East Preston Islamic College

F – 12

CURRICULUM

&

ASESSMENT

POLICY

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PURPOSE

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

These measures have been formed to guide effective assessment that considers the Australian Curriculum and Assessment Authority's recommendations. Furthermore, this policy will guide the reporting process in which student reporting data can be used to inform students and their parents/guardians of their learning. This information can be used by both teaching staff, as well as the student and their family.

This policy relates to the implemented teaching and learning program offered at East Preston Islamic College in line with EPIC Curriculum Framework (see page 17) and the school goals and strategic plan for improved learning and student outcomes. Furthermore, it applies to all teachers, leaders, and students.

East Preston Islamic College is committed to the principles and practice of Australian democracy, including a commitment to:
- Elected Government.
- The rule of law.
- Equal rights for all before the law.
- Freedom of religion.
- Freedom of speech and association.
- The values of openness and tolerance.

DEFINITIONS

Curriculum
The curriculum outlines a standardised set of knowledge and skills to be delivered to all students. The curriculum has been designed with the goal of facilitating life-long learning, social development, and active and informed citizenship.

Assessment
Assessment is the ongoing process of gathering, analysing, and reflecting on evidence to make informed and consistent judgements about student progress to improve future learning. Assessment tasks must engage students in learning rather than solely measure student achievement; a quality assessment strategy is integral to quality teaching. We follow the advice of the Department of Education and Training for our assessment process:

Assessment for learning occurs when teachers use inferences about student progress to inform their teaching (formative assessment)

Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals (formative assessment)

Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (summative assessment).

Reporting:
Reporting communicates information about student learning and achievement. Reporting processes aim to provide information to relevant members of the community including students, parents, teachers, local community members and the Department of Education and Training (DET).

EPIC Academic Review Process:

East Preston Islamic College (EPIC) place immense value in empowering students to achieve their best. Our Academic Review Process is the framework through which students, teachers and their parents can celebrate academic achievements through progression, and transparently address concerns on an ongoing basis, in order to foster a shared responsibility for developing a commitment to continuous learning.

CURRICULUM F-10

The Principal, Vice Principal, Head of Curriculum, Faculty Leaders, and Primary Team Leaders form the school's Curriculum Leadership Team which make recommendations regarding planning and implementation of the curriculum. These recommendations are made to suit the needs of our learners and in line with the Australian Curriculum. We implement the Australian Curriculum by using the Victorian Curriculum F-10 as a model and resource for the effective implementation of the Australian Curriculum.

The curriculum is reviewed in term 4 each year by the school's Leadership Team who make recommendations to staff in relation to learning areas and capabilities being taught through inquiry-based learning and in specialist teaching areas.

PLANNING, ASSESSMENT AND REPORTING

Planning and assessment together make an essential element for improving student outcomes. It is the policy of the college that:

- all curriculum planning, assessment and shared pedagogical approaches are documented.

- the assessment plan must include formative and summative assessment.

- assessment must be ongoing and integrated in the teaching and learning cycle.

- moderation of common student assessment tasks must occur regularly and explore a range of assessment data sets to inform curriculum development and teacher practice and must be used as the basis for regular feedback and reporting to students and their parents and carers.

ASSESSMENT

It is the policy of the College that assessment and reporting will focus on the individual, considering the dignity, self-worth, and uniqueness of each individual. Students will be assessed against the Australian Curriculum Achievement Standards or their individual learning goals.

Assessment across the College will:

- identify appropriate standards and the criteria used for measuring student achievements and progress against the standards.

- address all facets of the curriculum.

- acknowledge that different learning styles and needs require a range of methods of assessment.

- acknowledge that different areas of the curriculum require varying methods of assessment.

- provide information on student knowledge, skills, and behaviour to inform the next stage of learning and inform teaching practice (Assessment for learning).

- provide ongoing, constructive feedback and opportunities for student reflection and/or self-assessment to support future learning (Assessment as learning); and

- provide information about what students have learnt in relation to the curriculum. (Assessment of learning).

