



## CURRICULUM POLICIES

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# VCE POLICY

## Completion of the Victorian Certificate of Education (VCE)

### Successful Completion

The VCAA advises that for satisfactory completion of the VCE, students will be required to satisfactorily complete sixteen units of study, including:

- three units of English, or Literature (which must include the 3/4 sequence); and
- a minimum of three sequences of Units 3 and 4 studies other than English.

### Deadlines & Timelines

College policy is that all work must be submitted by the due date. The College will distribute a full list of due dates for all subjects as well as the title of the task. The VCAA state that absence on the day of the due date (or assessment) **must** be verified by a medical certificate and a new submission date is to be negotiated with the Dean of Learning.



### Examinations and Outcome Assessments

VCE examinations occur at end of the year. Students must attend all exams as there is no provision to re-sit a VCAA examination.

### Attendance

Students are required to attend a minimum of 90% of classes. Failure to do so may result in an N for the unit. In the event of absence from class parents should follow the procedures outlined in the College Attendance Policy for Notification of Lateness or Absence from School. Absence from assessment of VCE outcomes requires a medical certificate in order for the task to be rescheduled as per VCAA guidelines.

## ***Achievement of Outcomes (Satisfactory Completion)***

For satisfactory completion of a unit, a student must demonstrate a satisfactory understanding of each of the outcomes for the unit that are specified in the subject's study design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. The key knowledge and skills and the Advice for Teachers included in the study design will assist teachers in making this judgment. The school will develop courses that will provide opportunities for students to demonstrate achievement of the outcomes and to satisfactorily complete the units of their VCE studies. The judgment of satisfactory completion is a school responsibility.

Achievement of an outcome means:

- the work meets the required standard as described in the outcomes;
- the work was submitted on time;
- the work is clearly the student's own;
- there has been no substantive breach of rules.

If all outcomes are achieved, the student receives S (Satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- the work is not of the required standard as described in the outcomes;
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason,
- the work cannot be authenticated; or
- there has been a substantive breach of rules including school attendance rules.

If any one of the outcomes is not achieved, the student receives N (Not Satisfactory) for the entire unit.

Where a student has completed work but there has been a substantive breach of class attendance (i.e. below 90% attendance at scheduled classes), the student may be awarded N.

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. Schools are required to keep a record of the loss or damage. The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Technology-related excuses **are never accepted** as reason for failure to complete/submit work. It is the student's responsibility to keep all work backed-up to allow for unforeseen events such as these.

## **Reporting achievement of outcomes**

There are two symbols for reporting achievement of outcomes: S means the outcome has been achieved; N means the outcome has not been achieved.

In Unit 3 and 4 studies, teachers will provide written feedback and a raw score for the task. It is important to understand that this score can and will change as a result of VCAA Statistical Moderation.

## ***The VCE Progress Panel***

This Panel will convene whenever the need arises. The membership of the Panel will normally include some of the Assistant Principal (Teaching & Learning), Dean of Learning, and the subject teacher. The Panel will hear cases involving:

- Suspected plagiarism
- Issues relating to authentication
- Student issues relating to the award of an 'N'.

Students who want to request an appointment to attend the VCE Progress Panel will need to put their reasons in writing on the appropriate form available from the Assistant Principal via the

Teaching and Learning Secretary.

## ***Authentication Rules for Students***

All work needs to be completed in line with both VCAA policy and the College's plagiarism policy. In the case of authentication being questioned by a teacher, these policies will guide the College in establishing the authenticity and, if appropriate, the penalty.

## ***Submission and Satisfactory Completion of Work***

Students are to submit all work for assessment to the subject teacher at the time specified by the teacher of that subject. In the event that the class does not take place on the day the work is due, alternative arrangements will be made by the teacher. Learning Area Leaders will determine the process for cross marking of samples of work.

Students are to refer to the Teaching and Learning Policy for VCE Outcomes for details.

