



Hampton Park Secondary College

Teaching and Learning Handbook 2025

Contents

The Teaching and Learning Team (TLT)	3
Structure of the Teaching and Learning Team.....	4
Framework for Improving Student Outcomes (FISO 2.0)	5
The Education State	6
The Victorian Teaching and Learning Model 2.0	7
The Victorian Curriculum 2.0.....	8
Our Teaching and Learning Goals at HPSC AIP and SSP	9
Our Pedagogical Model	10
Our Shared Instructional Practices	11
- Retrieval Practices	
- Explicit Instruction	
- Checking for Understanding	
Supportive Resources	12-13
Guiding Policies for Implementation of Teaching and Learning	14-36
- Homework Policy	
- Curriculum Framework Policy	
- Digital Learning Policy	
- Plagiarism Policy	
- Attendance Policy	
- Artificial Intelligence Policy	

The Acceleration Policy is currently being reviewed and will be included once complete;

At Hampton Park Secondary College we use Data to inform our Teaching and Learning approaches to support student learning growth. It is expected all Staff use Maestro as our shared Data Platform and incorporate Data into their planning and evaluation to determine value add.

Please refer to the link below in the live version of the Teaching and Learning Handbook for our Data Handbook at HPSC.

[Navigating Maestro prior to Commencement.docx](#)

The Teaching and Learning Team (TLT)



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Curriculum Design
and Learning



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Pedagogy and
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Staff Development



Yin Zhao
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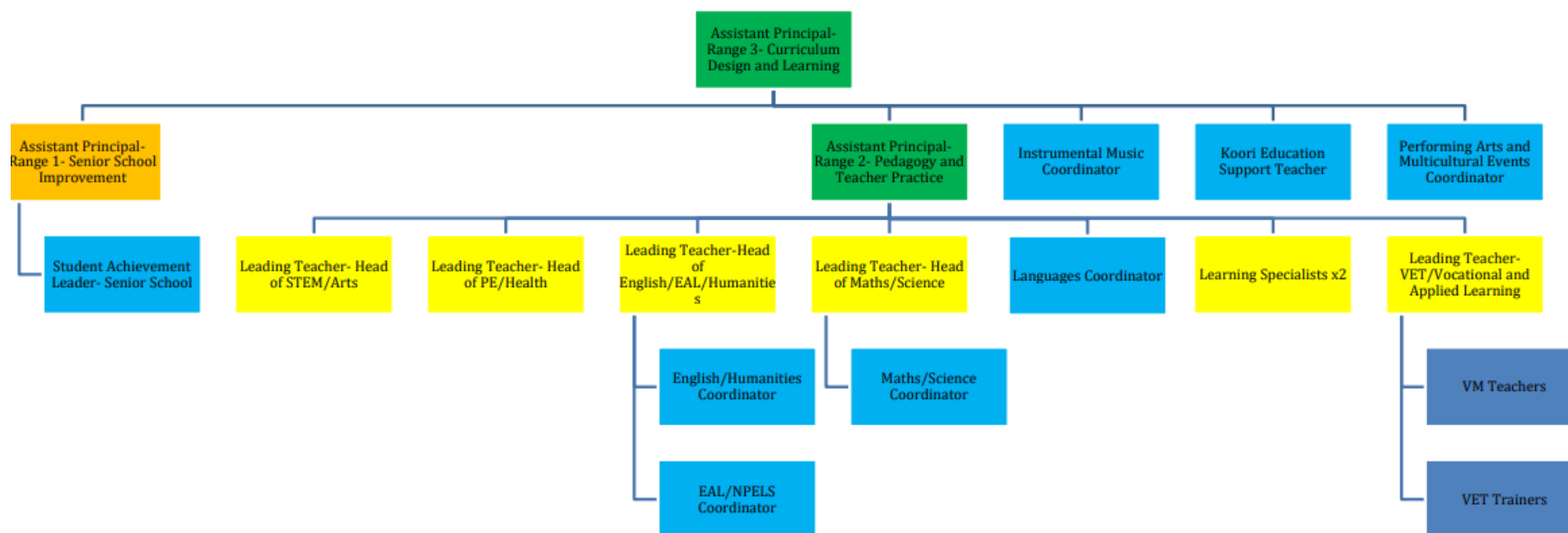


Michelle Lau
Learning
Adjustments

For the full role description of each person within the Teaching and Learning Team, click on the link below in the live version of this document

[2025- HPSC Leadership Structure.pdf](#)

Structure of the Teaching and Learning Team 2025



Framework for Improving Student Outcomes (FISO 2.0)



The Framework for Improving Student Outcomes (FISO 2.0) sets out five core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every student.

When integrated, these elements build a positive environment through strong relationships that enables all students to become happy, healthy, and resilient; successful lifelong learners; and active, informed members of just and sustainable communities.

The student learning and wellbeing outcomes at the centre of the FISO 2.0 work together. They define what every school community is working towards with every student. By understanding the learning and wellbeing needs of students with reference to the five core elements, schools can better identify what is working and what practices need to change and be improved.

At Hampton Park Secondary College we use the FISO 2.0, to strengthen our practice and improve what we do to support student learning outcomes. It is a reflective tool that we have used to develop our teaching and learning practices and framework across the College.

The Education State

As stated on the Education States website - [The Education State | vic.gov.au](https://www.theeducationstate.vic.gov.au) - Victoria's vision for the Education State is to deliver excellence in every classroom, in every corner of the state.

The vision is shared, developed with input from Victorian students, families, teachers and school leaders.

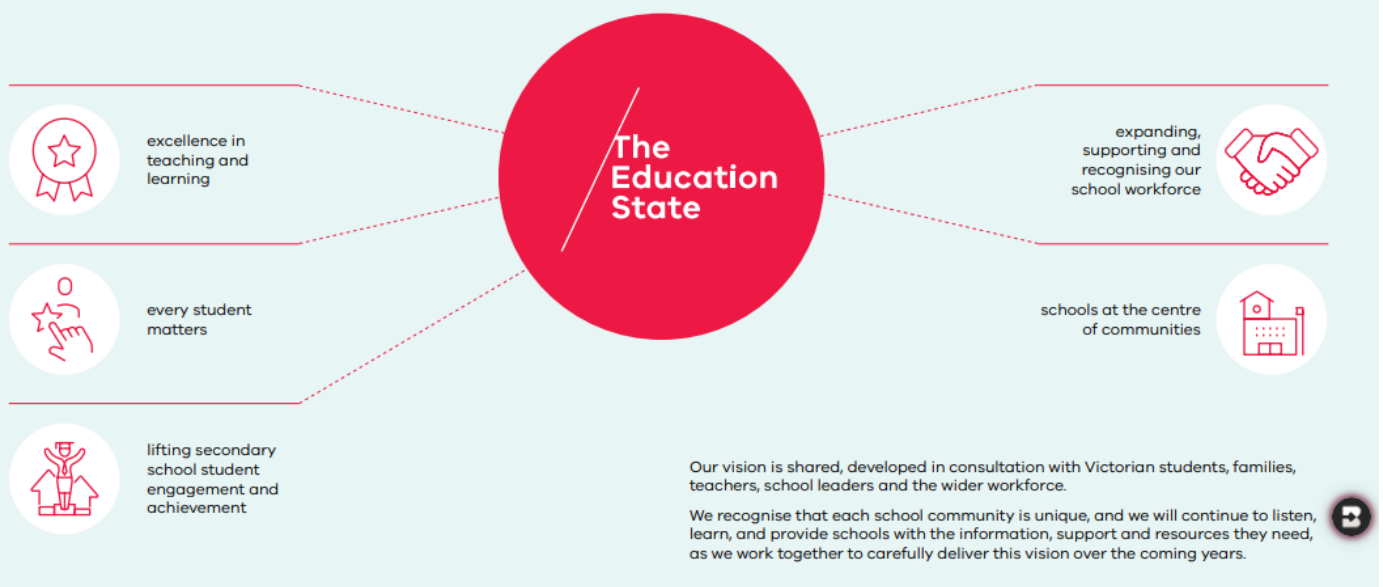
Five key priorities will guide our work over the coming years:

- Excellence in teaching and learning: Informed by the latest evidence, ensuring our dedicated teachers have the most effective teaching tools and support.
- Every student matters: We will ensure safe and welcoming environments – so teachers can do their best work, students can do their best learning, and every school offers a safe and respectful environment.
- Lifting secondary school student engagement and achievement: Strengthen engagement in secondary school, and continue to support every student to embark on a positive post-school pathway.
- Expand, support and recognise our school workforce: Continue to attract, retain and support a highly-skilled, diverse school workforce, including by reducing the administrative burden, delivering professional learning and supporting teaching wellbeing.
- Schools at the centre of communities: Build welcoming, world-class and modern schools, which meet the needs of local communities so every child can have access to a great local school.