REPORTING

Reporting will:
- be an integral part of the learning and teaching process.
- enable regular monitoring of student learning, development, and achievements.
- provide ongoing, constructive feedback to a student that focuses on ways their learning can be further developed.
- develop students' capacity to reflect on their learning, their successes, and areas for further learning.
- provide a range of reporting methods to involve students, parents/guardians, and teachers, and
- satisfy mandated reporting requirements.

Feedback to students at East Preston Islamic College will be timely, given early in a unit, or promptly after assessment tasks, so that students have sufficient opportunity to use the feedback for improving subsequent performance. The style of feedback links to the style of assessment.

At East Preston Islamic College, feedback aims to be concise and provides a comment on the work completed (where the students are currently) and an area of improvement (where they need to get to).

CURRICULUM REVIEW

Curriculum review is linked closely to the Professional Learning Communities (PLCs) and Professional Learning Teams (PLTs): a fundamental structure that ensures all teachers plan and review curriculum.

The curriculum is planned across the year in four term planners for each learning area. Teachers at each level work together weekly as a PLC to discuss and plan for student learning across the level. This develops a shared ownership for ensuring quality student learning and celebrating achievement. The team uses evidence in the form of work samples and assessment data to determine priorities for curriculum delivery based on the curriculum framework during their weekly meetings.

The PLC meetings are chaired by the Team Leader accountable for archiving the minutes and evidence of student learning at their level. The PLC is a forum where the Head of Curriculum can keep abreast of student learning and professional learning of the teachers at each level.

The Team Leaders at each level will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, formative assessment, school-based testing such as PAT (Acer), and teacher judgments based on learning outcomes in both the AC and VC.

Every year, members of the leadership team will work with relevant professional learning teams to audit the curriculum of each program. This audit will inform future curriculum planning and documentation. Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

East Preston Islamic College has a focus on improving teacher practice to better cater for all students across each year level. This is achieved through a process of ongoing data driven discussions in the PLCs, coaching and mentoring, shadowing, and collegiate observations.

We endeavour to develop leaders with the capacity to lead Professional Learning Communities that are focused on improving curriculum and improving student outcomes.

SENIOR SCHOOL – VCE and VCAL

As'salamu Alaikum Warahmatullahi Wabarakatuhu

TO ALL SENIOR YEAR STUDENTS AND THEIR FAMILIES

Please read this policy carefully as it contains important information from VCAA and information on the College's Policies and Procedures.

This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The responsibility for VCE and VCAL delivery and assessment is located with teachers. The VCAA Administrative handbook, VCE Study Designs and VCAL Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study.
www.vcaa.vic.edu.au/pages/vce/studies/index.aspx

Teachers will be appropriately supported by East Preston Islamic College, and through continuous professional development opportunities. Key documents for each Unit 3 and 4 teachers will be VCAA previous years Result Data Analysis by study, in particular results. By improving quality of delivery and assessment there is an improvement in the quality of teaching.

The Instructional Leaders and Careers team are available at any time to assist and advise regarding delivery, assessment and learning within VCE and VCAL. Please contact the college for an appointment to talk with these staff members.

Students (and parent/guardians) will be provided with a clear written Scope and Sequence at the outset of classes for each unit. This outlines what is required to succeed in the study area and how all required outcomes can best be achieved. Throughout the semester work requirements will be clearly defined through written outlines.

Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is fostered by assessment that is more than simply a mark or grade. A description and written comment (Feedback Sheet) will accompany any grade given for any piece of work. Students will be helped to develop an understanding of their strengths and their weaknesses. The focus will be on what the student is achieving and areas to focus on.

There will be coherence between assessment procedures and teaching and learning. In each study there will be an inter-relationship between the objectives of the study, its content, teaching strategies and the assessment. Assessment procedures will define and communicate educational expectations and ensure that these standards are maintained. These procedures are supported by a wide range of learning and teaching approaches and outcomes.

