

MANGO HILL STATE SECONDARY COLLEGE

REAL Learners for Tomorrow

TEACHING AND LEARNING POLICY



MANGO HILL
STATE SECONDARY COLLEGE

Teaching and Learning Policy

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REAL LEARNING FOR TOMORROW

Introduction

Mango Hill State Secondary College is a future-focused learning community, committed to advancing the individual potential of each child in an innovative, supportive and collaborative learning environment.

Our vision is to create a community of Respectful, Engaged, Aspiring Learners for the world of tomorrow. Our goal is to equip our students with the 21st century skills they will need to be successful in their future careers – communication, collaboration, critical and creative thinking, character and citizenship. We aim to instill in all young people a curiosity and love for learning, and to foster the individual talents of each student to allow them to reach their full potential.

Our REAL Learning Philosophy

At Mango Hill State Secondary College, students are at the centre of all that we do. We believe that all students can achieve high standards, given the right time and the right support. We aim to instill in our students a love of learning, and develop within each learner the 21st century skills that will ensure they are successful in an ever-changing world. These skills are:

Character

- Proactive stance toward life and learning to learn
- Grit, tenacity, perseverance and resilience
- Empathy, compassion and integrity in action

Citizenship

- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and world views
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens

Collaboration

- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional and intercultural skills
- Managing team dynamics and challenges

Communication

- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity

Creativity

- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action

Critical thinking

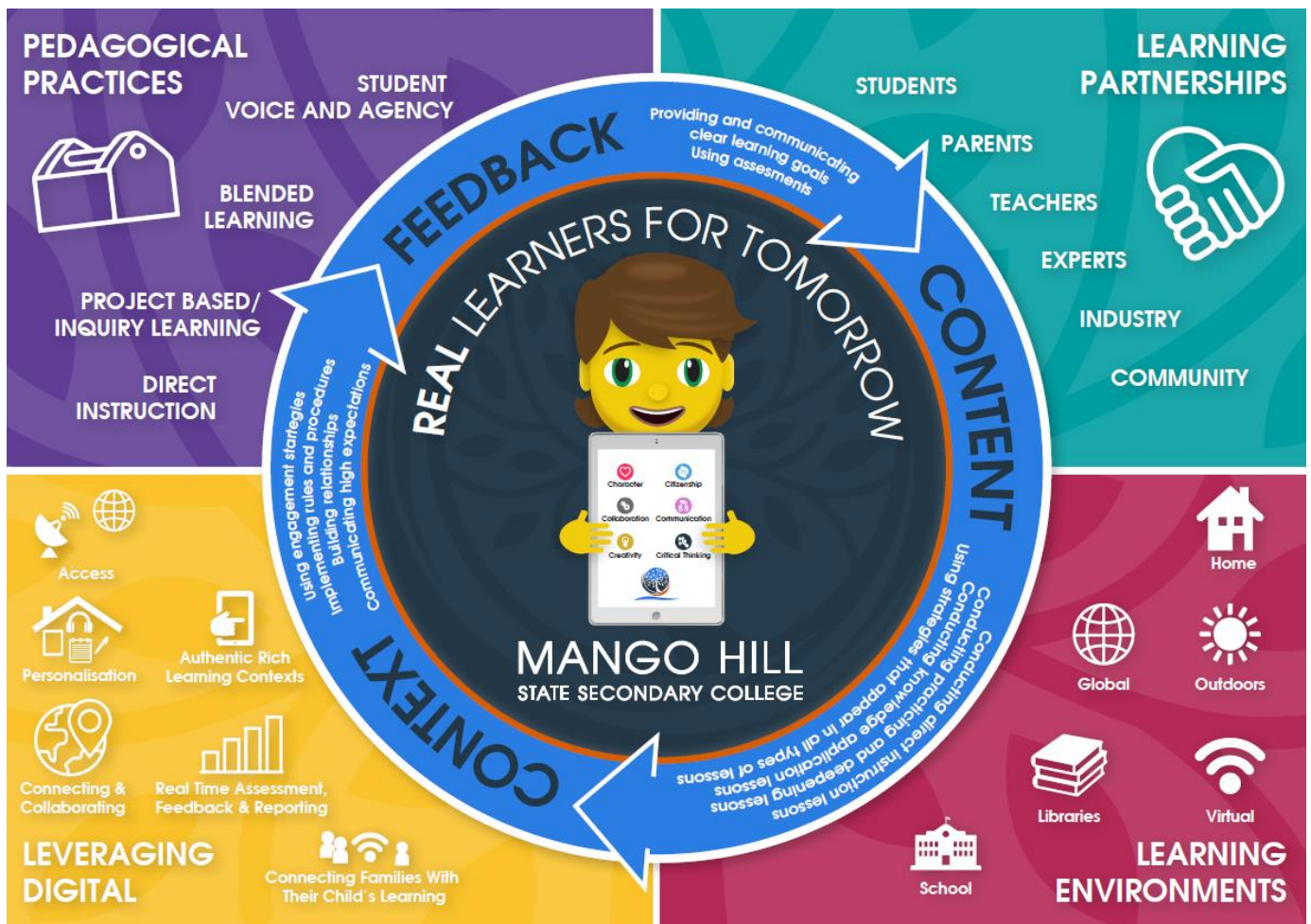
- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- Experimenting, reflecting and taking action on ideas in the real world