The Education State will drive our direction at Hampton Park Secondary College.

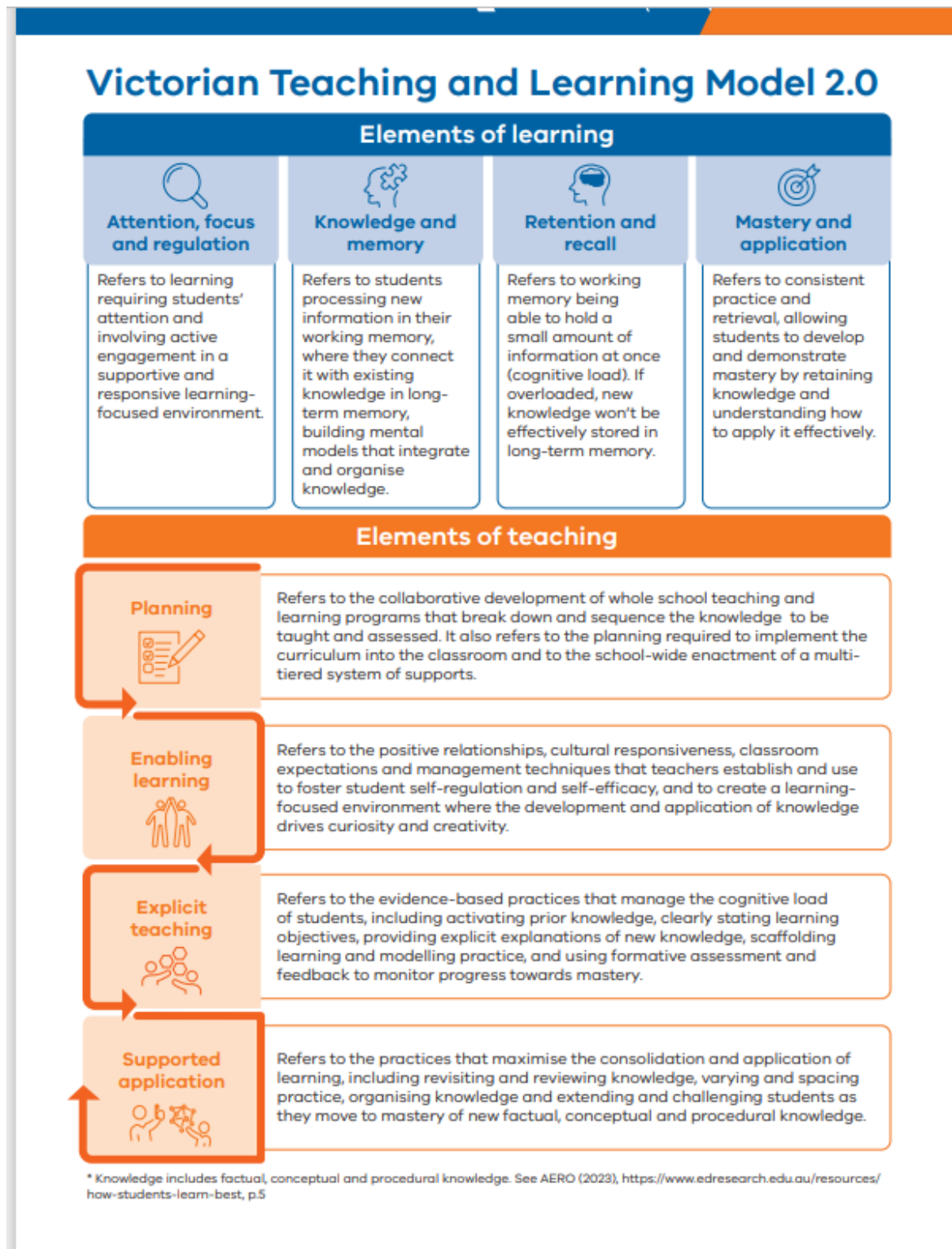
Our vision for the Education State

Our vision for the Education State is to deliver excellence in every classroom in every corner of the state. Working in partnership with our schools and communities, we will prioritise:



[Learn more about the Education State here - The Education State — Excellence in Every Classroom](https://www.theeducationstate.vic.gov.au)

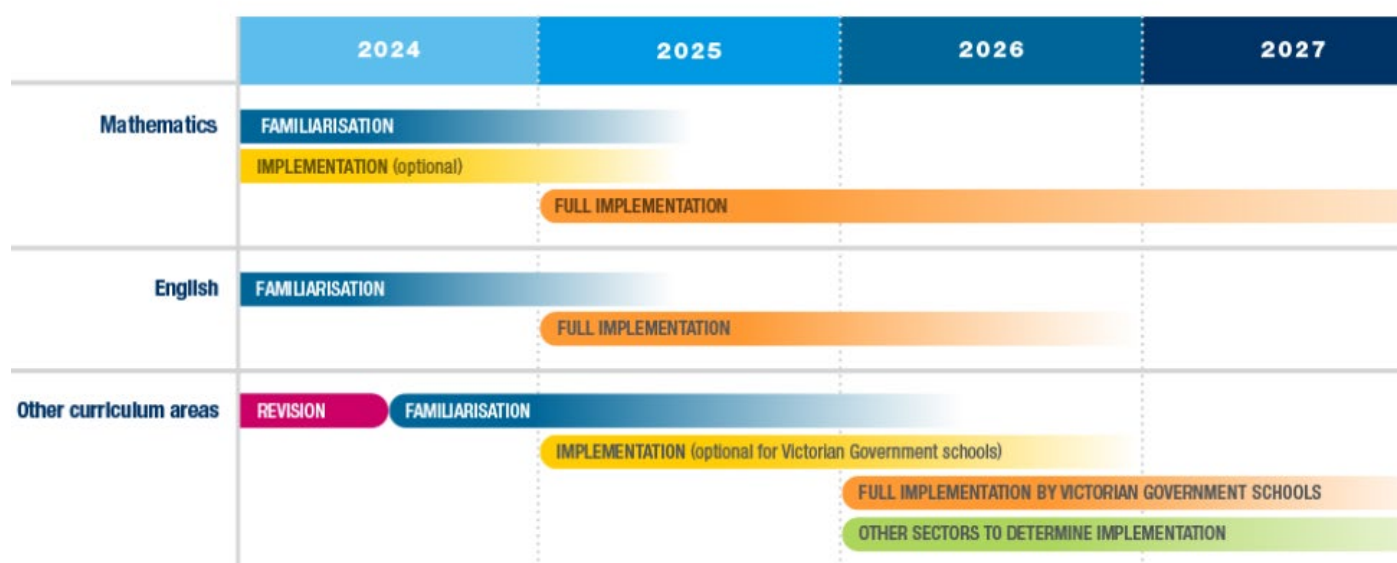
The Victorian Teaching and Learning Model 2.0



Between 2025 and 2028 we will begin understanding and implementing the VTLM 2.0 in practice and using it as a reflective tool to identify what we need to improve in alignment with the latest evidence and research. The VTLM will be fully implemented at HPSC by 2028.

The revised VTLM 2.0 is informed by contemporary evidence about the way students learn and the most effective teaching practices and approaches to achieve strong learning outcomes for students, including priority cohorts. It has explicit teaching at its core. We will use this model to underpin everything we do.

The Victorian Curriculum 2.0



On 20 June 2024, the Minister for Education launched the Victorian Curriculum F–10 Version 2.0 on the new Victorian Curriculum website.

The Victorian Curriculum F–10 Version 2.0 gives Victoria's students the best opportunity to thrive in a world of increasing change and rapid technological advancement. It reflects the expertise and feedback of Victorian teachers, making it easier for them to plan, assess and report on student learning.

The overarching structure of the Victorian Curriculum F–10 Version 2.0 has not changed from Victorian Curriculum F–10 Version 1.0. The learning areas, capabilities and cross-curriculum priorities remain the same. This recognises the continuing importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic, supported by clearly articulated capabilities and cross-curriculum perspectives.

All staff need to be aware of the timeline for rollout and be preparing for implementation. Math and English are expected to be fully implemented in 2025. English as an Additional Language, Levels A to D (Towards Foundation) and additional Languages curriculums are currently being reviewed and will be released later. Preparing for implementation is a focus of all Domains in 2025.