## ***Unsatisfactory Completion of an Outcome***

Students are to refer to the teaching and Learning Policy for VCE Outcomes for details. Parents will be notified where a student is deemed to have not satisfactorily completed an outcome. It is important to note that while VCAA rules allow for re-sitting to demonstrate an 'S', raw scores and grades cannot be changed.

## ***Special Provision in the VCE***

The purpose of Special Provision in VCE is to assist students in defined circumstances to complete the VCE.

There are four forms of Special Provision:

- Student Programs;
- School-Based Assessment;
- Special Examination Arrangements;
- Derived Examination Score.

A student is eligible to apply to the VCAA for Special Provision and Special Examination Arrangements if, at any time while studying for the VCE, he is adversely affected in a significant way by:

- Illness (physical or psychological);
- Any factors relating to personal environments;
- Other serious causes;
- An impairment or disability, including learning disabilities.

The circumstance affecting the student does not include matters or situations of the student's own choosing, for example, involvement in social or sporting activities, employment or school events. All Applications and enquiries go to the Year 11 and 12 Additional Needs Coordinator.

## ***English as an Additional Language (EAL) Status***

As the satisfactory completion of an English Study is a compulsory requirement of achieving the VCE, students who are qualify because they are from non-English speaking backgrounds or are hearing impaired may have access to enrolment in English as an additional Language.

A student may be eligible for EAL status if they meet two criteria.

For Criterion 1, the student must fit one of the following:

- On the first day of the calendar year, the student must not have been a resident in Australia or New Zealand or other predominately English speaking country for more than seven years. (Note: The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival

plus any previous periods of time spent in Australia or any predominantly English speaking country. This calculation should not include time spent out of Australia during school vacations.

- The student is an Aboriginal or Torres Strait islander student whose first language is not English.

For Criterion 2, the student must fit the following:

- English has been the student's major language of instruction for a total period of not more than seven years over the period of their education. The College must sight the student's overseas school reports to confirm that the language of instruction was not English during this period.

For more information contact the Dean of Learning (Years 10-12).

# ASSESSMENT POLICY

## *Preamble*

The Assessment Policy of Parade College is central to the curriculum of the school. In accordance with the Mission Statement, it should meet the needs of all students, parents and teachers, and nurture a desire for self-improvement and achievement.

Assessment provides regular information about students' progress and leads to communication between students, parents and teachers. The ways in which teachers assess student progress have a profound influence on student learning. Effective teaching involves a mixture of formative and summative assessment. Assessment forms the basis for the promotion of students.

This policy should be read in conjunction with the College Promotion Policy.

## *Principles*

1. Assessment is to be continuous, free of bias, and standards based. The standards must be in accordance with Government requirements, e.g. Victorian Curriculum, VCAA and relevant sections of the Australian Curriculum.
2. Assessment is to be in accordance with course objectives. Students will be informed in advance about what is to be assessed, and how and when it will be assessed.
3. Assessment will use a variety of assessment methods which gives all students the opportunity to succeed.
4. Assessment will assist and encourage students to reach their full potential.
5. The assessment will recognise and affirm individual achievement and progressively build upon that achievement.
  - 5.1. Formative assessment is essential for providing immediate and effective feedback to students on areas that can still be improved with the unit being taught.
  - 5.2. Summative assessment provides effective feedback on achievement for each task / unit.
6. The Assessment will acknowledge the status of all subjects through consistent assessment procedures across Years 7 - 10. Years 11 and 12 assessment will comply with procedures outlined by VCAA for VCE/VET/VCAL.
7. Assessment procedures will accommodate students with special needs.
  - 7.1. Years 7-9: All summative assessments may be adjusted with parental permission in accordance with Teaching and Learning recommendations.
  - 7.2. Years 10 -11 (Units 1&2): Summative assessments may have, with parental permission, special provisions that are in line with VCAA guidelines.
  - 7.3. Year 12 (Unit 3&4): Special provisions must be applied for through VCAA and applied to all assessments when approved.
  - 7.4. Years 7-12: Formative assessments may be adjusted in accordance with Teaching and Learning recommendations.
8. Formal assessment for reporting will be based on Assessment tasks.
  - 8.1 For most courses these will be graded tasks marked A+ - UG;
9. Feedback to students must be given in a timely manner and be available on SIMON for students and parents.
  - 9.1. All summative assessment needs to be assessed and accompanied by a written comment or a rubric.
10. Teachers must ensure that all work submitted is from the student and free from

plagiarism, it is an expectation that students are able to authenticate their work when asked by a teacher.