TEACHING AND LEARNING

Pedagogical Framework

REAL Learning for Tomorrow requires a diverse and future focused teaching and learning framework. Mango Hill State Secondary College has constructed a pedagogical framework that utilises both the [New Art and Science of Teaching](#) (nASOT) from Marzano alongside the [Deep Learning](#). Both provide a solid base for student centred learning whilst ensuring transparent and meaningful feedback, engaging and thorough content delivery and a school context that embraces future focused learning in a flexible and diverse academic community.

Our Pedagogical Framework



Curriculum planning that supports high quality teaching and learning

Our curriculum is designed to enable our students to pursue various pathways upon successful completion of their studies.

Junior Secondary students complete studies in a wide range of subjects drawn from the Australian Curriculum Learning Areas in Years 7 and 8, with increasing opportunity for specialisation in Years 9 and 10 and beyond. There is a focus on developing core skills in literacy and numeracy, supported by school wide practices that help students make connections between their studies in different subjects. Social, emotional and physical wellbeing is enhanced through our CARE and Access programs, sporting, artistic and leadership opportunities.

All subjects have prescribed Year/Band plans and unit plans as detailed in the approved college Curriculum, Assessment and Reporting (CARP) planning documents. Each subject is comprised of a number of units of learning. These units are studied for a number of weeks, increasing in depth and complexity across time. A unit plan clearly indicates the topics to be covered across a term/semester/year in each subject. All units contain assessment that enables students to demonstrate their depth of knowledge and understanding.

Inclusion Policy

Our commitment to the Department of Education's [Inclusive Education policy](#) means that students at our school, from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to:



attend their local state school or education centre and be welcomed



access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers



learn in a safe and supportive environment, free from bullying, discrimination or harassment



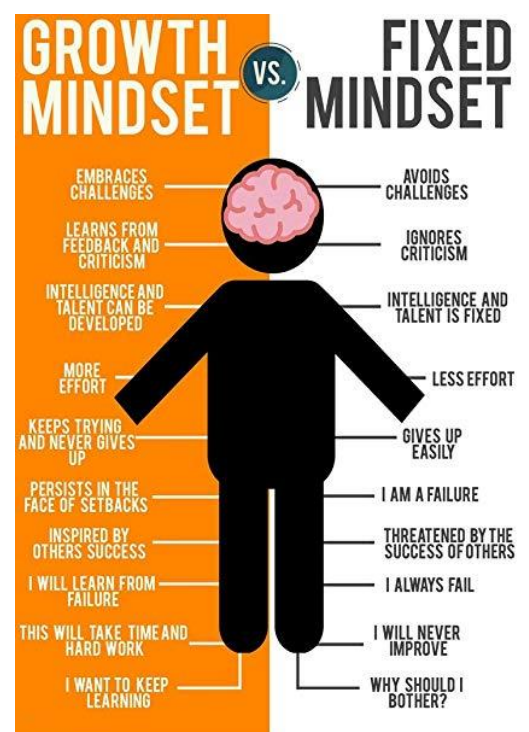
achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs

Growth Mindset

As a REAL Learning community, Mango Hill State Secondary College promotes the development of a Growth Mindset for every participant at our college. Carol Dweck, a psychologist at Stanford University, identified in her work '[Mindset](#)', that we each possess two core mindsets, or beliefs, about our own traits that shape how we approach challenges.

Fixed mindset, the belief that one's abilities were carved in stone and predetermined at birth, and growth mindset, being the belief that one's skills and qualities could be cultivated through effort and perseverance.

We encourage Growth Mindset in all learning and foster a learner environment that create Respectful Engaged Aspiring Learners.

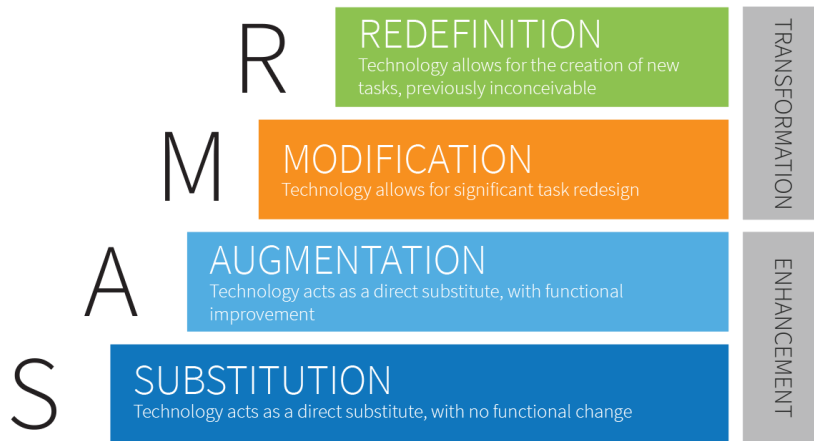


Digital Teaching and

Learning

ICT use (SAMR model)