For further information on the Victorian Curriculum 2.0, visit the VCAA website - [Pages - Victorian Curriculum F–10 Version 2.0](#)

Our Teaching and Learning Goals at HPSC AIP and SSP

KIS 1: Strengthen instructional, shared leadership capacity and professional collaboration.

Targets

Senior School Results

- Increase the VCE All Study Median score from X in 2024 to X in 2025
- The Senior Certificate completion rate to be greater than X per cent completion by 2025

As the NAPLAN top two bands are no longer used, the following proficiency measures will be targeted for the 'Exceeding' proficiency:

- Reading from 10% in 2024 to maintain 10% by 2025.
- Writing from 12% in 2024 to maintain 12% by 2025.
- Numeracy from 3% in 2024 to 5% by 2025.

NAPLAN:

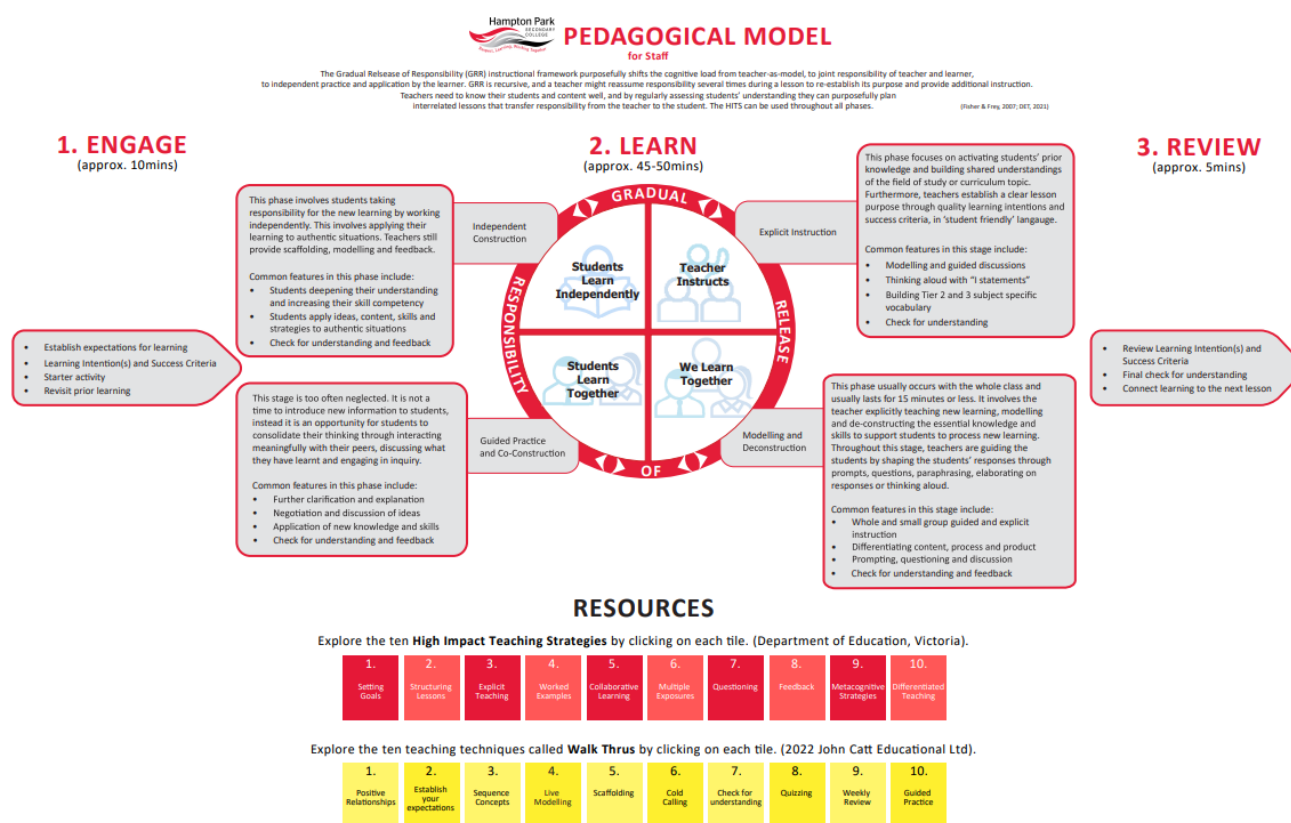
- By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
- With a particular focus in Reading, retain or improve the amount of students within 'Exceeding' and 'Strong' in our NAPLAN matched cohort Year 9 data from Year 7.

ATOSS:

- Collective efficacy from 55% in 2024 to 60% by 2025.
- Academic Emphasis from 36% in 2024 to 41% by 2025.
- Assessment module item: Moderation of student assessment from 63% in 2024 to 67% by 2025.
- Differentiated learning challenge from 61% in 2024 to 62% by 2025.
- High expectations for success from 70% in 2024 to 71% by 2025.
- Student voice and agency from 55% in 2024 to 56% by 2025.
- Stimulated learning from 55% in 2024 to 56% by 2025.

Actions		Outcomes	Success Indicators
<p>Domain Leaders and Learning Specialists will focus on working directly with staff to improve their knowledge and practice of our College Instructional Model</p> <p>The College Leadership Team will align their <u>practice</u> and portfolio focuses to our College AIP goals, through their SAR plans that will focus on a shared leadership capacity across the College</p> <p>Leadership Team members will participate in external coaching through a mentor/coach, working with Growth Coaching International.</p>		<ol style="list-style-type: none"> 1. Consistent implementation of shared pedagogical practices across classrooms 2. Stronger engagement in classrooms and academic outcomes for students 3. A leadership team that has a clear vision of the College's direction for the 2025 year and clarity of their responsibilities within the College. 4. A leadership team that has aligned practices and a shared narrative for the College's improvement 5. Leaders will participate in reflective practices to do with their own work and the work of those that they lead 6. Leaders will have an increased ability to participate in strategic discussions about the direction of the College 	<p>Early Indicators:</p> <ul style="list-style-type: none"> • A calm and orderly College environment where students are engaged in learning • Consistent routines that are established across the college reflecting our pedagogical model and shared instructional practices • A strong level of attendance from students who are engaged in their classroom learning, including punctuality in class <p>Late Indicators:</p> <ul style="list-style-type: none"> • ATOSS Data reflecting consistent improvement in teaching and learning indicators • Staff Opinion Survey that reflects the College's pedagogical model • Auditing of lesson plan data through Compass
Activities			
Professional Learning for Teaching and Learning Team on consistency of practice and implementation of pedagogical model- with Ryan Dunn.	Professional coaching with Tim Harper- external coach- for College Leadership Team	All teaching staff will participate in classroom Learning Walks and peer observation program which will be connected to the PIVOT student voice survey and their Statement of Expectation.	The development of a guaranteed curriculum and quality assessment is a high priority for the College and teachers will engage in weekly PLC meetings.
Professional Learning for Maestro (Data Analytics Platform) will continue to strengthen staff understanding of how to analyse and interpret data to best support student's learning and wellbeing.	Comprehensive training for teachers and relevant ES within the Literacy and Numeracy Intervention programs. The development of a strengthened process of screening, assessment and monitoring of student progress within these intervention programs		Whole school improvement focus on study skills and preparedness for learning, including Connect Education

Our Pedagogical Model



Our current Pedagogical Model is:

- Informed by the VTLM 2.0, FISO 2.0, the Education State Priorities, Victoria's Vision for Teaching, Learning and Wellbeing and the Victorian Pedagogical Model
- A description of how our students will be taught and supported to learn across all classrooms at HPSC
- The driver for the improvement of teacher practice and student outcomes
- A description of what teachers do in practice at HPSC to engage students in intellectually challenging work
- Flexible, so we can move in and out of the different phases, depending on context
- Evolving and expanding, as we learn more about the best practices across Australia and around the world
- Driven by the most current evidence and research
- Alive in every classroom, every day

Note - based on the information coming from DET informed by evidence and research the TLT will review our Pedagogical Model and share updates with staff during 8681

The pedagogical model is not:

- A linear or static model, designed as a template or prescriptive lessons
- A standalone resource
- A recipe for solving all problems in teaching and learning

Our Shared Instructional Practices

1. Retrieval Practices

Retrieval Practice is the act of recalling learned information from memory (with no support) and every time that information is retrieved, or an answer is generated; it changes the original memory to make it stronger. RP should be effortful which is better for long term learning (Jones, 2019).

Retrieval promotes the consolidation of information in long-term memory by bringing what has already been learnt back into working memory building and strengthening connections within memory. (AERO, 2023).