## **Principles of Assessment**

### **There are two components of the assessment procedures – Formative Assessment (Class Work) and Summative Assessment (Assessment Tasks)**

- (a) **Formative Assessment** (i.e. The work that each student is required to do in order to complete the unit of work. Formative Assessments are tools for learning, not devices for measuring how well something has been learnt). Formative Assessment, where appropriate should be recorded on Class Work in SIMON.
- (b) **Summative Assessment Tasks** (i.e. The student's level of performance is measured through Assessed Tasks on SIMON which are administered at various stages throughout units of work. They reflect the individual's level of performance but do not reflect comparison with other students).
- (i) Levels of performance are to be indicated by means of letters 'A+ - UG.
  - (ii) All grades represent an acceptable standard of performance with 'A+' being the highest level of performance and 'NP' being the lowest level of performance.
  - (iii) Where a student takes a Summative Assessment Task, but does not satisfactorily meet the set criteria associated, this is to be reported 'UG' (Ungraded).
  - (iv) Where a student does not take a Summative Assessment Task, this will be reported 'NS' (Not Submitted) for Years 7-10 and 'NA' (Not Assessed) for Units 1-4.
  - (v) Summative Assessment Tasks, other than Semester Examinations, deemed to be below a C standard are required to be re-submitted. Year 7 tasks can be re-assessed up to a maximum 'C' grade. Year 8 – 11 tasks that are resubmitted shall receive the original grade with a comment in the relevant 'Teacher Feedback' section for the assessment task reflecting the satisfactory completion of the resubmitted task.
  - (vi) A variety of Summative Assessment Tasks are to be used, e.g. written, oral, individual/group tasks. In Years 7-11, Summative Assessment Tasks for the same subject should not all be sat under test/examination conditions.
  - (vii) The number of Summative Assessment Tasks is to be at the discretion of the Learning Area in line with the Summative Assessment Task Guidelines. At the beginning of the unit of work, the student is to know the number and type of Summative Assessment Tasks which are to be administered.
  - (viii) An overall Summative Assessment grade is not to be indicated on the report. In Years 9-11 Semester reports may state whether the student has or has not achieved a C average for the semester in line with our subject selection guidelines.
  - (ix) An 'X' indicates special consideration, e.g. serious illness, bereavement, or other cause deemed by the subject teacher to have affected adversely the level of performance. Approval is need from the Dean of Learning (Years 7-9) or (Years 10- 12).

## **Guidelines**

1. The student's reported level of performance will be measured through Assessment Tasks which are administered throughout units of work.
2. Each Assessment Task will be accompanied by a clearly defined set of criteria, supplied to students prior to the assessment that the student is required to meet.