Faculty Leaders will provide delivery planning and moderation/assessment support for teachers of all units, including past results Data Analysis sessions, and will conduct moderation processes where more than one class operates for any VCE unit.

For VCE Units 3 & 4 the Assessments submitted by East Preston Islamic College must be in accordance with VCAA guidelines so that they will be comparable on a state-wide basis as all school leavers compete for employment and entry into tertiary institutions and courses.

All teachers will maintain up to date and accurate records of their delivery in each unit and assessment of student work, including accurate records of the receipt of required work.

In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment.

VCE and VCAL will be a most demanding time for you as students. The successful completion of the qualification you are undertaking requires a commitment in effort and time from you that is difficult to maintain.

Be assured that through good organisation and time management, you will succeed. Your teachers are here to help. The relationship that you will build with your teachers may be very different to what you were used to in the past.

Success is achievable and within your grasp. This is an exciting time for you, your family, and the College.

Remember, we are here to help! We wish all the very best for the coming years.

Kind Regards

East Preston Islamic College Staff

VCE REQUIREMENTS

STUDENT PROGRAM SELECTION AND SATISFACTORY COMPLETION OF THE VCE
MINIMUM REQUIREMENTS

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include:

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

Please note that VTAC advises that for the calculation of a student's ATAR, satisfactory of both Units 3 and 4 of English ESL is required. East Preston Islamic College's VCE program insists that students must study a minimum of six subjects. This can include VCE VET subjects.

SATISFACTORY COMPLETION OF UNITS

This section deals with the Victorian Curriculum Assessment Authority (VCAA) policy and procedures relating to achievement of learning outcomes, for the purposes of determining satisfactory completion of a unit. For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit.

WHAT THE STUDENT MUST DO

Achievement of an outcome means:

- The work meets the required standard
- 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:

- The student has failed to meet the school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision.
- The work cannot be authenticated.
- There has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives an **N (Not Satisfactory)** for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded **N.**

COLLEGE RULES

In addition to observing these rules of the VCAA, students must also observe College rules.

COMPUTER WORK

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly.
- Each time changes are made the wok is saved onto a back-up file. The back-up file should not be stored with the computer.

ASSESSMENT OF UNITS 3 AND 4

For each study, student's levels of achievement for Units 3 & 4 sequences will continue to be assessed using school-based assessment and external examinations.

Each study will continue to have three assessment components, either one school assessment and two examinations or two school assessments and one examination.

There will be an increase in the weighting of examinations in some studies.

These assessments will be reported as grades **A+ to E; UG**. Examination grades and school assessment grades will continue to be reported separately.

SCHOOL ASSESSED COURSEWORK (SAC)

Coursework assesses each student's overall level of achievement on the tasks designated in the study design.

The study design specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed mainly in class time.

Results of coursework count towards a student's Study Score in each VCE study and ultimately towards the students Australian Tertiary Admissions Rank (ATAR).

It is compulsory that students attend all classes where School Assessed Coursework is being assessed. If students are unable to attend the classes due to serious circumstances, they should refer to the selection on Special Provision later in this handbook.

SCHOOL ASSESSED TASKS (SAT)

School-assessed tasks are designed to assess specific sets of skills. Assessment of student's levels of achievement on school-assessed tasks will be based on teacher ratings on criteria specified by the VCAA. Schools will provide to the VCAA a score obtained by summing the criteria ratings.

To ensure state-wide comparability, school's assessments will be monitored using the GAT and where necessary reviewed by the VCAA.

EXAMINATIONS

All studies will have examinations as part of their assessment. The two examinations periods will be in June (GAT) and November. Some LOTE studies have oral examinations in October.

AUTHENTICATION

Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts until further evidence is provided.

