam

The Nominated Person in Charge of FINISHING the exam is required to:

- Inform students of the last five minutes of writing
- Inform students of 'pens down' at end of exam
- Organise teachers for the orderly collection of exams prior to dismissing the students
- Organise the orderly exiting of students from the Drama Centre

The Nominated Teachers in Charge of RETURNING the exams to the front office are required to:

- Ensure orderly collection of exams and placement in the correct exam bag/s
- Organise the return of the completed exams to the front office

POST EXAM AND CORRECTION OF EXAMS *Subject*

teachers of an exam will:

- Collect their class exams from the front office within one working day of the exam being completed
- Adhere to the agreed common marking scheme (see Preparation of Exam) when correcting the exams
- Moderate sample exams prior to returning exams to students
- Not return exam papers to students, nor reveal results to students until (at the earliest) the first class in the week following the examination period
- Provide results to students before the end of the week following the exam
- Provide detailed feedback upon return of the exam results

Expectations of students during Exams.

All students are required to follow the Examination and Testing requirements outlined in the Lalor Secondary College Student Code of Behaviour during examinations and testing. Students who are unable to respect the rights of others and impact on other students to concentrate on the exam or test will be managed according to the process outlined in this document. All members of the school community should refer to this document for these steps.

LALOR SECONDARY COLLEGE

SUPERVISOR TO ADD NOTES HERE

STUDENT NAME

_____

Year Level/Subject
Written examination

Day Date Month 2026
Reading time: ?? am to ?? am (? minutes)
Writing time: ?? am/pm to ?? am/pm (? hour ? minutes)

QUESTION AND ANSWER BOOK

Section	*Number of questions*	*Number of questions to be answered*	*Number of marks*
1	5	5	100
		Total	100

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers.
- Students are to write in blue or black pen
- Students are NOT permitted to bring into the examination room: blank sheets of paper, notes, novels and/or textbooks, and/or correction fluid/tape

Materials supplied
- Question and answer book of 16 pages
- Loose Leaf paper

Instructions
- Write your full name in the space provided above on this page
- All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

HOMEWORK GUIDELINES

HOMEWORK GUIDELINES FOR TEACHERS

Homework is a shared effort involving the school, teachers, students, and parents, carers/caregivers.

Homework provides additional learning opportunities outside of school hours and serves one of three key purposes:

1. To allow students to practice and reinforce their skills
2. To prepare students for upcoming topics
3. To expand on and deepen understanding of material already covered

Homework consists of tasks assigned by teachers to be completed outside of school hours. It can be used for the purpose of either formative or summative assessment purposes.

Homework should be:

- Appropriate to the student's skill level, age and in line with Victorian Curriculum guidelines for that subject.
- Interesting, challenging, and where appropriate, open ended.
- Purposeful, meaningful and relevant to the curriculum.
- Assessed by teachers with written feedback, support and strategies for improvement provided.
- Homework should be corrected, checked and returned in a timely manner.

Guidelines for Students.

As a guideline, it is suggested that students develop a study home schedule that comprises of approximately:

Year 7 and 8 – 1 hour of homework per weeknight

Year 9 and 10 – 1 1/2 to 2 hours of homework per weeknight

For years 7 to 10, this should incorporate independent reading time.

Year 11 and 12 – 2 to 3 hours of homework per weeknight.

The hours of homework may increase and require additional time per weeknight during peak VCE periods.

Parent Responsibilities

Parents are required to supply current email and mobile phone number contact details to the school so communication of 'Late Submission' and 'At Risk of receiving a Low Academic result' messages can be received in a timely manner. This is the school's preferred form of communication and only in exceptional circumstances will alternate forms of communication be used.

Email and SMS communication templates are common templates used by staff, set up in Compass by the College Compass administrator.

