

Year 7-10 Work Completion Procedures

Teachers are committed to challenging all school students to achieve excellence (defined in terms of their personal best) through consistently producing quality work. As such, students are expected to take responsibility for their learning and ensure that all work submitted for assessment reflects their personal best.

Non-completion of work is not an option (this includes Academic Integrity – i.e Plagiarism) as it indicates that the work was not an important contributor to learning. When students do not complete required work learning is hindered and progress cannot be made. Subject Teachers coach student to deliver on our school value Resilience by supporting them to complete all work to the best of their ability.

	Step 0 – Learning Culture	Step 1 – Request Extension	Step 2 – Deadline not met	Step 3 – Repeated non-completion of work
Students will..	Engage in Learning Note deadlines on DayMap. Strive for personal best. Are expected to complete draft and summative work by due dates. Drafts to be submitted to FROG a minimum of 1 week prior to the final submission date.	Request extensions, when necessary, before (min. 48 hours) the due date Communicate with the teacher before the deadline as to why they will not meet it. Ensure family is aware of the deadline not being met.	Attend work completion in Focussed Study. Teacher and student will re-negotiate deadline of no more than 2 weeks. Submit work to subject teacher when complete or what they have completed by end of day (cc HG Teacher and family).	Attend a family conference with the Sub School Leader or Learning Area Leader Students can re-submit but they highest grade they can achieve is a C.
Teachers will..	Assessment tasks and due dates for check-in points are set on FROG. Check-in points can include: <ul style="list-style-type: none"> • Drafting • Conferencing with students • Practice Tests • Formative Assignments or Tasks etc Design learning that engages students. Actively check-in and coach students with their learning and organisation where required. Negotiate extensions with students as required before the set deadline.	Receive extension information from student. Accept or decline via email to the student. Negotiate the extension deadline and support opportunities through coaching conversations. Provide their own space, time and support for the student to complete the work or make arrangements for focussed study. Phone or email the family to inform of a missed deadline and the negotiated extension deadline and agreed support (cc HG Teacher, fill in record on DayMap)	Assess completed work or what has been submitted by end of day. Record final grade and publish (for students and guardians) on DayMap that reflects work submitted. Complete Middle School Missed Assessment Deadline record on Daymap. This generates a letter to families and the relevant staff automatically.	Have coaching conversation with student – complete learning improvement plan (LA leader/ AP to support). Record the student’s grade for the summative task – highest they can achieve is a C. Students can re-submit but the highest grade they can achieve is a C.
Families will...	Support students to plan assessment deadlines. Be active users of DayMap Parent Portal. (LINK???)	Acknowledge teacher communication and clarify how they can support the student.	Have conversations and support the student to complete the work.	Attend a family conference with the Sub School Leader or Learning Area Leader.
Home Group Teachers will...	Support students to plan assessment deadlines (i.e through Outlook), help students organise their time etc.	Coach extension request.	Conferencing conversation. Support attendance at focused study to complete work.	Optional attendance at family conference.
Sub School Leaders will...	Create a culture for students to strive for their personal best the first time, every time. Ensure students understand Work Completion Procedures.		Facilitate coaching conversations with students.	Support subject teacher with coaching conversation process.

Year 11-12 Work Completion Procedures

Teachers are committed to challenging all school students to achieve excellence (defined in terms of their personal best) through consistently producing quality work. As such, students are expected to take responsibility for their learning and ensure that all work submitted for assessment reflects their personal best.



Non-completion of work is not an option (this includes Academic Integrity – i.e Plagiarism) as it indicates that the work was not an important contributor to learning. When students do not complete required work learning is hindered and progress cannot be made. Subject Teachers coach student to deliver on our school value Resilience by supporting them to complete all work to the best of their ability.

Appropriate actions in response to verified plagiarism may include:

- **For Stage 1:** discuss appropriate action with Learning Area Leader and notify SACE Coordinator.
- **For Stage 2:** initiate the breach of rules process with a discussion and submission of [Form 2](#) to the SACE Coordinator.