For more on Retrieval Practices see - [The complete guide to understanding Retrieval Practice | InnerDrive](#)

2. Explicit Instruction

The VTLM 2.0 has explicit teaching practices at its core. Evidence demonstrates that explicit teaching practices are most effective at delivering strong learning outcomes for the majority of students, including priority cohorts.

Explicit teaching is an evidence-based approach to teaching that is designed to manage the cognitive load of students as they learn new content. It involves fully explaining and effectively demonstrating what students need to learn. Explicit teaching is not all teacher talk. At its best, it is a high participation model.

Explicit teaching is:

- clear learning objectives,
- building on students' existing knowledge,
- providing new knowledge in manageable 'chunks',
- scaffolding learning,
- modelling practice and providing clear feedback to students as they apply their new knowledge and practise new skills.

In practice, it includes implementing techniques such as:

- activating prior knowledge and ensuring that it is sound enough to build on
- stating clear learning objectives (informed by the curriculum)
- providing explicit explanations of new knowledge in manageable 'chunks'
- using the "I do, we do, you do" technique, for example by:
 - modelling new learning through worked examples
 - scaffolding learning by providing opportunities for students to practise with timely corrective feedback
 - providing opportunities for students to apply their new knowledge, practise new skills and deepen their understanding
 - interacting with your students as they practise, providing prompts and additional scaffolds as required.

Explicit teaching applied as part of the VTLM 2.0 is teacher directed but does not use either scripted lessons or the uniform lesson structures to the extent that characterises the Direct Instruction teaching approach.

Find out more information about [explicit teaching \(PDF, 714KB\)](#).

3. Checking for Understanding

"Asking targeted questions to frequently check for understanding should occur throughout the teaching cycle, not just at the end of a lesson or unit." (Rosenshine, 2012). Staff should engage in checking for understanding throughout the lesson to ensure that students are ready to transition through the pedagogical model. This should also inform explicit teaching practices.


For more on Checking for Understanding, see here [Principles of Instruction - Strategies for Checking for Understanding.pdf](#)

Supportive Resources


Rosenshine's Principles of Instruction

Barak Rosenshine's


PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead




OLIVER CAVALLI
@ollicav




◦ REVIEWING MATERIAL ◦

1 Daily review




Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

10 Weekly and monthly review




◦ QUESTIONING ◦

3 Ask questions




The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding




◦ SEQUENCING CONCEPTS & MODELLING ◦

2 Present new material using small steps




Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps that each be practised.
Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teacher give too few.

4 Provide models




8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.


◦ STAGES OF PRACTICE ◦

5 Guide student practice




Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.
High success rate — In questioning and practice — is important. Rosenshine suggests the optimum is 80% i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

7 Obtain a high success rate



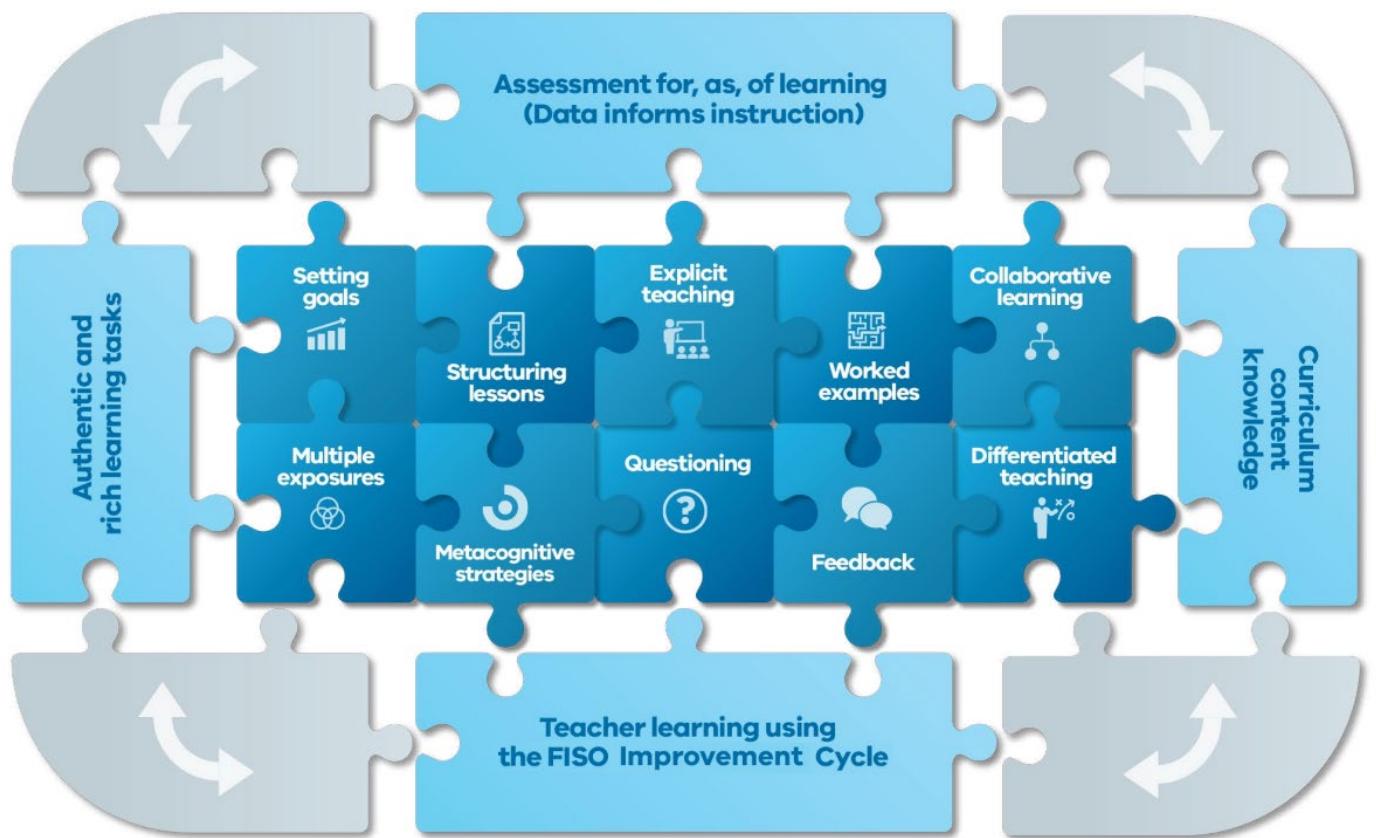
9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves, when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic."

To read more about Rosenshine's principles follow this link:
<https://www.aft.org/sites/default/files-Rosenshine.pdf>

High Impact Teaching Strategies (HITs)



For more information about the High Impact Teaching Strategies, follow this link:
https://www.education.vic.gov.au/Documents/school/teachers/support/high_impact_teaching_strategies.pdf

HOMEWORK POLICY - 2023-2026



Help for non-English speakers

If you need help to understand the information in this policy please contact Hampton Park Secondary College on 03 8795 9400.

PURPOSE

To outline to our school community the Department's and Hampton Park Secondary College's policy requirements relating to homework.

SCOPE

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Hampton Park Secondary College.

RATIONALE

Hampton Park Secondary College has developed this Homework Policy in consultation with the School Council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

DEFINITIONS

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

POLICY

At Hampton Park Secondary College all homework set by teachers will be:

- purposeful
- curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- monitored by the teacher
- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of homework that teachers at Hampton Park Secondary College could include (but is not limited to) the following:

- completing work unfinished during class-time
- completing work missed during absences

- revision of class work
- preparation for assessments
- completing consolidation exercises to reinforce learning
- practicing a newly acquired skill
- reading background material for a subject
- preparing for upcoming learning (for example: pre-reading, pre-loading vocabulary)
- reading for pleasure
- researching relevant topics
- revising/preparing for tests
- applying new learnings/ skills
- applying new skills to home context such as:
 - planning and cooking food, including following a recipe
 - helping to plan a day trip or holiday, including timings, directions and costs
 - growing plants
 - reviewing their favourite film or book
 - writing a diary entry
- engaging with parents in learning activities such as:
 - rehearsing a presentation with parent/carers, and seeking their feedback
 - interviewing a family member as part of a research project.

The amount of homework will vary according to student learning needs, year level, subject and point in learning sequence/ unit. To assist students in achieving balance between homework, recreational activities and other commitments, the following pattern of homework/ study is suggested:

Year 7	3 hours per week (30 mins per subject)
Enhance (Years 8 and 9)	6 hours per week (60 mins per subject per week)
Excel (Year 10)	1 hour per weeknight and up to 4 hours on the weekend
Excel (Years 11 and 12)	1-3 hours per weeknight and up to 6 hours on the weekend NOTE: these hours would vary depending of pathway (VCE, VCE-VM, VPC)

SHARED EXPECTATIONS AND RESPONSIBILITIES

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for leaders at Hampton Park Secondary College are to:

- advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for teachers at Hampton Park Secondary College are to:

- set homework that is curriculum-aligned and appropriate to the student's skill level and age
- ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- assess homework and provide timely and practical feedback

- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children's learning.