VCE LATE SUBMISSION POLICY

This will be enforced according to the Lalor Secondary College VCE Policy document in line with the VCE Administrative Handbook

Low Academic Achievement Result – Parent Email

NOTICE OF A LOW ACADEMIC ACHIEVEMENT RESULT

{staff name}

Dear {parentName}

This email is to inform you that {studentName} has received an Assessment Task, class task, homework task or a practice SAC result that has demonstrated a low understanding of the Area of Study. This means they are at risk of not meeting the academic standards set by VCAA for {Subject}.

For a student to meet the academic standards and successfully complete their Vocational Major or VCE certificate, they must meet all the Outcomes for the subject. Currently, your child is at risk of not meeting this requirement.

As the school has moved to continuous reporting you can view feedback about the task in question by logging onto Compass. This information is now available and should be accessed to gain a full understanding of why this has occurred.

To assist {studentName} in meeting the minimum standard required, a number of strategies have been outlined below that can be implemented. The key strategies listed below will allow for greater academic success in future tasks and beyond. If further assistance is required, please contact me to arrange an appointment on 9463 7300 or email me via my edumail address located on the schools website.

KEY STRATEGIES

- Plan a Homework Timetable, allowing for approximately one hour per night.
- Provide appropriate study space and supervision.
- Ensure the school diary is being used to record all homework and due dates.
- Encourage your child to ask questions in class and complete as much work as possible in the classroom.
- Encourage your child to see teachers at school outside of class time.
- Encourage your child to attend ASH (After School Homework) every Wednesday in the Lalor Secondary College Resource Centre.
- Ensure regular school attendance.

Regards,

{staffName}

Notice of Low Academic Achievement– Parent SMS

{studentName} has received an Assessment Task, class task, or practice SAC result in {Subject} that has demonstrated a low understanding of the key knowledge and skills. Please access Compass to view feedback for this task.

Appendix C

Notice of a Low Academic Achievement LETTER

(date)

Dear {parentName}

This email is to inform you that {studentName} has received an Assessment Task, class task, homework task or a practice SAC result that has demonstrated a low understanding of the Area of Study. This means they are at risk of not meeting the academic standards set by VCAA for {Subject}.

For a student to meet the academic standards and successfully complete their Vocational Major or VCE certificate, they must meet all the Outcomes for the subject. Currently your child is at risk of not meeting this requirement.

As the school has moved to continuous reporting you can view feedback about the task in question by logging onto Compass. This information is now available and should be accessed to gain a full understanding of why this has occurred.

To assist {studentName} in meeting the minimum standard required, a number of strategies have been outlined below that can be implemented. The key strategies listed below will allow for greater academic success in future tasks and beyond. If further assistance is required, please contact me to arrange an appointment on 9463 7300 or email me via my edumail address located on the schools website.

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- Ensure regular school attendance.

Regards,

{staffName}

GUIDELINES FOR ADDRESSING PLAGIARISM

DEFINITION

Plagiarism is another word for cheating and involves the act of taking and using the thoughts, writings, inventions or creations of another person and passing it off as one's own work.

Plagiarism is a breach of copyright laws—hence, committing an act of plagiarism is against the law.

Plagiarism can include:

1. Copying— exactly reproducing others' words, with or without their knowledge.
2. Not acknowledging ideas or information taken from another individual or source, including the use of generative artificial intelligence (AI) for example, in a bibliography or through referencing.
3. Knowingly allowing your work to be copied and submitted by someone else.

Plagiarism is regarded as academic dishonesty, theft and an ethical offence

A student who plagiarises or is found to assist another in doing so is acting in a manner that contravenes the school values, particularly Honesty.

AVOIDING PLAGIARISM

- Teachers will make students aware of what behaviours and actions constitute plagiarism and how it can be avoided.
- Teachers will guide students in selecting and using appropriate resources and drafting their work so it can be authenticated.
- With support from library staff, teachers will instruct students about how to reference their research.
- Teachers will develop assessment tasks that are challenging and rigorous and that discourage plagiarism.
- Questions will be worded in a manner that requires students to interpret ideas and analyse them, rather than simply reporting facts.
- Students should not use generative artificial intelligence (AI) to produce their work or assist in polishing their work.