3. Summative Assessment for all courses except VCAL and VET:
  - 3.1. Levels of performance are to be indicated by means of letters in the range of A+ to NP.
    - 3.1.1. Summative assessment tasks using other alternatives (Satisfactory / Not Satisfactory, Beginning/Developing/Proficient/Advanced, Competent / Not Yet Competent) may be used for reporting.
  - 3.2. Assessment tasks that are below an “NP” (Not Passed) standard and did not reach an “NP” standard on resubmission will be awarded a “UG” for “Ungraded”.
  - 3.3. Where a student receives a grade below a “C”, this is to be resubmitted according to set procedures.
  - 3.4. At Year 7-10 for an assessment task that is not submitted by the due date, but is submitted to a satisfactory standard within the agreed late submission time, as part of the feedback, a comment on SIMON needs to stipulate that the task was submitted after the due date.
    - 3.4.1. Where a task has not been submitted by the revised submission date, then the task is to be recorded as ‘NS’ and an Academic Redeemer Session issued.
    - 3.4.2. Upon successful completion of the task during the Academic Redeemer Session, the original grade remains (i.e. ‘NS’).
  - 3.5. “NS”, Not Submitted, is awarded to any work at Years 7-10 not submitted by the late submission date.
  - 3.6. “UG” is awarded at VCE level for an assessment task that is either not submitted by the due date, but is submitted to a satisfactory standard within the agreed late submission time or is below a satisfactory standard when initially submitted. “UG” is awarded at Year 8-10 for an assessment task that is initially assessed as being below a satisfactory standard. “UG” is awarded at Year 7 for an assessment task that is still below a satisfactory standard after the student has been given an opportunity to resubmit the task.
  - 3.7. “NA” (Not Assessed) is awarded at VCE level for an assessment task not submitted by the late submission date.
  - 3.8. “X” is awarded to an assessment task, including examinations that could not be completed due to special circumstances. Approval is required from the Dean of Learning (Yr 7-9) or (Yr 10-12).
  - 3.9. Students absent for a Summative Assessment task due to a reason deemed as legitimate (Refer to Attendance Policy) will be provided with the opportunity to submit or sit the task later as negotiated by the subject teacher or the Dean of Learning (Yr 7-9), Dean of Learning (Yr 10-12) or the Curriculum Convener (Preston Campus).
 

Where the Summative Assessment task is a Semester Examination or School Assessed Course Work (Units 1-4), the rescheduled task for a legitimate absence is to be sat within the relevant examination/SAC period for that year level, at the date and time nominated by the Dean of Learning (Yr 10-12), Dean of Learning (Yr 7-9) or the Curriculum Convener (Preston Campus).
4. Reporting to parents will include a mixture of Continuous reporting, Mid-Semester reports, Semester reports and Parent/Teacher communication. The report includes an indication of the student’s strengths and weaknesses, as well as goals for future improvement.
5. To undertake a subject at VCE level an average Grade of “C+” or above is required in the equivalent Year 10 study.


6. Levels of performance on graded Assessment tasks are to be indicated by means of letters in the range of A+ to UG. These levels have the following general descriptions:

A	An excellent level of performance.
B	A very good level of performance.
C	A satisfactory level of performance.
D	A basic level of performance: the task must be redone.
NP	Not passed: the task must be redone.
UG	Totally unacceptable level of performance: the task must be redone.

Parade College

Teaching & Learning Policy:

**Assessment Standards**



Grade	Level of Performance
<b>A</b>	An <b>excellent</b> level of performance
<b>B</b>	A <b>very good</b> level of performance
<b>C</b>	A <b>satisfactory</b> level of performance
<b>D</b>	A <b>basic</b> level of performance: the task must be re-done
<b>NP</b>	Not passed: the task must be re-done
<b>UG</b>	<b>Totally unacceptable</b> level of performance: the task must be re-done

**Grade Bands for Year 7 to 11  
Assessments**

<b>A+</b>	<b>93 – 100%</b>
<b>A</b>	<b>85 – 92%</b>
<b>B+</b>	<b>80 – 84%</b>
<b>B</b>	<b>75 – 79%</b>
<b>C+</b>	<b>68 – 74%</b>
<b>C</b>	<b>60 – 67%</b>
<b>D+</b>	<b>55 – 59%</b>
<b>D</b>	<b>50 – 54%</b>
<b>NP</b>	<b>40 – 49%</b>
<b>UG</b>	<b>Under 40%</b>