As well as student BYOX iPads, we use a range of devices in the classroom. We treat the technology as a tool to enhance learning, using these devices selectively where they add value. We also use advances in technology to transform our classroom learning and equip our students for the digital workforces of the future. There are four key elements of learning design that guide our thinking about technology use and these are described in the SAMR model.



Digital platforms (Compass)

Our college is committed to the use of digital collaboration portals to enhance learning and communicate clearly and effectively with all members of our college community. Our primary platform for this is [Compass](#). This platform will be utilised to:

- Manage attendance and wellbeing
- Communicate with parents
- Schedule and manage college calendar
- Manage assignments, homework and in-class learning
- Track student progress
- Report on student achievement



It is vital that parents and carers commit to engaging with Compass as a means to communication with the school and also to build meaningful and transparent relationships with teachers specific to student success.

BYOX and Student Learning

Mango Hill State Secondary College has a Bring Your Own iPad (BYOX iPad) program for Year 7-9 that enables students to bring to the College select technology devices. The College's pedagogy and curriculum is specifically designed to facilitate deeper engagement in the learning process, access higher order thinking skills and accelerate student-driven learning through the use of these technology devices.

Our goal is to assist students to become responsible digital citizens, enhance the teaching learning process and achievement of student outcomes, and provide students with the skills and experiences that will prepare them for their future studies and careers. Due to the specialised apps required in our Junior Secondary learning environments, a laptop is not a suitable replacement for an iPad.

The College BYOX iPad Charter policy outlines how iPads should be used in class and around the college, along with information regarding cloud-based services used at Mango Hill State Secondary College. All students are expected to have their iPad at the College and charged, with enough space to save class work and install apps and books for educational and classroom purposes. In using their iPad, all students must abide by the College's Student Code of Conduct.

Teaching and Learning Cycle





Feedback

At Mango Hill State Secondary College there is a practice of continuous structured feedback through class activities, homework tasks and peer and self-assessment. It is essential that staff know the progress that each student is making and are tracking students' academic performance. All teachers should be able to give an accurate indication of a student's current level at any time. It is equally important that the student (and parents) also know the degree of academic competence and have a clear understanding of areas of difficulty and strategies to address these areas. This shared understanding of each student's strengths and weaknesses is what is required in order to develop and administer performance support programs.

Informal or Formative assessments are likely to be based around checking for understanding and formal assessment preparation. Some type of informal but measured assessment should typically take place weekly. There is no expectation that these informal assessments are moderated. Results from informal assessments are reported to students in a timely manner.

Formal or Summative Assessment is any activity or assessment which contributes to a reported result will be considered a formal assessment. This will include activities such as orals, practicals, project work, research activities, examinations and assignments. All summative assessment must appear on the assessment calendar. Feedback from assessment should be provided to students in a structured process that enables self-performance analysis. This feedback should be accompanied by an update to the student profile, so that the student can see the progress being made and the areas for further development. In a situation where more than one teacher is assessing the same formal assessment, moderation is required.

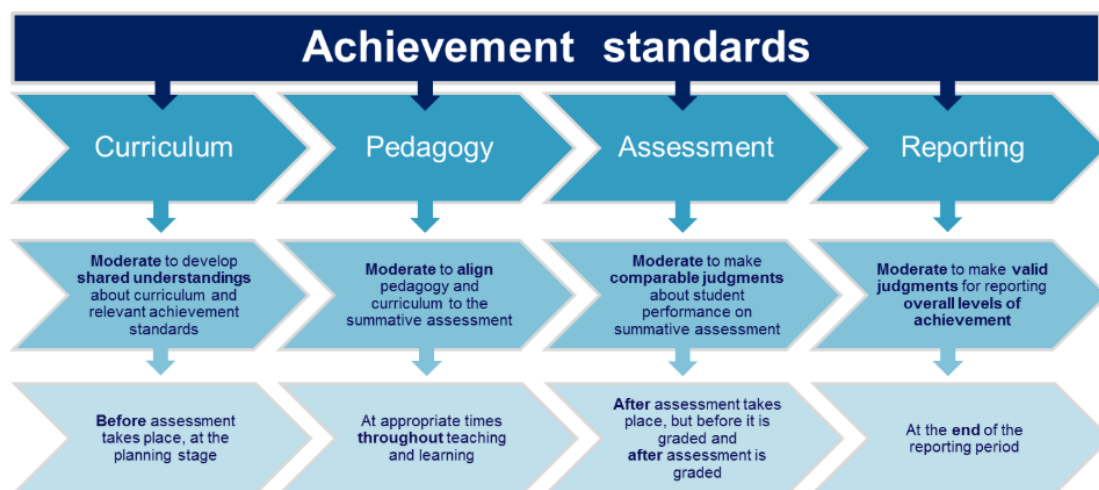
We encourage our students to take responsibility for their learning through individual tracking sheets specific to the curriculum Learning Goals and Success Criteria. This 4-point scale is used to target conversations for student success.