VICTORIAN CURRICULUM ASSESSMENT AUTHORITY RULES

1. Students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader.
2. Students must acknowledge all resources used, including:
   - Text and source material
   - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g., reading, viewing or note taking) but which has been transformed by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- Use of, or copying of, another student's work. Students must ensure that all unacknowledged work submitted is genuinely their own,
- Actual corrections or improvements made or dictated by another person.
- Students must not submit the same piece of work for assessment more than once.
- Students who knowingly assist other students in a Breach of Rules may be penalised.
- Students must sign the Authentication Record for School-assessed Coursework at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE and accept disciplinary provisions.

Teachers may require students to submit classwork, complete tests, or undergo interview to prove authentication.

SUBMISSION DATES

- The classroom teacher will set deadlines for submission of work
- If you are unable to meet an initial deadline, approach the teacher before the deadline to negotiate a possible extension.
- If a student feels they cannot complete the required work by the set date, they must apply for an extension before the due date.
- If a student does not submit the work by the due date and has failed to apply for an extension, a non-submission of assessment task letter will be sent home to parents, which will need to be signed by classroom teacher, student, Year Level Instructional Leader, and parent confirming the non-submission of work.
- Provided the student has negotiated with their classroom teacher, work submitted after the due date can obtain an **S** if it is up to standard but will not receive a grade.

EXTENTION OF TIME TO COMPLETE SAC or SAT

1. If you apply for an extension of time for a SAC or SAT, you must provide evidence of illness, personal hardship, unfamiliarity with English or other serious cause.
2. Before the due date, see your class teacher and discuss the reasons for needing an extension. A further submission date may be organised between the student and the teacher, which will be recorded by the teacher.
3. If a teacher has not agreed to the extension, then you must discuss the situation with your Year Level Leader and complete an official form.
4. The classroom teacher and the Year Level Leader will meet to discuss the extension.
5. If the extension is not granted the classroom teacher will notify the student and a Family Support Conference will be organised to discuss the issue.

ABSENCES ON DAYS OF SCHOOL ASSESSMENT

Attendance by students on days of school assessment is compulsory. Students absent on these days will only be considered for rescheduling an assessment under extreme circumstances. All applications for rescheduling of an assessment should be accompanied by appropriate and current documentation, such as a medical certificate or statutory declaration. On return to school, you must see your subject teacher to apply for such an application.

SPECIAL PROVISION

A student is eligible for Special Provision for:

- SAC's, SAT's & Exams
- Any student who does not attend a SAC or SAT due to illness or other medical reasons, must provide a medical certificate for that day.

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

- Affected significantly by illness, by any factors relating to personal environment or by other serious cause
- Prevented by illness, by any factors relating to personal environment, or by other serious cause from completing a task for graded assessment
- Disadvantaged by any physical disability or impairment.

Students who are eligible should discuss the matter with their Year Level Instructional Leader as soon as possible.

Students do **not** have grounds for Special Provision if they:

- Are absent from school or study for prolonged periods without evidence of significant hardship
- Are comparatively unfamiliar with the English language as their only disadvantage
- Are affected by teacher absence and other teacher-related difficulties
- Misread an examination timetable or an examination paper.

How to apply

The student must notify the school of circumstances which might entitle him or her to Special Provision. The student should notify their Year Level Leader and complete a Special Provision application. All applications should be accompanied by appropriate and correct documentation, which might include medical certificates, medical reports or reports from social workers, youth workers or other professionals.

STUDENT RESPONSIBILITIES

- Students must maintain an 80% attendance in each individual class
- Students must ensure that all unacknowledged work submitted for school assessed work is genuinely their own work
- Students must acknowledge all resources used.
- Students must not receive undue assistance from any other person in the preparation and submission of work.
- Students must produce appropriate evidence of the development of SAT's or SACs from planning and drafting, through to the final piece of work.
- Students must not submit the same piece of work for assessment more than once.
- Students must sign the ***Authentication Record for School-assessed Coursework*** at the time of submitting the completed task.