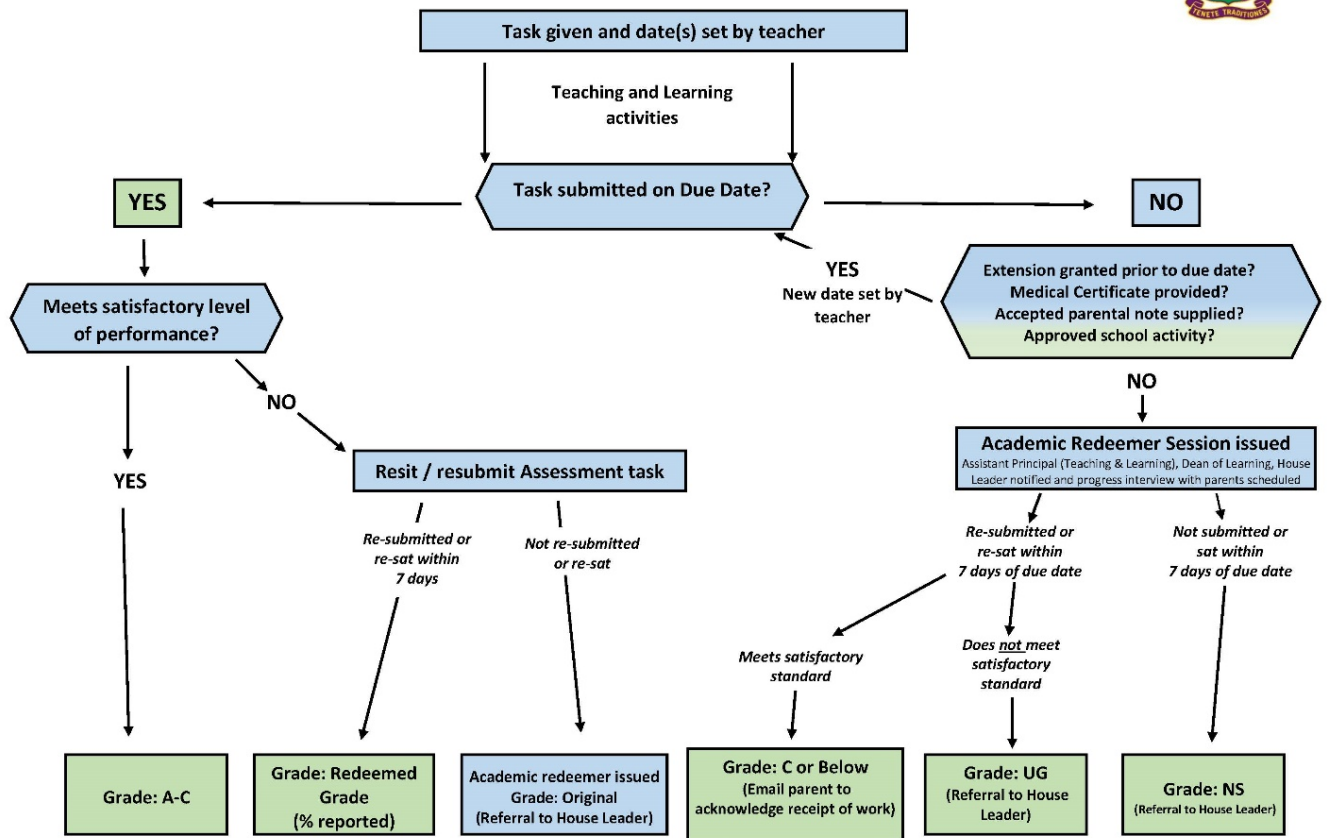
7. Technology related excuses are never accepted as reason not to complete or submit work. It is the student's responsibility to keep all work backed up to allow for unforeseen events.

The following diagrams summarise the Assessment policy:

# Teaching and Learning Policy:

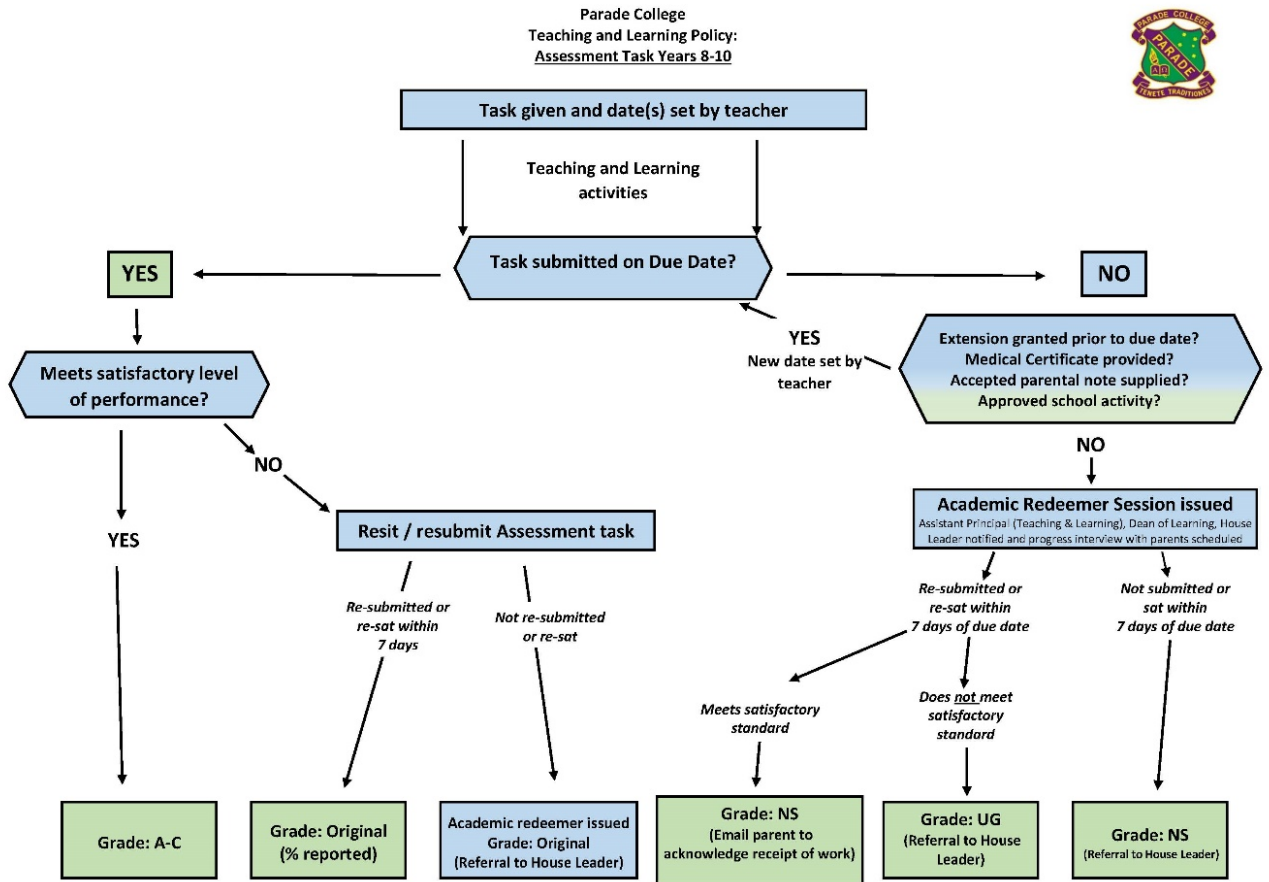
## Assessment Tasks – Year 7

Parade College  
Teaching and Learning Policy:  
Assessment Task Year 7



## Teaching and Learning Policy:

### Assessment Tasks – Years 8 – 10



# COLLEGE EXPECTATIONS POLICY

## **Preamble**

This policy aims to set out guidelines for the ways in which parents, staff and students are expected to act whenever doing so under the aegis of Parade College. It derives from the College's STUDENT WELLBEING Policies and addresses each of the groups separately as necessary. Specific detailed policies on key aspects are cross-referenced in the implementation section.

## **Principles**

All members of the Parade College community should:

1. Show due respect to others' inherent human dignity and should treat others with courtesy and consideration.
2. Recognise and respect the human rights of people inside and outside of the College community.
3. Contribute according to their abilities and means to the well-being of the whole community.
4. Attempt to be sensitive to the needs of others, to listen to other points of view, and to be prepared to compromise for the harmonious working of the College.
5. Respect the collective dignity by upholding the reputation of the College in the public arena.
6. Work cooperatively to create an atmosphere conducive to learning and which fosters appropriate self-esteem and personal growth.
7. Ensure that appropriate channels of communication are kept open and that all are appropriately informed.
8. Accept appropriate accountability for their actions and to be prepared to make amends and restore relationships when short-comings are apparent.
9. Act out of a positive desire to build up the community and its members rather than out of imposed obligation.
10. Accept freely their belonging to the community and be prepared to celebrate the ethos, culture and achievements of the members.