1 NOVICE  "I'm just starting to learn this and I don't understand it"	2 APPRENTICE  "I can do this if I get help or look at an example"
3 PRACTITIONER  "I can do this on my own without help"	4 EXPERT  "I can do this on my own and can explain how to do it"

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Moderation

A whole college approach to moderation involves our teachers in a series of activities including professional conversations and sharing expectations about student learning and achievement. These conversations are modelled and managed by curriculum HODs and subject leaders. This process supports teachers to [align curriculum, pedagogy, assessment and reporting](#).



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ACHIEVEMENT STANDARDS

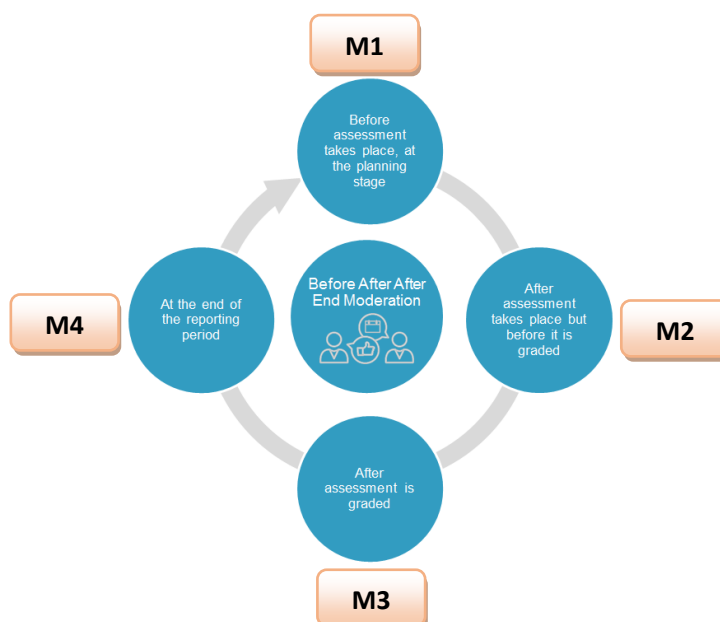
A key element of successful moderation is for all staff to be aware of the appropriate Australian Curriculum Achievement Standard to which their unit of work, pedagogy, assessment and achievement level is aligned to. The Achievement Standards guide every element of effective moderation.

These can be found through the [Australian Curriculum Portal](#) or [Scootle](#)

BEFORE, DURING AND AFTER ASSESSMENT

Ideally, moderation is an iterative and cyclical process. Moderation should occur:

- **before assessment takes place (M1)** at the planning stage, and at appropriate times throughout teaching and learning
- **after assessment takes place, but before it is graded (M2)**
- **after assessment is graded (M3)**
- **at the end of the reporting period (M4)** using assessment folios