Responsibilities and expectations for students are:

- being aware of the school's homework policy
- discussing homework expectations with their parents/carers
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment (for older students).

Responsibilities and expectations for parents/carers are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- talking to teachers about any concerns they have about the homework
- discussing homework with their child in their first language, if English is not the main language spoken at home,
- in dialogue, linking homework to:
 - previous experiences the child and/or parent/carer may have had
 - family culture(s), history(ies) and language(s)
 - relevant services, clubs, associations and community.
- ensuring there is a quiet study area for their child to complete homework.

SUPPORT FOR STUDENTS AND PARENTS/CARERS

Hampton Park Secondary College understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

Hampton Park Secondary College's [Homework Club](#) provides students with the opportunity to complete their homework and seek additional support outside of school hours. Homework Club is attended by teachers for a variety of subject areas and runs twice weekly.

RELATED POLICIES AND RESOURCES

- [Homework – Department Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	Nov 2023
Consultation	TLT
Approved by	Principal
Next scheduled review date	Nov 2027

CURRICULUM FRAMEWORK POLICY 2023-2026



Help for non-English speakers

If you need help to understand the information in this policy please contact Hampton Park Secondary College on 03 8795 9400.

PURPOSE

The purpose of this framework is to outline Hampton Park Secondary College's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

This curriculum framework should be read alongside our whole school, domain area, year level and unit / lesson curriculum plans.

OVERVIEW

Hampton Park Secondary College provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Hampton Park Secondary College is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
 - [Physical and Sport Education — Delivery Outcomes](#)
 - [Sexuality and Consent Education](#)
 - [Holocaust Education – Delivery Requirements](#)

Hampton Park Secondary College is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Hampton Park Secondary College our curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include the use of a wide variety of technology to assist in student learning. To support the delivery of the curriculum at our school we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

IMPLEMENTATION

Curriculum

Hampton Park Secondary College structures its curriculum into three stages or 'programmes': Explore (Year 7), Enhance (Year 8 and 9), and Excel (Year 10, 11 and 12). These programmes recognise the unique needs of each student as they engage in their secondary education and allow learning to be transformative, dynamic, and focused upon growth. In Years 7-10, students will undertake a combination of core subjects, guided choice (where they are required to choose a subject from specified domain areas) and free choice subjects.

Teachers use the Understanding by Design (UbD) framework to plan curriculum, where teachers look at the desired outcomes at the end of the unit of study in order to design curriculum units, assessments, and classroom instruction. UbD is an example of backward design, the practice of looking at the outcomes first, teachers then shape their lessons to build student understanding towards achieving the desired outcome.

Hampton Park Secondary College adopts a Mentor Program to provide students with opportunities for increased connectedness to their teachers and peers. The Mentor Program runs for one period a week and addresses the Hampton Park Secondary College pillars: Learning, Pathways and Connectedness.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area can be found in the Hampton Park Secondary College subject handbook on the school website.

Language provision

Hampton Park Secondary College will deliver Japanese, French and Arabic as Languages, based on feedback from our school community (survey completed in 2023).

Pedagogy

The pedagogical approach at Hampton Park Secondary College is based on the Gradual Release of Responsibility (GRR) framework. The GRR instructional framework purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner. GRR is recursive, and a teacher might reassume responsibility several times during a lesson to re-establish its purpose and provide additional instruction. Teachers need to know their students and content well, and by regularly assessing students' understanding they can purposefully plan interrelated lessons that transfer responsibility from the teacher to the student. The High Impact Teaching Strategies can be used throughout all phases.

Assessment

Hampton Park Secondary College assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at Hampton Park Secondary College will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

- Teachers at Hampton Park Secondary College use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Understanding by Design unit plans. The

assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.

- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, exemplars, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- Hampton Park Secondary College will develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (NOTE: this will change to the Disability Inclusion Program in 2024), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- Staff will participate in moderations and cross marking of assessment tasks involving assessment rubrics and exemplars so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

Reporting

Hampton Park Secondary College reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, Hampton Park Secondary College ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

At Hampton Park Secondary College, reporting is broken down into three formats:

1. Reportable Learning Tasks:

- Occur at the end of a unit of work (as a summative task) to evaluate student learning by comparing it against the [Victorian Curriculum F-10](#) achievement standards, relevant VCAA study design, etc.
- Are formal assessments (CATs, SACs, SATs, ALATs)
- Comprise written feedback and a final performance result (currently this is a grade or marks out of). Feedback to students is structured as:
 - How are you going? (Feedback)
 - Where to next in your learning? Feed up)
 - How can you get there? (Feed forward)
- Are continuously reported through Compass. There is a due date set, written feedback is provided and the final performance result is made 'visible' for students and parents/ carers to see, ideally within three weeks of the submission of the assessment.

2. Progress Reports:

- Involve reporting against the five Hampton Park Secondary College Learning Habits:
 - Pursues Excellence
 - Uses feedback for learning
 - Collaborates for learning
 - Behaves for learning
 - Organises for learning
- Occur once per term per subject.
- Involve teachers referring to the learning habits rubric.

3. Semester Reports:

- Include the publication of the grades for linked reportable Learning Tasks.
- Include an evidence based teacher judgement against the Victorian Curriculum Values (Progression Points) and selected Victorian Curriculum Capabilities.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).

The report will be in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders. Student Learning Conferences, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

Review of school curriculum

Layer of review/planning	Process and data used	Responsibility	Timeframe
Whole school	The College has contextualised the VCAA templates to develop four layers of mapping. Each year at the end of the year, the Layer One Whole School Curriculum Map is reviewed and updated in line with changes made in below areas. The map is checked against the Victorian Curriculum Learning Areas to ensure all areas are covered and to identify areas for improvement.	Teaching and Learning Team	Once a Year at the end of the year
Curriculum Areas	Each year prior to the process of student course counselling and subject selection for the following year, Domain Leaders and Domain Teams review and reflect upon the success of subjects and curriculum of the current year. Need for change that is identified, along with any suggestions for change are communicated through the Domain Leader to the AP – Teaching and Learning and LT – Curriculum and Pedagogy.	AP – Curriculum Documentation and Learning AP – Pedagogy and Teacher Practice Domain Leaders	Once a Year Prior to Course Counselling
Year levels	Year Level review forms a part of the Curriculum Area Review where the breadth and depth of offerings are checked against the Victorian Curriculum and against the College's VCE/VCE-VM offerings.	AP – Curriculum Documentation and Learning	Once a Year as a Part of Curriculum Area Review

		AP – Pedagogy and Teacher Practice Domain Leaders Teaching Teams/Leaders	
Units and lessons	Year level Teams/Leaders meet regularly throughout the year to review/revise/adjust Learning Sequences and Assessments based on reviewing their teaching and outcomes through reflection and data, as well as findings from the moderation process.	Domain Leaders Teaching Teams/Leaders	Ongoing throughout the year
Layer of review/planning	Process and data used [Outline how this level of planning works in the school and what data or tools are used to inform the review]	Responsibility [Who is responsible?]	Timeframe [Frequency and completion timeframe]

Review of teaching practice

Hampton Park Secondary College reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle (currently the Statement of Expectations), which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
 - [Curriculum Programs Foundation to 10](#)
 - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
 - [Assessment of Student Achievement and Progress Foundation to 10](#)
 - [Digital Learning in Schools](#)
 - [Students with Disability](#)
 - [Koorie Education](#)
 - [Languages Education](#)
 - [Physical and Sport Education — Delivery Requirements](#)
 - [Holocaust Education](#)
 - [Reporting Student Achievement and Progress Foundation to 10](#)
 - [Sexuality and Consent Education](#)
 - [School Hours \(including variation to hours\)](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	Nov 2023
Approved by	Principal
Next scheduled review date	Nov 2026

DIGITAL LEARNING 2023-2025



Help for non-English speakers

If you need help to understand the information in this policy please contact Hampton Park Secondary College on 03 8795 9400

PURPOSE

To ensure that all students and members of our school community understand:

- (a) our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development at school including our BYOD program
- (b) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers and laptops)
- (c) the school's commitment to promoting safe, responsible and discerning use of digital technologies, and educating students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and digital technologies
- (d) our school's policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet
- (e) the various Department policies on digital learning, including social media, that our school follows and implements when using digital technology
- (f) our school prioritises the safety of students whilst they are using digital technologies

SCOPE

This policy applies to all students and staff at Hampton Park Secondary College.