## **Guidelines**

Students are expected to:

1. Cooperate to ensure that the right to learn of each student is protected in classes, at sports and in all other activities.
2. Take responsibility for their work, conduct and relationships.
3. Respect persons by treating them as equals, respecting their feelings, accepting their differences and supporting them in their efforts to learn.
4. Respect the property of other people and of the College by appropriate and due care.
5. Respect the views of others and their right to differing opinions, customs and culture.

6. Participate honestly and according to their unique abilities in all aspects of College life and curriculum.
7. Take pride in the achievements and standing of the College and behave appropriately whenever associated with the College.
8. Communicate freely about their progress and any special educational or pastoral needs to be addressed.
9. Respect the right of others to their own personal safety and reputation just as they expect their own rights to these to be respected by others
10. Act in a socially responsible way, supporting the policies developed for the harmonious working of the College.

# INDEPENDENT LEARNING POLICY

## **Preamble**

This policy aims to set out some guidelines for the development of effective use of Learning and Study habits in the College. Homework serves as an intellectual discipline, establishing study habits and reinforcing the work that has been done in school. It fosters student initiative, independence and responsibility in addition to bringing home life and school life closer together.

## **Principles**

1. All students should have the opportunity to regularly consolidate work that has been covered during the school day.
2. Homework has three important components:
  - 'set work' including assignments set by teaching staff requiring completion by a certain date,
  - 'preparation' for upcoming classes, including researching and acquiring information and materials
  - and 'regular revision' of classwork to improve learning and, for example; reading, preparation for tests and examinations, and if required extension work etc.
3. Parental support is essential for the development of effective homework habits for students.
4. Students need to be responsible for catching up on class work that they have missed due to other College activities/absences. The Homework Club runs on Tuesdays and Wednesdays after school until 4.30pm and is open to all students.
5. Whilst family, recreational and cultural commitments outside school should be respected, there is an expectation that every effort is made to complete the set tasks. With extended absences, permission from the Assistant Principal (Organisation) is required.
6. Students are to take their Student Planners to every class and record any set work in the Planner. Teachers can help students with their homework by:
  - setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs, skill level and age.
  - helping students establish a home study routine.
  - giving students enough time to complete homework.
  - assessing homework and providing timely and practical feedback and support when applicable.
  - developing strategies within the school to support parents and carers becoming active partners in homework.



## Guidelines

1. Work set should be around the following durations per day.

Year 7	60 minutes
Year 8	75 minutes
Year 9	90 minutes
Year 10	120 minutes
Year 11	120 to 150 minutes
Year 12	150 to 180 minutes
  
2. It is acknowledged that homework is not to be set by teachers for students in Years 7, 8 and 9 during the holiday periods, however it is essential that students in Years 10, 11 and 12 continue with their home studies. For students at all Year levels, 'regular revision' including the reading of set novels and revision of work during the holiday periods is strongly encouraged. If necessary, any work missed from the term should also be completed.
  
3. Year 7 students will not have 'set work' for the first two weeks of the year, to assist in transition. In addition, 'set work' would not be assigned during any examination week and would be minimised during NAPLAN days.
  
4. The nature of parental involvement in homework may take a variety of forms that can have beneficial impacts on student achievement. Parents and caregivers can demonstrate positive involvement in homework by:
  - creating a homework environment that provides appropriate conditions for learning and encouraging their son to complete homework tasks.
  - supporting their son in setting aside time each day for homework.
  - adopting supportive approaches that help to improve students' attitudes towards homework.
  - taking an active interest in their son's homework
  - being aware of the amount of homework set and due dates as is communicated through PAM
  - communicating with teachers any concerns about the nature of homework or their son's approach to homework.
  - alerting the school to any domestic circumstances or extra- curricular activities which may need to be taken into account.