	M1			M2		M3	M4
Timeline	Planning Stage Assessment Development	Planning Stage Assessment Evaluation	Planning Stage Prior to Distribution	Draft and/or Final Submission Prior to Grading	Post Final Assessment Submission	Post Marking Pre Grading/Reporting	Reporting and Post Reporting
Strategy	Deep Understanding Protocol	Line of Sight	Consensus	Calibration	Blind Marking	Check borderline Results	Unit and Assessment reflection
Description/Process/Purpose	Deepen participants understanding of the Australian Curriculum achievement standards to inform assessment design and teaching and learning detail in the unit	Deepen participants knowledge of the alignment of curriculum, pedagogy, assessment and reporting	To reach a consensus about the relevant aspects of the achievement standards, topics and approaches, making judgements on student responses and appropriateness of teacher judgements	To reach a consensus about the relevant aspects of the achievement standards, topics and approaches, making judgements on student responses and appropriateness of teacher judgements	The purpose of blind marking is to confirm teachers have a consistent understanding of relevant achievement standards and to enhance teachers consistent understanding of the relevant achievement standard if inconsistencies exist	The purpose is to ensure consensus/calibration has been achieved by identifying and verifying through the more vulnerable assessment results	To identify areas of strength and areas of improvement to ensure student improvement can be achieved
Process	<ol style="list-style-type: none"> Identify aspects of the achievement standards to focus Formulate Questions regarding (CogVerb) Research Answers and include definitions aligned to the year level achievement standard and work samples acara (Australian Curriculum) Coming to an agreement Opportunities for improvements to assessment practices and teaching and learning strategies Create assessment/marketing guide/exemplars/LDT including LG and SC 	<ol style="list-style-type: none"> Examine the achievement standard and deep understanding Build line of sight for assessment (YP→ Marking Guide→Task Sheet→LDT) Identify evidence for students to demonstrate AS. Modify assessment to ensure line of sight Modify YP,LDT and teaching practices to accommodate 	<ol style="list-style-type: none"> Unpack marking guide and task sheet Discuss evidence required to inform A,B,C,D,E LOA for tasks from samples/ exemplars/ assessment task using marking guide and QCAA elaborations/ cognition definitions Reach consensus by making an on balance decision for LOA referring to samples, exemplars marking guide and QCAA elaborations/ cognition definitions 	<ol style="list-style-type: none"> Teacher identifies 3 assessment drafts that are borderline (D/C, C/B, B/A). If a certain threshold is not available provide two for a particular threshold if available Present result for each and open discussion amongst staff about result. Identify inconsistencies/consensus. If inconsistencies are present refer to deep understanding, line of sight and calibration resources. Reach a consensus on all assessment items and make changes to appropriate student marking guides. 	<ol style="list-style-type: none"> Anonymous clean copy of an assessment provided to each teacher (Single student response) Mark using the provided marking guide including annotations and an on-balance judgement for each criteria and overall result Discuss judgements made and look for inconsistencies amongst teachers If consistencies exist consensus/calibration process is reintroduced 	<ol style="list-style-type: none"> Teacher identifies 3 assessment items that are borderline (D/C, C/B, B/A). If a certain threshold is not available provide two for a particular threshold if available Present result for each and open discussion amongst staff about result. Identify inconsistencies/consensus. If inconsistencies are present refer to deep understanding, line of sight and calibration resources. Reach a consensus on all assessment items and make changes to appropriate student marking guides. 	<ol style="list-style-type: none"> Analyse and use assessment and reporting data Make inform decisions about how to provide the curriculum in a way that supports continuous improvement in student achievement Adjust YP, LDT and assessment
Resources	<ul style="list-style-type: none"> Cognition Posters ACARA AS and CD QCAA assessment standard and Elaborations QCAA cognition definitions 	<ul style="list-style-type: none"> Assessment Task Sheet Marking Guide Yearly Plan LDT ACARA AS and CD QCAA cognition definitions 	<ul style="list-style-type: none"> Exemplar Marking Guide ACARA standard responses Student examples (previous year) QCAA 	<ul style="list-style-type: none"> 3 Borderline Student Drafts Marking guides QCAA assessment elaborations 	<ul style="list-style-type: none"> 3 Clean anonymous student response identified by HoD Marking guides QCAA assessment elaborations 	<ul style="list-style-type: none"> 3 Borderline Student Submissions Marking guides QCAA assessment elaborations 	<ul style="list-style-type: none"> Reporting Data Student Responses Gradebooks YP, LDT Assessment and Marking Guide

Assessment and Reporting

Formative Assessment

Formative assessment provides evidence to monitor and provide feedback on student learning; and informs differentiation of teaching and learning. Student progress is monitored using formative assessment in Prep to Year 10 including:

- monitoring tasks
- diagnostic tools
- standardised assessment

Monitoring tasks

Teachers plan and design a range of formal and informal monitoring tasks in each unit to track student progress and provide the curriculum in ways that meet the needs of learners. It is incorporated as a regular part of teaching and learning. Teachers provide targeted feedback on monitoring tasks and tools specific to the individual student.

Feedback should:

- relate directly to the learning aligned to the *Australian Curriculum* learning areas and/or subjects in each year and/or band
- focus on the quality of the student response and how to improve it
- reflect the student's learning goals
- encourage self-regulation.

Monitoring task data informs differentiation of teaching and learning. It is not used in reporting of student academic achievement. Teachers record information about the administration of monitoring tasks and/ or tools, where appropriate, in unit plans as part of the three levels of planning.

Diagnostic tools

Teachers administer diagnostic tools when more detailed information is required about discrete skills that relate to learning. Diagnostic assessment data informs differentiation of teaching and learning. It is not used in reporting of student academic achievement. Teachers may record information about the administration of diagnostic tools, where appropriate, in unit plans as part of the three levels of planning. Results may be recorded in OneSchool.

Homework Policy

At Mango Hill State Secondary College we believe that homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom, and involve family members in their children(s) education. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate. For more information on our approach to homework, please refer to the college homework policy.

Summative Assessment

Our assessment programs are designed with a number of key principles in mind:

- A range of assessment types is used and reflects, and where possible, matches a range of learning experiences.
- Assessment is graded based on pre-determined standards.
- It is the quality of the student work that is the determinant of the student's result.
- Assessment matches the plan in the approved work program.
- Clear information and sufficient scaffolding are provided to ensure optimal student results while maintaining the integrity of the assessment item.