When investigating acts of Plagiarism it is the responsibility of the student to prove that the work in question is their own. This may be done in discussion with the classroom teacher regarding the process of developing the work or the ideas and concepts contained within the task.

- Students may produce drafts or evidence of research to prove that the work is their own.
- Sources of research and ideas should be acknowledged using bibliographies and appropriate referencing systems. The Library Resource Centre has guides available to advise students about this process.
- Students may be asked to produce work of comparable quality, under test conditions.

CONSEQUENCES OF PLAGIARISM

Work that contains unacknowledged material, is not typical of other work produced by the student, is inconsistent with the teacher's knowledge of the student's ability and has not been sighted or monitored by the teacher during its development is cause for concern and will be reported to the relevant Student Managers. Consequences increase as indicated below, depending on the nature of the case of plagiarism.

First Offence: Plagiarism or knowingly providing others with assistance to plagiarise.	1. Classroom teacher, Sub School Leader and/or Assistant Principal meet with the student. 2. The breach of rules is discussed and student is made aware of the serious nature of the offence. 3. The student/s will receive no marks for any work that is found to have been sourced from somewhere else without appropriate acknowledgement, other than in exceptional circumstances (in such a case, the student manager will make the final decision regarding the consequence that is to apply or if an opportunity for redemption may be provided). This includes copying answers from another student during a test and students copying work from other students. If identical work is submitted for assessment by two students, neither student may receive any marks for that work. This decision will be made by the Sub School Leader based on the evidence collected. 4. An after school detention is given to the student/s by the Student Manager. 5. The case is noted in the Compass by the Student Manager. 6. The student completes and resubmits the task.
Second Offence: Plagiarism or knowingly providing others with assistance to plagiarise.	1. The parent or guardian of the student is contacted to discuss the serious nature of the offence. 2. The student will receive no marks for any work that is found to have been sourced from somewhere else without appropriate acknowledgement. If identical work is submitted for assessment by two students, neither student may receive any marks for that work. 3. Two after school detentions or a Friday after school detention are given to the student. 4. The case is noted in Compass by the Student Manager. 5. The student will be required to attend a library research skills session and be made aware of the legal consequences of plagiarism. 6. The student completes and resubmits the task.
Repeat Offence of plagiarism or coercion of others to assist in plagiarism.	1. A parent meeting is held with the student and Sub School Leader or Assistant Principal. 2. The student receives a suspension as appropriate to the situation. 3. The incident is recorded in Compass by the Sub School Leader or Assistant Principal. 4. The student completes and resubmits the task

Plagiarism by VCE students will be dealt with according to the guidelines in the VCE Student Handbook.

Appendix E
Lalor Secondary College

Literacy Improvement Plan

At Lalor Secondary College (LSC) we value academic excellence and celebrate diversity in our curriculum. We do this by supporting open and transparent communication between our school and our community, which is part of our commitment to ensuring the success of every student. This Literacy Plan is to ensure improved literacy outcomes across all Key Learning Areas (KLAs) at LSC. This document establishes the Literacy Plan at LSC for 2026.

Rationale

Reading, in particular the ability to read and comprehend, underpins the core tenet of literacy, which is applicable across all subject areas; therefore, at LSC reading is at the fore of our literacy focus: to foster these skills to enable our students to be able to participate in their learning.

Each KLA has a reading, writing and speaking curricular component. Therefore, to provide a platform of growth, all our teachers are practitioners of literacy, and all have a responsibility in supporting these skills that relate to reading, which, in turn, creates an environment where literacy is valued.

Responsibilities

At LSC, every teacher is a teacher of literacy. The College is committed to ensuring that:

- Literacy development is embedded across all KLAs through explicit teaching of key vocabulary terms and comprehension strategies.
- Teachers model and scaffold literacy learning, gradually releasing responsibility to students as they build independence.
- Literacy instruction is differentiated to meet diverse student needs, including extending advanced learners, with additional interventions provided where required.
- Formative assessment and systematic use of student data, such as PAT, NAPLAN and Lexile data, as well as CAT results, guide teaching, track progress, and inform targeted support.
- Reading is promoted as a core component of the curriculum and is valued across the College community.