VCAL REQUIREMENTS

VCAL (Victorian Certificate of Applied Learning)
VCAL aims to provide the skills, knowledge, and attitudes to enable students to make informed choices regarding pathways to work, training and further education. The VCAL has three award levels:

- Foundation
- Intermediate
- Senior

Each of the 3 award levels has a nominal duration of 1000 hours. Each VCAL unit is 100 nominal hours in length. Each unit successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

The three qualification levels provide flexible entry and exit points for a range of students' abilities and interests and offer a clear progression for skills, knowledge, and attitudinal development.
The VCAL units include:

- Work Related Skills
- Personal Development Skills
- Literacy Skills – Reading and Writing
- Literacy Skills – Oral Communication
- Numeracy Skills
- Industry Specific Skills, e.g., VET studies.

ASSESSMENT IN VCAL
A VCAL unit provides learning outcomes that are not linked to a curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes. The following points relate to the VCAL program:

- There are no formal entry requirements for the VCAL program at EPIC.
- The VCAL program has been designed to accommodate flexible entry and exits.
- Students at EPIC can enter at the appropriate level of VCAL to suit their learning needs, abilities, and interest.
- Students with specific learning needs will require additional support to enable the successful completion of the learning program. The Special Education Coordinator with the support of the VCAL teacher will develop an ILP in accordance with the appropriate Level of VCAL guidelines for special needs students entering VCAL and organize an extra support to them.
- Some students may require additional time to achieve outcomes.
- Students can gain more than one VCAL qualification in their post compulsory education program. This will depend on their abilities and learning goals.
- VCAL students are expected to adhere to the College's VCE attendance policy of 80%.
- Year 12 VCAL students who have met all the Program requirements will be permitted, on request and at the discretion of the VCAL coordinator, to exist from the college at Week 2, Term 4.
- The curriculum component in a VCAL learning program must be assessed according to the requirements set out by VCAA.
- For VCE units included in the VCAL program, assessment must be in accordance with the VCE study design.
- Students will receive an S or N (not yet completed) result for each VCAL unit,
- Teachers assessing students who have special learning needs must maintain the validity and reliability of assessment.
- Flexible assessment methods should be used to allow students with disadvantage to demonstrate the successful completion of learning outcomes.
- Teachers should use a wide variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome.

- Students should be observed demonstrating the outcomes on more than one occasion and wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair, and equitable.
- Students must complete all VCAL strands with a satisfactory result to obtain their VCAL Certificate.

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit. They may include but not limited to the following:

- Student self-assessment
- Teacher observation
- Reflective work journals
- Student logbooks
- Oral presentations
- Written text
- Oral explanation of text
- Discussion
- Debates
- Role plays
- Folios of tasks or investigations
- Photos

ATTENDANCE in VCE and VCAL

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

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

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

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

APPEALS in VCE and VCAL

Students have the right to appeal decisions about:

- Non-Satisfactory Completion
- Special Provision
- Authentication

- Extensions
- Redemptions
- Other breaches of rules

The process for appeals is as follows:

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

Guiding Principles

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

Implementation

At VCE, students are required to successfully complete:

- 8 out of 12 units over the year
- at least 4 out of 6 units in Semester 2
- at least one semester of English over the year
- at least one semester of Pathways over the year

At VCAL, students are required to successfully complete:

- all learning outcomes for each unit
- 6 out of 10 units over the year
- at least 4 out of 5 units in Semester 2
- at least one semester of Literacy over the year
- at least 1semester of Pathways over the year

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

Students will be supported by Careers Advisor, Mentor Teachers, and Year Level Instructional Leaders to achieve these outcomes. Family Support Conferences will be held for students who pass 4 or fewer subjects at the end of Semester One.

The purpose of the interview is to:
- gain parental/guardian support in assisting improved student learning outcomes
- implement strategies for improving student learning in Semester 2.
- establish an agreed process for monitoring student learning

Each student will be reviewed on an individual basis.