Drafting and Feedback

Feedback is information provided by a teacher, peer or self on aspects of performance or understanding (Hattie & Timperley, 2007).

Feedback identifies gaps in learning and is a two-way process. Teachers provide feedback to support students to complete a task or achieve an outcome; students act on this feedback to support their learning. Feedback is more effective when teachers and students have good relationships and allow space and time for feedback. The following table identifies teacher and student actions for feedback:

Teacher	Student
<p>The teacher:</p> <ul style="list-style-type: none"> • creates a safe classroom and maintains trusting relationships where students feel they can take risks and make mistakes • provides feedback by focusing on the strengths of individual student's achievement and on the areas for improvement • provides feedback on the learning goal and success criteria • frames feedback by addressing the following areas: <ul style="list-style-type: none"> ◦ where is the student going? ◦ how is the student going? ◦ where to next? • provides feedback that is within the zone of proximal development* of the student • uses a range of feedback opportunities, e.g. student-led conferencing, , informal conferencing, reflection discussions, guide to making judgments/criteria sheets • provides a range of feedback, e.g. verbal cues, questions, on-the-spot feedback, written, taken away and marked, intentional pauses, photographs • uses feedback to inform professional practice • encourages self/peer feedback. 	<p>The student:</p> <ul style="list-style-type: none"> • feels safe to take risks and make mistakes • feels that the teacher has positively acknowledged an element of their work • identifies (with the support of the teacher) what they know, what they understand, where they made errors and how they can improve • understands the gap between their current level of performance and the desired performance • recognises that feedback comes in different forms • accepts the feedback positively and acts on it to transform learning • uses feedback for goal setting • begins to develop internal feedback through self-regulation and self-monitoring.

Teachers may use a range of suitable strategies to provide feedback on draft responses. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class

The drafting and feedback process should help teachers to identify some 'gap areas' for revising key content or skills that have been identified as a pattern in student responses. Check-points throughout teaching and learning will allow staff to provide informal feedback and allow for conferencing on assessment progress.

Feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response. You may indicate to students that they are ON TRACK or NEEDS ATTENTION for the task, but do not tell students their work is sitting at a certain level of achievement.

Teachers will provide written feedback on 1 draft only of formal, summative assessment. Only verbal feedback or conferencing will occur following the written feedback. NOTE: difference between 'drafting' and 'conferencing'. Drafting or editing is a passive process where the teacher, often in isolation, corrects or proofs, a student's work. Conferencing demands that students engage deeply with their work and the assessment criteria before having a meeting with the teacher to express those areas they need to focus on. We want students to become self-directed and reflective learners.

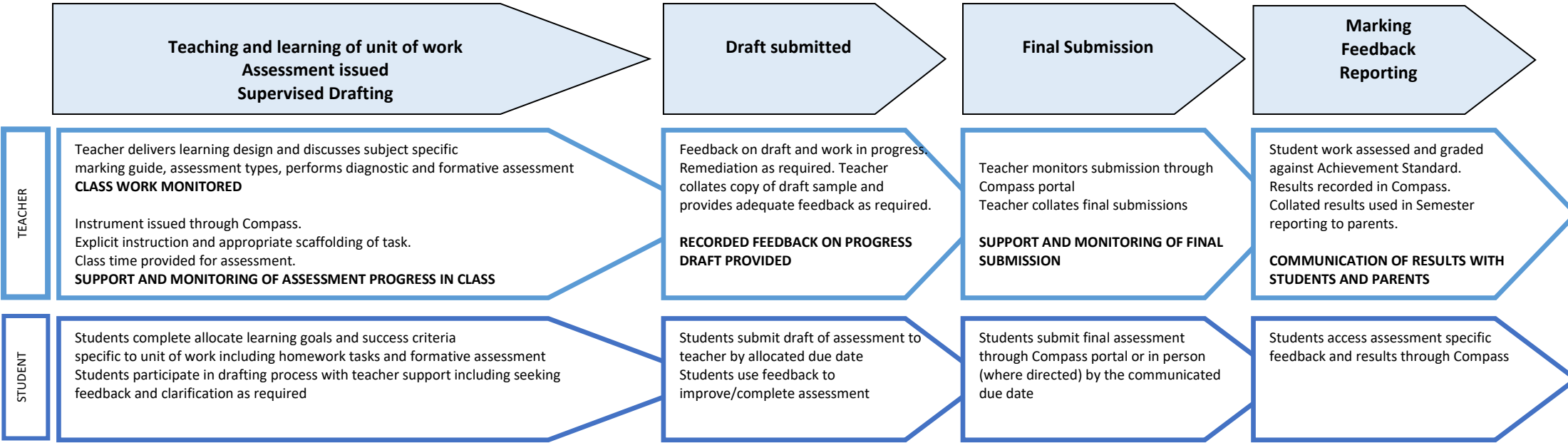
Drafts are to be a genuine attempt at the task. Students should aim to have a complete or close to complete draft of the task, but this is not mandatory. When the draft is due, every student **MUST** submit a sample in that lesson. Drafted samples are and can be used as evidence of learning, specifically when final assessment samples are not submitted.