Implementation

Literacy is a whole school priority and will be supported by providing adequate professional development and given status within each KLA. Implementation is supported through four key areas:

1. ***Curriculum Documentation***

Each KLA is responsible for identifying the literacy skills to be addressed in curriculum planning and unit design. **Every KLA must develop a Literacy Action Plan** outlining faculty-wide strategies to support literacy development within their subjects. The plan must align with the Victorian Curriculum and the College Annual Implementation Plan (AIP) to ensure literacy is embedded and student progress can be assessed. Clear documentation ensures that all teachers understand the literacy expectations within their curriculum. KLA leaders are responsible for overseeing the implementation of their plans within their faculty to ensure strategies are embedded in teaching practice and contribute to improved student learning outcomes.

2. ***Curriculum Provision***

Allocation of curriculum time for skill development is essential to enable students to build and consolidate literacy skills. All KLAs are expected to embed discipline-specific literacy practices within their teaching programs.

Within English classes, students in Years 7–9 will participate in an independent reading program, recognised as a core component of curriculum provision. The program is supported through access to the College library and regular borrowing opportunities. Specific requirements for the delivery of the independent reading program, including

guidance on student reading selections and monitoring, are outlined in the English Teachers' Responsibilities section.

In addition, targeted literacy support will be provided through the BOOST program, ensuring that students with identified literacy needs receive explicit, evidence-based instruction alongside the regular curriculum.

3. ***Assessment and Monitoring***
   A diagnostic assessment schedule, developed and maintained by the Literacy Leader in collaboration with the Data Manager, will identify student literacy needs and track progress across year levels. The data collected through this process informs curriculum planning, supports differentiation in teaching, and ensures that targeted interventions are implemented where required. Systematic monitoring enables staff to adjust teaching practices and interventions to maximise student literacy outcomes.

4. ***Professional Learning and Collaboration***
   Staff will engage in systematic professional learning at whole-school, team, and individual levels, with priorities determined by the AIP and through the relevant assessment and monitoring data. Structured professional dialogue will take place through KLA meetings and Professional Learning Communities (PLCs), allowing teachers to discuss student learning needs, share effective literacy strategies, and ensure consistent practice across the College. The ultimate goal of professional learning is to embed improved literacy practices consistently in classrooms, ensuring that all students continue to develop literacy skills to their full potential.

Developing a Reading Culture

LSC is committed to fostering a culture of literacy and reading across all year levels and learning areas. Independent reading is valued as a foundation for literacy development, with English classrooms providing structured opportunities for practice and the College library promoting access to diverse, age-appropriate texts.
All staff contribute to embedding literacy in curriculum delivery, reinforcing comprehension through discipline-specific content, and supporting students to view reading as a meaningful and lifelong habit.
The following section outlines the roles and responsibilities of staff in sustaining this whole-school commitment.

Literacy Leader

- Lead the development, implementation, and ongoing review of the College Literacy Plan.
- Manage the collection, analysis, and distribution of literacy data, including oversight of the diagnostic assessment schedule, and ensure consistent protocols for its use to inform teaching and intervention at all levels.
- Provide professional learning and coaching for staff to build consistent, evidence-based literacy practices across all KLAs.
- Collaborate with KLA leaders to identify literacy demands within curriculum units and support teachers to embed discipline-specific literacy strategies.
- Model effective literacy practices, observe teaching, and provide feedback to support improved classroom practice.
- Establish and resource literacy initiatives to promote a whole-school reading culture.