Extenuating circumstances will be taken into consideration in determining a student's suitability for promotion to the next year level such as:
- prolonged illness (with medical certificate)
- extended absences (e.g., overseas)
- time of arrival at the college

Pathways for students on modified curriculum programs will be considered separately, taking students' individual learning needs into account.

Consultation will also take place between the students' classroom teachers and the student and their parents to determine a recommendation regarding their promotion.

For more Clarification and information, please go to the following websites:
www.vcaa.vic.edu.au   www.vtac.edu.au

EVALUATION

This policy will be reviewed every 3-4 years or more often if necessary due to changes in regulations or circumstances.

EPIC School Curriculum Statement

Curriculum Overarching Framework

Purpose

The core purpose of East Preston Islamic College as defined in the Strategic Plan is to provide a positive learning environment where staff and students work cooperatively to achieve their best, developing a commitment to continuous learning. The school is committed to building students' potential for success and wellbeing. Students are encouraged to employ effective habits of the mind based upon the foundations of our College Values of Learning, Achievement, Respect, Commitment and Fairness and guide our principles of action across all areas of the school.

Objective

In Primary, the school provides a comprehensive curriculum with a strong focus on literacy and numeracy. Curriculum initiatives include THRASS, Bridges (Intervention Program), Renaissance, Reading Eggs, Mathletics, Rediwriter, Smart Foundation, TAP (Targeted Assistance Program – Decodable Reading) STAR Reading, and Essential Assessment (Years 3-4).

An integrated classroom curriculum program addresses the curriculum areas of Science, Humanities/History, Technologies/Design Technology, Civics and Citizenship, and Health. These curriculum areas are cross referenced with the literacy program to ensure sufficient time is allocated to address the content. The team leaders oversee the program planning and ensure that the learning teams deliver the core curriculum and ensure all areas of the curriculum are covered.

Specialist teachers provide instruction in Library, Physical Education, Language (Arabic), Quran, Religious Education and Visual Arts. Interdisciplinary, personal, and social learning are addressed within these curriculum areas and supported by a range of camps, excursion, and incursion initiatives. The school was involved in the Pilot program to use ELLA in schools (Arabic Language); ELLA continues to be used in Foundation to Year 2. The school is an active participant in Summer and Winter district sport competitions as well as providing opportunities for students to participate in athletics and Islamic Cup competitions. The eight key learning areas are delivered as shown in Appendix A.

Our school believes in addressing the whole child and has implemented the Berry Street Educational Model (BSEM) in both Primary and Secondary, Better Buddies (Year 5 and Prep), WIN (What I Need withdrawal Program), Speech therapy, and lunch time structured activities.

In Secondary, the school implements the Victorian F10 curriculum framework, the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) at years Ten, Eleven and Twelve. The school implements the F10 framework by teaching the major disciplines in stand-alone subjects and integrating the capabilities. The school implements VCE and VET by offering as many VCE subjects as the school's resources allow. Where small numbers of students wish to pursue a VCE study not offered by the school this is arranged either through distance education or partnering with another school.

The school focuses on improving student learning outcomes; in addition to the comprehensive and differentiated curriculum, it provides tutoring sessions, student individual support and digital platforms including SmartLab for Maths and English, Stile, Science by Doing, Cambridge Go, and Edrolo.

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

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

The school expects all staff to produce and maintain quality curriculum documentation. All teachers prepare term plan for all subjects they teach, set out according to the school's term planner template and approved variations. Teachers are expected to implement these plans in their classrooms. Term planners including weekly plans should incorporate the school's pedagogical model which includes the Departments High Impact Teaching Strategies (HITS), other methods dictated by the school's strategic plan and Annual Implementation plan. Term planners are based on and should address the key skills and knowledge as set out in the relevant curriculum framework.