# ACADEMIC INTEGRITY AND WORK AUTHENTICATION POLICY

## **Preamble**

Parade College's Academic Integrity and Work Authentication Policy seeks to ensure the academic honesty of student work and to outline the processes by which instances of plagiarism and academic dishonesty are managed. This policy, in conjunction with the principles outlined in the Assessment Policy and the VCE Policy, establishes the strategies by which the authenticity of students' work is monitored in all year levels. Academic integrity is key to developing independent learning skills and is central to "encouraging all members of the school community to work to the best of their ability and to become the person that each is created to be" (EREA Liberating Education Touchstone).

## **Principles**

1. All work submitted by a student must be their own.
2. The onus of authentication rests with the student.
3. The procedures and principles stipulated herein for students studying Units 1-4 subjects comply with those outlined by the VCAA.
4. All students and teachers should be aware of the requirements of the College's Academic Integrity and Work Authentication Policy.

## **Guidelines**

1. Student work is considered to be plagiarised if it has been copied, either wholly or in part, from another student, ex-student, textbook, internet resource, or the student's own work that has been previously submitted for a different summative assessment.
2. A student is considered to have engaged in academic dishonesty if their work, either wholly or in part, reproduces another person's original ideas or resources without acknowledgement, if the student fabricates data, information, or citations, or if the student has received undue assistance from a third party (another student, ex-student, student or ex-student from another school, family member, tutor, etc.)
  - a. Acknowledgments, referencing and in-text citations used in student work should, unless otherwise directed by the subject teacher, follow the guidelines that appear on the NLC/CCLC website:  
<https://lib.parade.vic.edu.au:8280/oliver/learnpath/guide/ResearchParade>
3. A student must not knowingly assist another student to breach the Academic Integrity and Work Authentication Policy. This can include when a student's work is provided to another student and plagiarised without their consent.
4. A teacher may not be satisfied that a student's work is their own if the work:
  - a. is atypical of other work produced by the student
  - b. contains unacknowledged material
  - c. has not been sighted and monitored by the teacher during its development
5. If a teacher is not satisfied that work submitted is the student's own, the teacher should not mark the task until its authenticity is confirmed.
6. A student must not partake in the unauthorised access, sharing or distribution of assessment tasks and/or their related marking schemes.

# LITERACY POLICY

## *Preamble*

Parade College recognises that literacy is foundational to all learning. Literacy empowers students to communicate effectively, succeed academically, and engage successfully in society. Literacy teaching at Parade reflects the EREA Touchstones as we strive to provide all students with an Inclusive, Liberating Education, in the light of Gospel Spirituality, and Justice and Solidarity.

## *Principles*

1. The Catholic ethos of the College places social justice at its core. It recognises the need for learners to have a command of language and literacy that enables them to engage without disadvantage in our highly literate society.
2. This policy seeks to ratify the College's continued commitment to the inclusion of all members of the College community, in line with the Disability Discrimination Act (1992), Disability Standards in Education (2005) and the Equality Act (2010). As a member of Edmund Rice Education Australia, the College maintains a commitment to being an inclusive community of learners.
3. This policy is informed by the National Professional Standards established by The Australian Institute of Teaching and School Leadership (AITSL). These standards align with the strategic direction of the College.

## *Guidelines*

1. A 'whole school' approach to literacy requires a pedagogic focus on and explicit teaching of the literate demands of different learning areas.
  - a. A whole school approach is understood to include but not be limited to: adequate resources for literacy teaching and learning; a consistent framework and metalanguage for talking about texts; internal and external professional development opportunities; and home, school and community links.
2. Teachers are given opportunities to develop and explore literacy pedagogies through internal and external Professional Development.
3. Literacy practices at the College reflect the Victorian Curriculum and other stipulated demands.
4. Literacy teaching practices are inclusive and cater to the needs of all students.
5. As part of the Professional Growth Plan, teachers demonstrate knowledge and understanding of the language/literacy demands of their respective subjects.