In relation to the BOOST intervention program

- Design, coordinate, and evaluate the College's BOOST literacy intervention program.
- Oversee the identification of students for BOOST through analysis of diagnostic data.
- Support BOOST teachers in planning and delivering targeted, evidence-based instruction aligned with student needs.
- Ensure Individual Learning Plans (ILPs) are developed, implemented, and regularly reviewed for BOOST students.
- Provide professional support, coaching, and resourcing for staff working within the BOOST program.
- Monitor and report on the progress of BOOST students to staff and families, ensuring intervention remains responsive to student learning needs.
- Maintain a school-wide overview of BOOST implementation, ensuring consistency and alignment with the AIP and broader curriculum.

KLA Leaders

- Develop and maintain the KLA Literacy Action Plan, aligned with the curriculum and the College AIP, and ensure it reflects faculty-specific priorities.
- Monitor the consistent embedding of literacy strategies across the faculty and provide guidance where needed.
- Support teachers at the faculty level with planning, resources, and professional learning to implement literacy strategies effectively.
- Review assessment data within the faculty to identify trends, gaps, and areas for targeted intervention.
- Coordinate discussions in faculty meetings or PLCs to share best practice and support the ongoing development of literacy skills across the faculty.

Classroom Teachers

- Identify the literacy demands of their subject and plan instruction to address these demands in line with KLA Literacy Action Plans.
- Incorporate explicit reading, writing, or comprehension tasks regularly in lesson plans to give students frequent opportunities to practise and develop their literacy knowledge and skills.
- Model and explicitly teach subject-specific literacy strategies and key vocabulary, showing students how to read, write, and communicate effectively within the discipline.
- Use formative assessment to monitor student growth in literacy and subject knowledge, and provide feedback and differentiated instruction to support the ongoing development of literacy skills.

English Teachers

In addition to the role of the classroom teacher, English teachers have further responsibilities in developing the literacy capabilities of students across all learning domains. These include:

- Review the literacy demands of the English curriculum and embed these in unit planning and teaching sequences.
- Embed literacy strategies in all lessons, including reading, comprehension, vocabulary, grammar, and punctuation.
- Contribute to year-level and faculty discussions on literacy teaching approaches.
- Implement a structured independent reading program for Years 7–9, dedicating 15 minutes at the beginning of each lesson to independent reading. Students will be guided in novel selections that prioritise an appropriate level, as well as student interest, promoting engagement with the College library to encourage consistent borrowing and reading habits.
- Use diagnostic data, such as PAT, NAPLAN, and Lexile data, to inform planning, differentiate instruction, and monitor individual reading progress.
- Include an explicit reading element in at least one CAT per semester, using cohort data to address learning needs.
- Liaise with the Literacy Leader and BOOST program staff to support students requiring targeted intervention and the implementation of targeted literacy interventions.
- English teachers must allocate, at least, the equivalent of one period per fortnight to an independent reading program where students are actively guided in their reading development by the class English teacher. This will include regularly monitoring student progress through conferences and diagnostic assessment according to the LSC assessment schedule.

Data Manager

- Coordinate appropriate and timely testing to inform literacy teaching practice.
- Integrate ongoing development of relevant data, processes, and procedures into LSC's information management infrastructure.
- Act as key liaison between staff and data literacy.
- Create, manage, and maintain the input and record-keeping of staff and student data.
- Present analysis of student data to relevant teams to inform decision-making and improve student performance, with a focus on literacy abilities.

- Facilitate professional learning activities to improve staff data literacy, particularly the interpretation and use of student achievement data to improve teaching and learning.
- Collaborate with KLA Leaders in developing and implementing strategies for the use of student performance data to enhance teaching effectiveness.

Library Staff

Maintain a vibrant, engaging reading environment that encourages student participation.

- Support student learning through guidance in research, reading, and information literacy skills.
- Promote a culture of reading across the College, including engagement with the library and literacy programs.
- Ensure the continuation and effectiveness of the Library Orientation Program.
- Implement the Premier's Reading Challenge to encourage independent reading.

Parents, Carers/Caregivers

Partnerships that link the home, the school, and the community are important for improving literacy. parents, carers/caregivers can support the literacy development of their children by:

- Taking an active interest in their child's reading and discussing current reading material.
- Maintaining regular communication with the school and teachers to stay informed about their child's literacy progress.
- Raising concerns about their child's learning rate when necessary.
- Supporting and implementing literacy improvement strategies suggested by teachers.
- Following and acting upon guidance in the LSC newsletter related to literacy development.