Staff use of technology is also governed by the following Department policies:

- [Acceptable Use Policy for ICT Resources](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Digital Learning in Schools](#) and
- [Social Media Use to Support Student Learning](#).

Staff, volunteers and school councillors also need to adhere to codes of conduct relevant to their respective roles. These codes include:

- Hampton Park Secondary College's Child Safety Code of Conduct
- [The Victorian Teaching Profession Code of Conduct](#) (teaching staff)
- [Code of Conduct for Victorian Sector Employees](#) (staff)
- [Code of Conduct for Directors of Victorian Public Entities](#) (school councillors)

DEFINITIONS

For the purpose of this policy, "digital technologies" are defined as digital devices, tools, applications and systems that students and teachers use for learning and teaching; this includes Department-provided software and locally sourced devices, tools and systems.

POLICY

Vision for digital learning at our school

The use of digital technologies is a mandated component of the Victorian Curriculum F-10.

Safe and appropriate use of digital technologies, including the internet, apps, computers and tablets, can provide students with rich opportunities to support learning and development in a range of ways.

Through increased access to digital technologies, students can benefit from learning that is interactive, collaborative, personalised, engaging and transformative. Digital technologies enable our students to interact with and create high quality content, resources and tools. It also enables personalised learning tailored to students' particular needs and interests and transforms assessment, reporting and feedback, driving new forms of collaboration and communication.

Hampton Park Secondary College believes that the use of digital technologies at school allows the development of valuable skills and knowledge and prepares students to thrive in our globalised and inter-connected world. Our school's vision is to empower students to use digital technologies safely and appropriately to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

Personal Devices at Hampton Park Secondary College

Hampton Park Secondary College operates a Bring Your Own Device (BYOD) program. Classes at our school are delivered with the use of notebook computers.

Parents/carers are invited to purchase a device for their child to bring to school. Check the school website for any special arrangements with companies who offer discounted prices for the purchase of devices for our students. Hampton Park Secondary College can refer parents to government or community support programs that may help them if they wish to purchase a device for their child to own.

Students are to bring their own device to school each day to be used during class time for different learning activities. When bringing their own device to school, students should ensure that it:

- Is fully charged each morning
- Is brought to school in a protective case
- has at least 128 GB of storage and at least 8 GB of memory
- operates on Windows 10 or above

Please note that our school does not have insurance to cover accidental damage to students' devices, and parents/carers are encouraged to consider obtaining their own insurance for their child's device.

Please also note that students DO NOT need to purchase either Office 365 or the Adobe Suite as they are provided free of charge from the Department of Education.

Students, parents and carers who would like more information or assistance regarding our BYOD program are encouraged to contact Hampton Park Secondary College on 03 8795 9400.

Safe and appropriate use of digital technologies

Digital technologies, if not used appropriately, may present risks to users' safety or wellbeing. At Hampton Park Secondary College, we are committed to educating all students to [use digital technologies safely](#), equipping students with the skills and knowledge to navigate the digital world.

At Hampton Park Secondary College, we:

- use online sites and digital tools that support students' learning, and focus our use of digital technologies on being learning-centred
- use digital technologies in the classroom for specific purpose with targeted educational or developmental aims
- supervise and support students using digital technologies for their schoolwork

- effectively and responsively address any issues or incidents that have the potential to impact on the wellbeing of our students
- have programs in place to educate our students to be safe, responsible and discerning users of digital technologies, including [insert details of specific programs]
- educate our students about digital issues such as privacy, intellectual property and copyright, and the importance of maintaining their own privacy and security online
- actively educate and remind students of our Student.Wellbeing.and.Engagement policy that outlines our School's values and expected student behaviour, including online behaviours
- have an Acceptable Use Agreement outlining the expectations of students when using digital technologies for their schoolwork
- use clear protocols and procedures to protect students working in online spaces, which includes reviewing the safety and appropriateness of online tools and communities and removing offensive content at the earliest opportunity
- educate our students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies
- provide a filtered internet service at school to block access to inappropriate content
- refer suspected illegal online acts to the relevant law enforcement authority for investigation
- support parents and carers to understand the safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter, information sheets, website/school portal and information sessions.

Use of digital technologies at school will only be permitted where students and their parents/carers have completed a signed Acceptable Use Agreement.

It is the responsibility of all students to protect their own password and not divulge it to another person. If a student or staff member knows or suspects an account has been used by another person, the account holder must notify their teacher or student learning leader immediately.

All messages created, sent or retrieved on the school's network are the property of the school. The school reserves the right to access and monitor all messages and files on the computer system, as necessary and appropriate. Communications including text and images may be required to be disclosed to law enforcement and other third parties without the consent of the sender.

Information on supervision arrangements for students engaging in digital learning activities is available in our Yard Duty and Supervision Policy.

Social media use

Our school follows the Department's policy on [Social Media Use to Support Learning](#) to ensure social media is used safely and appropriately in student learning and to ensure appropriate parent notification occurs or, where required, consent is sought. Where the student activity is visible to the public, it requires consent. Hampton Park Secondary College currently uses Facebook and Instagram as its social media platforms.

In accordance with the Department's policy on social media, staff will not 'friend' or 'follow' a student on a personal social media account, or accept a 'friend' request from a student using a personal social media account unless it is objectively appropriate, for example where the student is also a family member of the staff.

If a staff member of our school becomes aware that a student at the school is 'following' them on a personal social media account, Department policy requires the staff member to ask the student to 'unfollow' them, and to notify the school and/or parent or carer if the student does not do so.

Student behavioural expectations

When using digital technologies, students are expected to behave in a way that is consistent with Hampton Park Secondary College's Statement.of.Values?.Student.Wellbeing.and.Engagement policy, and Bullying.Prevention. policy.

When a student acts in breach of the behaviour standards of our school community (including cyberbullying, using digital technologies to harass, threaten or intimidate, or viewing/posting/sharing of inappropriate or unlawful content), Hampton Park Secondary College will institute a staged response, consistent with our student engagement and behaviour policies;

Breaches of this policy by students can result in a number of consequences which will depend on the severity of the breach and the context of the situation. This includes:

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
- other consequences as outlined in the school's Student Wellbeing and Engagement and Bullying Prevention policies.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction and child safety training processes
- Discussed at staff briefings/meetings as required
- Included in our staff handbook/manual
- Discussed at parent information nights/sessions
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included in transition and enrolment packs
- Discussed at student forums/through communication tools
- Made available in hard copy from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	Nov 2023
Consultation	School Council
Approved by	Principal
Next scheduled review date	Nov 2025

PLAGIARISM POLICY 2023-2026



Help for non-English speakers

If you need help to understand the information in this policy please contact Hampton Park Secondary College on 03 8795 9400.

Purpose:

The purpose of this policy is to foster a culture of academic integrity, honesty, and originality at Hampton Park Secondary College. By clearly defining and addressing plagiarism, we aim to uphold the values of intellectual honesty, promote a fair and level playing field for all students, and ensure that each individual's work is a true reflection of their own efforts and understanding. This policy not only serves to maintain the academic standards of our institution but also prepares students with essential skills for a lifetime of ethical and responsible scholarship.

Scope:

This policy is developed as an educational guide for students, teachers, Domain Leaders, Student Learning Leaders, parents/carers and members of the school community.

This policy applies to any work, written or otherwise, submitted by students as their own.

This policy applies to any instances of (suspected) plagiarism, collusion and/or cheating.

Definitions:

Plagiarism

According to the Oxford dictionary “plagiarism” means “the wrongful appropriation or purloining, and publication as one’s own, of the ideas, or the expression of the ideas (literary, artistic, musical, mechanical, etc.) of another”.

Plagiarism is an act of fraud. It involves knowingly stealing someone else’s work and lying about it afterwards.

Students must strive for their personal best and seek honest feedback on their work in order to learn and improve. Plagiarism interfere with the assessment and feedback process that is necessary to promote academic growth.

Collusion

Collusion refers to the act of unauthorised collaboration or cooperation between individuals in producing academic work that is intended to be completed independently. In the context of our school policy, collusion undermines the principles of individual effort, fair assessment, and the genuine demonstration of knowledge and skills. It includes situations where students work together on assignments or assessments without the explicit permission of the instructor, leading to the submission of work that does not truly represent each student's independent understanding and effort.