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

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

Appendix A

Curriculum Plan - Including time allocations

Year Foundation - 6

The curriculum is based on the Victorian Curriculum. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

Domain	Minutes per week (Each period is 40 minutes long)
Literacy {inc. Library)	440 minutes (11 x 40 min periods)
Numeracy	400 minutes (10 x 40 min periods)
ICT	80 minutes (2 x 40 min periods)
Humanities and Science	120 minutes (3 x 40 min periods)
PE/Health	80 minutes
Art	80 minutes
Values Education	40 minutes
Islamic Studies	80 minutes
Quran	80 minutes
Arabic	120 minutes
Prayer	125 minutes
Total (Monday to Thursday 8 times 40-minute lessons and on Fridays 6 times 40-minute lessons plus 25 minutes of prayer each day)	1,645 minutes

- The Victorian Curriculum areas of Personal and Social Capability, Critical and Creative Thinking, Personal and Social Capability and Intercultural Capability are integrated across the curriculum
- Additional PE and Sport is undertaken at peak times throughout the year, e.g.: athletics, cross country, District Sports, swimming, and Islamic Cups.
- Additional activities during literacy and Numeracy week and children's book week: Buddy Reading, Multi Age Grouping, and Mathematics Games.

Years 7-9

Domain	Minutes per week (Each period is 40 minutes long)
English	240 minutes (6 x 40 min periods)
Mathematics	240 minutes (6 x 40 min periods)
Science	160 minutes (4 x 40 min periods)
Humanities	160 minutes (4 x 40 min periods)
PE/Health	160 minutes (4 x 40 min periods)
Art	80 minutes (2 x 40 min periods)
Technology (Design and Digital)	80 minutes (2 x 40 min periods)
Islamic Studies	160 minutes (4 x 40 min periods)
Quran	80 minutes
Language - Arabic	160 minutes (4 x 40 min periods)
Prayer	125 minutes
Total (Monday to Thursday 8 times 40-minute lessons and on Fridays 6 times 40-minute lessons plus 25 minutes of prayer each day)	1,645 minutes

Curriculum Plan - Including time allocations

Year 10

Domain	Minutes per week (Each period is 40 minutes long)
English	240 minutes (6 x 40 min periods)
Mathematics	240 minutes (6 x 40 min periods)
Science	160 minutes (4 x 40 min periods)
Humanities	160 minutes (4 x 40 min periods)
PE/Health	160 minutes (4 x 40 min periods)
Art	80 minutes (2 x 40 min periods)
Technology (Design and Digital)	80 minutes (2 x 40 min periods)
Islamic Studies	160 minutes (4 x 40 min periods)
Quran (Arabic is integrated)	80 minutes
VET subjects	160 minutes (4 x 40 min periods)
Prayer	125 minutes
Total (Monday to Thursday 8 times 40-minute lessons and on Fridays 6 times 40-minute lessons plus 25 minutes of prayer each day)	1,645 minutes

Years 11-12 VCE

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

Day Structure: From Monday to Thursday as per the table below. Friday follows the same bell times from period one to 6, students are dismissed at 2:10 pm.

PRIMARY				SECONDARY			
HOME ROOM	8:35	8:45	10	HOME ROOM	8:35	8:45	10
1	8:45	9:25	40	1	8:45	9:25	40
2	9:25	10:05	40	2	9:25	10:05	40
3	10:05	10:45	40	RECESS	10:05	10:25	20
RECESS	10:45	11:05	20	3	10:25	11:05	40
4	11:05	11:45	40	4	11:05	11:45	40
5	11:45	12:25	40	LUNCH	11:45	12:25	40
6	12:25	1:05	40	5	12:25	1:05	40
LUNCH	1:05	1:45	40	6	1:05	1:45	40
PRAYER	1:45	2:10	25	PRAYER	1:45	2:10	25
7	2:10	2:50	40	7	2:10	2:50	40
8	2:50	3:30	40	8	2:50	3:30	40