Year 12 VCE Teaching Policy

GUIDING PRINCIPLE:
The satisfactory completion of VCE is a major pathway to further studies, and/or work. It is the role of the teacher to create a culture of success, and to enhance and develop effective relationships and learning environments which cater to the needs of, and promote the most successful outcomes for, each student.

AIM:
As a school, we are committed to implementing common teaching, feedback and assessment practices to support students in their learning and to maximise their opportunity for achievement. This Policy supports a consistent approach to the delivery of Units 3 & 4 courses and further improvement in VCE results.

IMPLEMENTATION:
• Provide a supportive learning environment for all students. It is the right of all students to learn and of all teachers to teach. It is expected that, in post compulsory schooling, all students are focussed on work and on achieving their best. Any behaviour which is not in the spirit of the Student Management Policy and which interrupts learning for others is not acceptable. The Sub School Team will support classroom teachers to achieve this.
• Establish learning classrooms. Visual displays of academic vocabulary, subject specific posters, glossaries, pictures and diagrams are to be displayed in all VCE classrooms.
• Provide study skill activities within the context of the particular subject. Advice specific to each subject regarding study techniques eg. notemaking, summarising, etc, should be incorporated into the delivery of all courses.
• Access VCE data to evaluate and analyse results, delivery of courses, exam performance, ranking and consistency of assessment, and implement appropriate action on the basis of this data.
• Participate in meetings with the VCE Learning Co-ordinator:
  - To review & discuss VCE data (Term 1)
  - To review ranking (Term 2 & Term 3)
  - For course review & SAC scheduling (Term 4 for the following year)
  - For professional learning as required.
• Complete the Unit 3 and 4 courses by the end of Term 3. All courses should be completed by the end of Term 3, or earlier, to allow an effective revision period.
• Provide substantial exam practice. Exam preparation is an essential element of all courses in order to provide adequate preparation and experience for students to achieve the best possible study scores & ATAR. Frequent and continuous preparation for the exam through tasks set under test conditions is necessary for all subject areas throughout the year. This is further enhanced by the preparation, supervision and marking of a September (term break) practice exam, as well as revision and exam practice in Term 4.
• Set SACs in accordance with the requirements of the study design. A VCE Calendar showing all SACs will be produced by the VCE Learning Co-ordinator in December for the following year, and will be published to staff, students & parents via SAMS and the school’s website.
• Ensure that students who are absent for a SAC provide a medical certificate. This must be sighted by the classroom teacher and then submitted to the Level Co-ordinator. Remind students who are absent for a SAC to discuss the issue with the Level Co-ordinator as soon as possible. A SAC Rescheduling form needs to be completed and signed for a new SAC date to be set. (Refer to the VCE Handbook for further information).
• Leave work with students for known absences, and, where possible, provide work for absences of more than 3 days. The College will cover Year 12 classes when a teacher is absent for more than 3 days.

• Additional lunchtime and after school classes are to be booked using the VCE calendar on SAMS. The VCE Learning Coordinator will ensure a fair distribution of classes and available time.

• Adhere to the college's Excursion and End of Semester Policies in planning activities that impact on students missing other classes.

• Monitor student progress and attendance. Student attendance must be 90% and progress needs to be satisfactory.
  - provide timely information regarding any concerns to the Sub School Team via SAMS, at Senior School Teachers’ meetings, or through individual discussions
  - provide written Term 1 progress reports, Term 2 interim reports and end of Unit 3 reports in Term 3. Other individual progress reports may be required according to the needs of the Level Coordinator, parent, teacher or student.

• A team approach supports teachers delivering the same subject, subjects that inter-connect, and teachers of Year 11. It is important that Year 11 and 12 teachers work together and that all VCE staff attend the Senior School teacher meetings to discuss issues related to students, courses, assessment, etc.

• Review and update course documentation on the VCE electronic template.

• Moderate SACs to establish an accurate rank for the subject, and meet with the VCE Learning Coordinator to review ranking.

• Access support and assistance as required. This includes through:
  - Sub School Leader and Year Level Coordinators
  - VCE Learning Coordinator
  - Student Wellbeing
  - Staff Development / Teaching & Learning Coordinator
  - LACs
  - Other staff within the faculty
  - VCAA website
  - Networking with teachers from other schools.

• Staff must consult with the relevant LAC and Senior Sub School Leader prior to any contact with VCAA (Student Services Division).

**EVALUATION:**

• This policy will be reviewed as part of the school’s three-year review cycle.