Students

Students learn most effectively when they take an active role in their own learning. They can support the development of their literacy skills by:

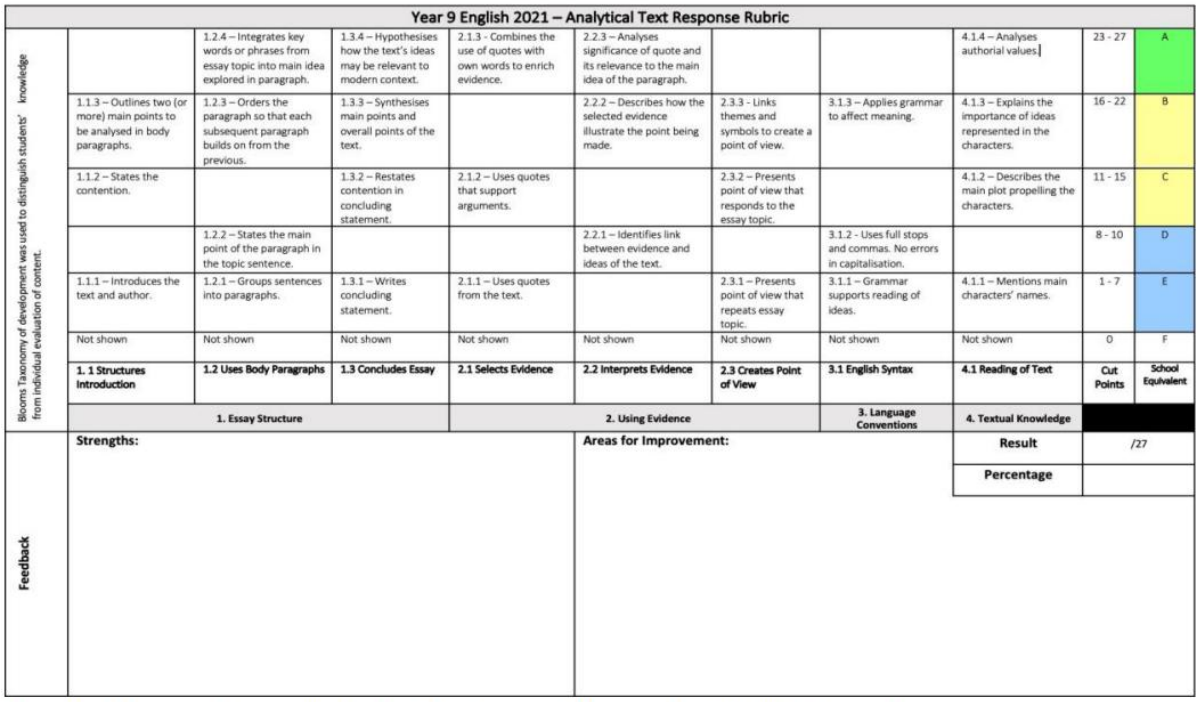
- Setting goals to improve literacy based on feedback from diagnostic testing, classroom assessments, and teacher guidance.
- Reading regularly, both at school and at home, in line with the College Homework Policy, including at least 30 minutes of independent reading each night.
- Engaging in a wide range of reading materials to strengthen comprehension and extend literacy skills across all learning areas.
- Seeking support or clarification when encountering difficulties with reading, writing, or subject-specific terminology.

Testing & Data Evaluations

Students in Years 7 to 10 will be assessed using a range of diagnostic literacy tools, including Lexile, Fountas & Pinnell, PAT, and On Demand testing. Results will be triangulated with NAPLAN data and observations from teacher reading conferences, and made available electronically to support curriculum planning. Teachers will use this data to inform classroom instruction, differentiating learning to address the needs of all students.