Drafts are to be returned to students within one week of the draft being submitted. If students fail to hand a final submission by the due date, we will mark their draft as their final copy, so we must have enough that we could award a minimum of an E to (which is not one sentence, or a blank page with their name on it. You cannot award a grade to no evidence).

Students will have their draft **back one week before the final due date.** Drafts will be marked in order of submission, so the earlier a student submits their draft, the more time they will have to implement feedback and complete their final.

If a student submits a draft late, they will receive **VERBAL FEEDBACK** only.

Assessment Submission Workflow



ISSUE ARISES:
Classwork or Homework completion
Not on track for completion of draft

ISSUE ARISES:
Draft not completed or submitted

ISSUE ARISES:
Final piece not completed or submitted

ISSUE ARISES:
Achievement standard not attained

PROGRESSION OF SUPPORT AS REQUIRED

- Communication between student and teacher specific to issue
- Additional supports in place for class/individuals as required
- Teacher communicates concerns to parents of class via email CC'ing in HOD for line of sight

- Communication between student and teacher specific to issue
- Teacher uses discretion to communicate concerns to parents
OneSchool Record (HOD Notified)

- Communication between student and teacher specific to issue
- Teacher communicates concerns to parents
OneSchool Record (HOD Notified)

- Communication between student and teacher specific to issue
- Teacher communicates concerns to parents
OneSchool Record (HOD Notified)

- Teacher monitors completion of classwork and homework under supervision
- Teacher remediation and/or additional conferencing - Additional provision if required
- Teacher communicates concern to individual parents OneSchool Record (HOD Notified)

- Student provides draft sample under supervision prior to final submission.
- Verbal feedback on draft provided

- Draft is marked unless emergent situation is communicated to HOD and/or Deputy

- Teacher provided explicit feedback detailing improvement strategies.

- Parent interview with HOD and Teacher
- Linking with Support Staff as required
- HOD supports extension of draft due date if required

- HOD supports extension if required
- Linking with Support Staff as required

- HOD supports submission of final copy under supervised conditions if required,

- HOD reviews possible adjustments to teaching and learning specific to student
Linking with Support Staff as required

Absences and Extensions

If a student is absent for the completion of any summative assessment, appropriate communication must be made with the school to ensure appropriate extension be possible on an alternative date.

STUDENT ABSENCE ON ASSESSMENT DUE DATE

If a student is absent from College on the day that an assessment is due, submission responsibility lies with the student. In Junior Secondary, students absent on a due date require parental explanation of absence. Senior School requirements stipulate absences on a due date are also supported by medical documentation.

Assignments:

- i. Have digital and/or written assessment delivered digitally through Compass by the allocated due date by 4pm;
OR
- ii. Have the physical and/or practical assessment delivered to teacher on campus by allocated due date 4pm;
OR IN CASE OF EMERGENT SITUATION
- iii. On return to school submit to classroom teacher or Compass portal. Parent communication explaining absence or medical certificate must cover all dates missed since the due date, and the assignment submitted upon return to school or draft assessment will be graded.

Exams/Practical Tasks/Oral Presentations etc.:

- i. For known absences, requests to complete the assessment on an alternative date, must be made in writing by completing the extension process documentation
- ii. For unexpected absences, contact must be made with the school to advise of the absence;
AND
- iii. Suitable evidence must be provided;
AND
- iv. The assessment will be completed at a time designated by the Head of Department.

EXTENSIONS

Students must submit an official Extension Request (appendix A) to their classroom teacher and Curriculum Head of Department (HOD) at least 2 school days prior to the due date. Applications should be supported by parental, medical and/or other documentation. Emergent extensions that do not fit within this procedure should be communicated by the student/parent/carer and/or teacher in a timely manner to appropriate HOD and/or Deputy.

NOTE: Personal planned holidays or unexplained absences from College are not acceptable emergent reasons to warrant extension on assessment due dates.

Extension applications received prior to the due date may be approved at the discretion of the relevant Curriculum HOD in negotiation with the classroom teacher.

The form should only be approved in accordance with syllabus guidelines and where extenuating circumstances exist. A copy of the approved Extension Request must be attached to the assignment on submission.