Cheating

Cheating is the act of dishonestly gaining an unfair advantage in academic assessments, assignments, or examinations. It encompasses a range of behaviors, including but not limited to, copying from another student, using unauthorized materials during a test, obtaining or providing unauthorised assistance, and submitting work that is not entirely one's own. It compromises the integrity of the educational process and means that results do not reflect students’ efforts, knowledge, and understanding.

Policy:

Hampton Park Secondary College students are expected to demonstrate honest and ethical behaviour in completing all of their course work and assessment tasks.

All academic work, written or otherwise (including oral and visual presentations), submitted by students to their teachers is expected to be the result of their own thought, research, or creative ideas and to be expressed in their own words.

In cases where students feel unsure of what plagiarism and/or collusion mean, they are strongly recommended to speak with their teachers on the matter before submitting their work. Teachers are more than happy to offer guidance to students regarding how much information can be legitimately taken from other sources and how it can be used properly.

When a student's assignment involves researching outside sources of information, the student must carefully acknowledge exactly what, where, and how they have used these sources. Most subjects use either the Harvard or Oxford method of citation, with the exception of Psychology, which uses the APA system. Subject teachers will outline the expectations of the chosen referencing system used in each subject. Students can access the librarian located in the Resource Centre for additional support.

Teachers work cohesively to ensure students are properly taught how to use citations within their work, how to reference their work, and how to create a bibliography.

The following steps will be taken to ensure all students are thoroughly educated about Plagiarism:

- A Student Declaration of Authenticity will be added to every common assessment task at Years 7-12.
- A plagiarism workshop will form part of each year levels Start Up Program.
- All subject teachers will raise the issue of Plagiarism within classes, in particular when the requirements of an assessment are discussed and explain how to avoid it.

This policy is intended to address incidents of plagiarism, collusion or cheating that may occur. Plagiarism, collusion, and cheating are defined at HAMPTON PARK SECONDARY COLLEGE as:

- Copying directly from paragraphs, sentences, a single sentence or significant parts of a sentence without acknowledging the source.
- Copying someone else's work in part or in whole and presenting it as their own.
- Using material directly from books, journals, or digital sources (including Artificial Intelligence platforms) without reference to the source.
- Copying images or text from the Internet (including Artificial Intelligence platforms) and presenting them as their own work.
- Taking the ideas of others without reference to the source.
- Handing in work of which another person such as a sibling, friend, parent, tutor or subject expert has substantially contributed.
- Re-submitting their own work again, that has already been submitted for a previous assessment at any other time. Copying from your own work is the same as copying from someone else's work.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or copyright permission.
- Paying someone to write, draw, create or prepare material.
- Bringing prepared or prohibited materials into an examination room, CAT, SAC, or test.
- Seeking the assistance of another student during an examination, SAC, or test.
- The sharing of information and resources online and via social media platforms is also subject to this plagiarism policy. Any information intended for, or likely to have the effect of, facilitating an unfair advantage for another student is considered misconduct and may breach this policy.

All teachers have a duty of care to ensure that students know the Plagiarism Policy. To the best of their ability, teachers should discuss the Plagiarism Policy with their students. Teachers may also wish to use supporting resources such as the Plagiarism Task document and student planner to help explain Plagiarism before the

commencement of each major assessment task; Teachers should ensure that students are aware of what Plagiarism is and of the consequences that are applied if an incident occurs;

The role of parental support in children's achievement and ethical development:

Parental and family support of academic achievement and ethical development is fundamental to students' long-term success. The following behaviours are encouraged from parents and families in promoting true student achievement and personal best:

- Realistically assess your child's abilities. Help her/him to work in a quiet space in the home to complete set tasks, homework, and personal study so that she/he will be successful and challenged without undue stress.
- Do not push your child beyond their limits with your expectations or aspirations. Many times, students make poor decisions because the pressure to excel is greater than their ability to meet expectations.
- Teachers are available for extra help at lunchtime and after school, and opportunities such as online learning sites and homework tutorial club are available for individual assistance.
- If you suspect your child is experiencing difficulty in a class, or in their studies, please contact the teacher or the school. The sooner the problem is identified; the sooner steps can be taken to support your child's learning in a positive manner.
- If you are contacted because your child has been caught plagiarising, please remember that this is a learning experience; help your child to accept the consequences for his/her inappropriate actions.

Evaluation: This policy will be reviewed as part of the school's review cycle. Feedback from students, staff and parents will be discussed. Improvements and recommendations will be made accordingly.

Explore and Enhance Students (Years 7 – 9)

First incident – If the student is found to have plagiarised, colluded, or cheated by the Subject Teacher then the following actions will occur:

- The student will be interviewed by a panel with the purpose of gathering the facts of the incident. The panel could include the Subject Teacher, the Domain Leader and if necessary, Student Learning Leaders.
- The Subject Teacher will record the incident onto Compass Chronicle, which will automatically email an electronic letter and SMS to inform the parent/carer. The subject teacher should also call the parent/carer to explain the incident.
- The student must resubmit the work and will be awarded the opportunity to receive a grade for a resubmitted assessment task.
- The student will be warned of the consequences that will apply if they plagiarises again.

Second incident – If the student is found to have plagiarised, colluded or cheated for a second time regardless of the subject, then the following actions will occur:

- The student will be interviewed by a panel with the purpose of gathering the facts of the incident. The panel will include the Subject Teacher, the Domain Leader and if necessary, Student Learning Leaders.
- Subject teacher will record the incident onto Compass Chronicle.
- The parent/carer is contacted via phone or email and a formal Plagiarism Letter is sent home explaining the incident.
- The student must resubmit the work and will be awarded the opportunity to receive a satisfactory outcome for the subject, however the student will receive an official mark of 'UG' (Ungraded) for the assessment item.

Third incident (and all subsequent incidents) – If the student is found to have plagiarised, colluded or cheated for a third time, regardless of the subject, then the following actions could occur:

- The student will be interviewed by the Domain Leader and Sub School Leader / Principal class member to gather the facts.
- Subject teacher will record the incident onto Compass Chronicle.
- A parent/carer meeting will be held with the Domain Leader and Sub School Leader.
- A formal Plagiarism Letter, in addition to the parent/carer meeting is sent home explaining the incident.
- The student may receive a consequence at the discretion of the panel.
- The student will have an official mark of 'N' for the assessment item.

Special considerations:

Students who are funded under the Program for Students with Disabilities (PSD) or who have been identified from the annual National Consistent Collection of Data (NCCD) on School Students with Disability and who are still learning the mainstream curriculum will follow the guidelines below.

If an incident of Plagiarism arises involving a student who falls under the categories outlined above within Years 7 to 10, the following actions will occur:

- Subject teacher will liaise with a member of the Inclusion Team to discuss the incident.
- The Student receives a warning from the Sub School Leader or Student Learning Leader.
- The Subject Teacher will record the incident onto Compass Chronicle.
- The Inclusion Coordinator will inform the parent/carer via phone or email about the incident.
- The student will not be required to re-submit the original parts to the task and it will be marked by the teacher.
- The student will be warned of the consequences if they plagiarises again.

If a second incident occurs regardless of the subject, the following actions may occur:

- The student will be interviewed by the Subject Teacher and a member of the Inclusion Team.
- Subject teacher will record the incident onto Compass Chronicle.
- The Inclusion Coordinator will inform the parent/carer via phone and a formal Plagiarism Letter will be sent home explaining the incident.
- The student must resubmit the work and will be awarded the opportunity to receive an original grade for the resubmitted assessment task.

If a third incident (and all subsequent incidents) regardless of the subject, then the following actions may occur:

- The student will be interviewed by the Subject Teacher and a member of the Inclusion Team.
- Subject teacher will record the incident onto Compass Chronicle.
- The Inclusion Coordinator will inform the parent/carer via phone and a formal Plagiarism Letter will be sent home explaining the incident.
- The student may receive a consequence at the discretion of the panel.
- The student must resubmit the work and will be awarded the opportunity to attain a satisfactory outcome for the subject, however, will receive an official mark of 'UG' (Ungraded) for the assessment item.

Excel Students (Years 10-12)

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements.

VCAA states: Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

In order to obtain the necessary evidence, students may be required to:

- Provide evidence of the development of the work.
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.
- Provide samples of other work.
- Complete, under supervision, a supplementary assessment task related to the original task.
- Attend an interview or complete a test to demonstrate understanding of the work.
- Sign the 'Declaration of Authenticity' for an assessment task.

General Guidelines:

It is important to state in this policy that at the VCE level all arising cases of plagiarism, collusion or cheating may be very different in their nature and that the process for incidents as outlined below for incidents is a guide for students, teachers and parents/carers.