Students requiring more intensive support will receive targeted literacy intervention through group or individual strategies, ensuring instruction is aligned with their current literacy development. Group and individual support will involve using texts and approaches suited to students' literacy levels, and teachers will be supported by the Literacy Leader to plan and implement strategies effectively. The progress of students receiving targeted support will be monitored to ensure interventions remain responsive to their evolving learning needs.

An analysis of year-level performance on CATs, alongside NAPLAN and other diagnostic assessments, will be conducted to identify the literacy skills that should be addressed through the curriculum. Findings will be reported to KLAs to inform curriculum planning and teaching sequences.



Year 9 English 2021 – Analytical Text Response Rubric										
Bloom's Taxonomy of development was used to distinguish students' knowledge from individual evaluation of content.		1.2.4 – Integrates key words or phrases from essay topic into main idea explored in paragraph.	1.3.4 – Hypothesises how the text's ideas may be relevant to modern context.	2.1.3 - Combines the use of quotes with own words to enrich evidence.	2.2.3 – Analyses significance of quote and its relevance to the main idea of the paragraph.			4.1.4 – Analyses authorial values.	23 - 27	A
	1.1.3 – Outlines two (or more) main points to be analysed in body paragraphs.	1.2.3 – Orders the paragraph so that each subsequent paragraph builds on from the previous.	1.3.3 – Synthesises main points and overall points of the text.		2.2.2 – Describes how the selected evidence illustrate the point being made.	2.3.3 - Links themes and symbols to create a point of view.	3.1.3 – Applies grammar to affect meaning.	4.1.3 – Explains the importance of ideas represented in the characters.	16 - 22	B
	1.1.2 – States the contention.		1.3.2 – Restates contention in concluding statement.	2.1.2 – Uses quotes that support arguments.		2.3.2 – Presents point of view that responds to the essay topic.		4.1.2 – Describes the main plot propelling the characters.	11 - 15	C
		1.2.2 – States the main point of the paragraph in the topic sentence.			2.2.1 – Identifies link between evidence and ideas of the text.		3.1.2 - Uses full stops and commas. No errors in capitalisation.		8 - 10	D
	1.1.1 – Introduces the text and author.	1.2.1 – Groups sentences into paragraphs.	1.3.1 – Writes concluding statement.	2.1.1 – Uses quotes from the text.		2.3.1 – Presents point of view that repeats essay topic.	3.1.1 – Grammar supports reading of ideas.	4.1.1 – Mentions main characters' names.	1 - 7	E
	Not shown	Not shown	Not shown	Not shown	Not shown	Not shown	Not shown	Not shown	0	F
	1. 1 Structures Introduction	**1.2 Uses Body Paragraphs**	**1.3 Concludes Essay**	**2.1 Selects Evidence**	**2.2 Interprets Evidence**	**2.3 Creates Point of View**	**3.1 English Syntax**	**4.1 Reading of Text**	**Cut Points**	**School Equivalent**
	1. Essay Structure			**2. Using Evidence**			**3. Language Conventions**	**4. Textual Knowledge**		
Feedback	**Strengths:**			**Areas for Improvement:**				**Result**	/27	
								Percentage		

Year 9 - Victorian Curricular Links: Reading and Responding | Rubric Exemplar

Teachers will use the phases of the learning continuum to determine learning intentions and design classroom activities that target these skills. This approach acknowledges that learning is complex: teachers are responsible for creating rubrics that reflect both the phases students are ready to learn and the skills they have recently consolidated.

As part of an ongoing evaluation process the Literacy Leader will review the effectiveness of the College Literacy Plan and associated process annually, making improvements as required.

This policy will be reviewed in line with the LSC Annual Implementation Plan (AIP).

As part of an ongoing evaluation process the Literacy Specialist will review the effectiveness of the Literacy Policy at the conclusion of each year. Improvements to the processes and procedures will be adapted when required.

This policy will be reviewed in line with the LSC Annual Implementation Plan (AIP).

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2025
Approved by	Principal
Next scheduled review date	October 2026