Mango Hill State Secondary College

Extension Request



SECTION A – COMPLETED BY STUDENT

(to be completed by student)

SURNAME		FIRST NAME	
YEAR LEVEL	CARE CLASS	SUBJECT	
NAME OF TASK		ORIGINAL DUE DATE	
REASON FOR REQUEST	<input type="checkbox"/> Illness (Medical Certificate attached)	<input type="checkbox"/> Misadventure (Attach documentation)	<input type="checkbox"/> Other (please specify)

Outline details of the circumstances that have adversely affected your ability to complete the assessment task by the due date. (Attach extra sheets if necessary)

STUDENT SIGNATURE		DATE	
PARENT SIGNATURE		DATE	

SECTION B – COMPLETED BY TEACHER

(forwarded to teacher by student)

TEACHER CODE		CLASS CODE	
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Please communicate your responses below:

YES / NO	Adequate draft response completed on time
YES / NO	Class time provided to work on this assessment task (number of lessons: _____)
YES / NO	Resources readily available to support completion of assessment task
YES / NO	Knowledge of student absences (If yes, number of lessons missed: _____)
	Amount of time recommended to complete task: _____

Comments (recommended/not recommended):

TEACHER SIGNATURE		DATE	
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SECTION C – COMPLETED BY HEAD OF DEPARTMENT

(forwarded to HOD by student – HOD to retain original and return copy to student)

<input type="checkbox"/> APPROVED	<input type="checkbox"/> NOT APPROVED
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Comments:

Revised Due Date:		HOD SIGNATURE	
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SECTION D – COMPLETED BY STUDENT

Copy of APPROVED EXTENSION REQUEST attached to assessment instrument by the above agreed due date

Work completion

It is a requirement that students complete all coursework in every subject. This requirement, to help all students to achieve at full potential, enables semester credit for work and levels of achievement to be awarded. All coursework must be completed to a satisfactory standard and assessment responses must be deemed a genuine response to the set criteria for the task. Coursework includes classwork and classroom activities, homework and review, excursions and practical work as well as all prescribed assessment tasks (exams and assignments).

Teachers will systematically monitor students' progress and work during lessons to ensure students maximise learning opportunities. Teachers will take appropriate action to ensure that students complete all coursework. These actions may include setting completion of classwork as a home task, in addition to homework and supervised completion of classwork.

We need to take steps to ensure we effectively engage parents in their child's education so effective, timely communication is essential. We operate a 'no surprises' policy. This means that we provide early communication to parents about a student's progress. Working in partnership with parents, teachers will make contact for repeated issues regarding completion of coursework. This communication should be provided in time for remedial action to occur, unless the only place where a student has performed differently to expectations is on the final piece.

Academic Integrity

Our approach to academic honesty promotes the development of a set of values around personal integrity in the areas of teaching, learning and assessment. Misconduct in the area of academic honesty is defined as behavior that may result in the candidate gaining an unfair advantage.

The areas of misconduct are:

- Plagiarism – the representation of another's work as your own.
- Collusion – allowing your work to be copied by another, sharing details of questions on exams with other students.
- Duplication – submitting the same work for different assessment components.
- Cheating – breaching the rules of an examination, gaining or distributing exam questions.
- Fabricating – making up data for an assignment or practical assessment.

Academic misconduct is considered a high level breach of school rules and may attract the following consequences:

- The section of work that is proven to be a result of cheating or plagiarism will not be marked. Remaining sections of work will be used to determine a result.
- In cases where the entire work is proven a result of cheating or plagiarism, students will be required to resubmit work within 24 hours in order to meet assessment requirements. The Principal will determine what weight will be placed on the result based on the circumstances. The general principle is that results will be determined from previously submitted drafts where applicable.
- If a student is suspected of cheating during an exam/test, the work completed should be removed immediately and annotated with time and details. New paper should be issued so the student can complete the remainder of the paper with integrity.

Academic Reporting

Reports are issued at the end of each semester. Reports indicate an achievement rating for each subject as well as a grade for effort, behaviour and homework.

- Years 7-10 levels of achievement are reported as semester results.
- Years 11 and 12 levels of achievement are reported year to date.

The Achievement rating is to be determined using the approved assessment program and may include class work samples; diagnostic testing; draft assessment submissions; completed assessment tasks or a combination of any of these sources of evidence. The rating assigned needs to be a valid judgment against the criteria for the achievement standard, based on evidence. Where students have achieved less than a C standard or comments, or have

underachieved, it is expected that you contact parents at the time of the result and request a parent interview on the report.

Use of 'N' Rating It is expected that all students will receive an A – E rating for each of Achievement, Effort and Behaviour on the Interim and End of Semester Report. Teachers need to take steps to ensure that they have collected sufficient student work to rate every student in each semester.

The N result will only be used in exceptional circumstances and when approved by the Principal. The only exceptions to this should be:

- Recent enrolment in school – less than 4 weeks prior to reporting period.
 - o In these cases, students should be awarded grades and comments for Effort and Behaviour based on the lessons that have been attended and the class work completed.
- Extended absences - that have significantly impacted on performance and where there is no valid evidence on which to make a judgment on student achievement
 - . o Approved reason (e.g. Illness, overseas or domestic travel) o School refusal o Truancy from class