All cases will be assessed by the Senior School Team and Principal leading the Senior School. The Senior School Team and the College Principal will have ultimate authority in deciding on the course of action which may include consequences that are applied based on each individual incident of plagiarism, collusion or cheating.

If the incident of plagiarism, collusion, or cheating involves a second student who has willingly shared their own work with the first student, it will be considered that this student has enabled the incident of plagiarism or cheating to occur and will thus incur the same penalty as the student originally found in breach of this policy.

The VCAA provides opportunity for HAMPTON PARK SECONDARY COLLEGE to determine the consequence depending on the severity of the incident. If a VCE/VCAL student is found by the Subject Teacher to have plagiarised, colluded, or cheated then the following actions will occur:

- The student will be interviewed by the Subject Teacher and the Subject Teacher will record the incident onto Compass Chronicle. An electronic letter and SMS will automatically be sent to inform the parent/carer. The subject teacher should also call the parent/carer to explain the incident.
- The student will be interviewed by a panel with the purpose of gathering the facts of the incident. The panel will include the Subject Teacher or the Domain Leader, the Student Learning Leader or Sub School Leader, and the College Principal.
- Consequences for each incident will typically follow the sequence below, however, adjustments will be made if warranted by the severity of the incident:

1. First Incident

The student may be provided with an alternative assessment task. This task must be completed within the two-week Redemption period and will be scored. If it meets the required standard, the student will be awarded a satisfactory completion for the Outcome being assessed. An official letter will be sent to the parents/carers to explain the panel decision.

2. Second Incident

The student may be provided with an alternative assessment task. This task must be completed within the two-week Redemption period, but this task will not be scored. The student will be awarded a "UG" (Ungraded) for the assessment. If it meets the required standard the student will be awarded a satisfactory completion for the Outcome being assessed. The parents/carers will be invited to attend the panel meeting. An official letter will be sent to the parents/carers to explain the panel decision.

3. Third and subsequent Incidents

The student will be interviewed by the Domain Leader, Senior School Leader and Principal with parents/carers in attendance. The panel will decide on an appropriate course of action based on the

evidence provided. There is an option for the student's work not to be assessed leading to an unscored/ungraded assessment, an N for the Outcome, and an N for the Unit of work.

Related Policies:

- Artificial Intelligence Policy (and Guidelines)
- Curriculum Framework Policy

Policy Last Reviewed	Nov 2023
Approved By	Principal
Next Scheduled Review Date	Nov 2026

ATTENDANCE POLICY 2023-2026



Help for non-English speakers

If you need help to understand the information in this policy please contact Hampton Park Secondary College on 03 8795 9400.

PURPOSE

The purpose of this policy is to

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Example School has in place to
 - support, monitor and maintain student attendance
 - record, monitor and follow up student absences.
- reduce regular lateness which has a major impact on learning and socialisation
- ensure all senior students meet VCAA attendance requirements and are provided with every opportunity to succeed

SCOPE

This policy applies to all students at Hampton Park Secondary College.

This policy should be read in conjunction with the Department of Education and Training's [School Attendance Guidelines](#). It does not replace or change the obligations of our school, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

DEFINITION

Parent.– includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the Family Law Act 1975 (Cth) and any person with whom a child normally or regularly resides.

POLICY

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all children and young people to:

- Succeed in education and ensure they do not fall behind both socially and developmentally.
- Maximise life opportunities by providing education and support networks
- Develop important skills, knowledge and values that set them up for further learning and participation in their community.
- Deepen concept knowledge across the curriculum
- Support success in the senior years of schooling and transition beyond school

Students are expected to attend Hampton Park Secondary College during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment in Hampton Park Secondary College, or

- the student is registered for home schooling and has only a partial enrolment at Hampton Park Secondary College for particular activities.

Both schools and parents have an important role to play in supporting students to attend school every day.

At Hampton Park Secondary College we believe all students should attend school all day, every day. We are committed to working with our school community to encourage and support full school attendance.

Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents to improve their attendance through a range of interventions and supports.

Attendance requirements for all students in Years 7-12 at Hampton Park Secondary College

All students at Hampton Park Secondary College are required to attend school at a minimum of 95% to support skill development, learning attainment and progression into the next years learning.

Year 10-12 students who are not meeting the 95% attendance requirement will be required to complete redemption of their learning, monitored and arranged by the relevant House Leadership Team. Redemption can take place during school holidays, pupil free days and in a students time before and after school. Redemption of learning is monitored by House Leadership Teams. When a student is below the 95% requirement and does not redeem their learning time, this can impact on their success in a chosen unit/subject.

Year 10-12 students are required to provide a medical certificate to explain their absence on each day, which is of particular importance if the student misses an assessment for a score.

Recording Attendance

It is a requirement that we record attendance in every class. This is necessary to:

- meet legislative requirements
- discharge our duty of care for all students
- meet Victorian Curriculum and Assessment Authority requirements for VCE students

For all students who attend Hampton Park Secondary College, and for all families of students who attend our college, the following applies:

- education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult
- absenteeism contributes significantly to students struggling at school
- all enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent
- parents have access to the Compass portal to monitor student attendance in all classes
- parents will be sent a text message after Period 1 to notify of a students unexplained absence
- parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or absolutely necessary. Parents have a further responsibility to access the Compass portal explaining why an absence has occurred
- House Leadership Teams will be responsible for monitoring and investigating student absences, including lateness to school and class
- parents of students who are absent are required to telephone the school before 9:00am to report the absence or use the Compass portal
- unexplained or inadequately explained absences will cause the relevant House Leadership Teams to communicate with parents and the student involved so as to implement strategies that will resolve the problem
- all student absences are to be recorded each period by teachers, including students who arrive to class and to school late

- the Department of Education and enrolment auditors may seek student attendance records
- student attendance and absence figures will appear on student half year and end of year reports
- aggregated student attendance data is reported to the Department of Education and Training and the wider community each year as part of the annual report

We will keep a record of the reason given for each absence. The Principal will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the Education.Training.Reform.Act.866 and the School Attendance Guidelines.

If we consider that the parent has provided a reasonable excuse for their child's absence the absence will be marked as 'excused absence'.

If the school determines that no reasonable excuse has been provided, the absence will be marked as 'unexcused absence'.

The Principal has the discretion to accept a reason given by a parent for a student's absence. The Principal will generally excuse:

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- school refusal, if a plan is in place with the parent to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- family holidays where the parent notifies the school in advance

If no explanation is provided by the parent within 10 school days of an absence, it will be recorded as an 'unexplained absence' and recorded on the student's file.

Parents will be notified if an absence has not been excused.

Managing non-attendance and supporting student engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, we will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant support staff at our college, such as our student support services team

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, we will endeavour to provide this support when it is required

Referral to School Attendance Officer

If members of our school community have exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer for further action.

If, from multiple attempts to contact with a parent, it becomes apparent that a student will not be returning to the school, the Principal may make a referral to a School Attendance Officer if:

- the student has been absent from school on at least five full days in the previous 12 months where:
 - the parent has not provided a reasonable excuse for these absences; and

- measures to improve the student's attendance have been undertaken and have been unsuccessful
- the student's whereabouts are unknown and:
 - the student has been absent for 10 consecutive school days; or
 - no alternative education destination can be found for the student.

Supporting and promoting attendance

Our Student Wellbeing and Engagement Policy supports student attendance.

Our school also promotes student attendance by:

- regularly communicating with our families and community about the importance of attendance – through our website, compass, our News Hamper, social media platforms and via written communication home regularly
- making phone calls home every day to those families whose students are not in attendance
- implementing a cohesive and consistent attendance and engagement policy and whole school process which ensures all appropriate steps are taken to re-engage our students
- regularly communicating with our community the roles they play in support of student attendance – to ensure a shared approach
- running mentor sessions every week to support student engagement and attendance
- expanding the subjects we have on offer to support engagement and attendance, where students have voice and agency over the subjects they choose
- engaging families in attendance support meetings where required and developing attendance support plans
- running a regular breakfast club to support students
- running daily lunchtime clubs to support engagement
- expanding our student support services team to ensure wrap around support of our students
- running regular team around the learner meetings, where attendance is a focus, to ensure adequate supports are in place
- running regular celebrations and recognition for those students who have attended over 95% and for those who have shown improved attendance
- implementing a values awards system where students are recognised for their outstanding attendance and engagement

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Included in staff induction processes
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

MORE INFORMATION AND RESOURCES

- The Department's Policy and Advisory Library (PAL): [Attendance](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	Nov 2023
Consultation	School Council

Approved by	Principal
Next scheduled review date	Nov 2026