	STEP 0 – learning culture	STEP 1 – Request extension	Step 2 – deadline not met	Step 3 – No delivery of required work	Step 4 -Alternative pathway Conference
Students will...	<p>Are expected to complete draft and summative work by due dates.</p> <p>Year 12 students are to attend Supervised Study (instead of Home Study if applicable) and any intensive study support sessions until work is completed.</p> <p>Drafts to be submitted to DayMap a minimum of 1 week prior to the final submission date.</p> <p>Engage in learning and strive for personal best.</p> <p>Note check—in points.</p> <p>Plan work commitments.</p>	<p>Request extension via DayMap, when necessary, before (min. 48 hours) the due date</p> <p>Inform family/guardians that an extension is required.</p> <p>Students absent on the day a piece of work is due must make other arrangements for the work to be delivered to school, with the student being responsible for its safe delivery.</p>	<p>Attend focussed study (or otherwise).</p> <p>Email work to the subject teacher (CC in Year Level Leader and AP – Senior School).</p> <p>Teacher and student will re-negotiate deadline of no more than 2 weeks.</p>	<p>Attend SACE support sessions instead of regular classes to complete required work.</p> <p>Attend a family conference with the Learning Area Leader, Year Level Leader, or Sub School Leader.</p>	<p>Withdraw from subject and seek alternative pathway.</p>
Teachers will..	<p>Assessment tasks and due dates for check-in points are set on DayMap. Check-in points can include:</p> <ul style="list-style-type: none"> • Drafting (SACE has a record sheet to verify student work). • Conferencing with students • Practice Tests • Formative Assignments or Tasks etc <p>Design learning that engages students.</p> <p>Set progress markers for longer assignments.</p>	<p>Receive extension form.</p> <p>*Accept or decline via email to the student.</p> <p>*If a student has a good reason for being unable to meet the deadline, a medical certificate or note from a parent/caregiver is required.</p>	<p>Assess work from progress marker stage or allocate zero grade.</p> <p><i>Email the student and phone the family regarding.</i></p> <ul style="list-style-type: none"> • interim grade, • missed deadline, • work completion session (focussed study or otherwise) and the re-negotiated deadline. <p>Conferencing with students about missed deadline.</p> <p>Check attendance for work completion session. Redeem interim grade.</p>	<p>Have coaching conversation with student – complete learning improvement plan (LA leader/ AP to support).</p> <p>Notify Learning Area Leader, Year Level Leader and Senior Years AP</p> <p>Refer to SACE support week at end of term for incomplete work.</p> <p>Assign a <i>*report</i> grade based on evidence provided (i.e could be an E-).</p> <p>*Not to be confused with SACE online resulting grade.</p>	
Families will...	<p>Support students to plan assessment deadlines.</p> <p>Be active users of DayMap Parent Portal. (LINK??)</p>	<p>Acknowledge teacher communication and clarify how they can support the student.</p>	<p>Ensure their child goes to all scheduled supervised study lessons.</p>	<p>Attend family conference to support student in completing work. Agree to range of agreed consequences.</p>	
HG teachers will..	<p>Support students to plan assessment deadlines (i.e through Outlook), help students organise their time etc.</p>	<p>Coach extension request</p>	<p>Check Work Completion Spreadsheet</p> <p>Coaching Conversation</p> <p>Support attendance at work completion session.</p>	<p>Coaching conversation</p>	<p>Attend pathway conference with family, student, and Sub School Leader</p>
Sub School Leaders will...	<p>Create culture for students to strive for their personal best the first time, every time.</p> <p>Ensure students understand work completion procedures.</p>		<p>Facilitate coaching conversations with students.</p>	<p>Issue SACE Support session end of Term 1-3 and mid-Term 4 via DayMap/EdSmart that notifies student, family, and staff.</p> <p>Support subject teacher with coaching conversation process.</p>	<p>Facilitate family conference re: withdrawal from subject and alternative pathway.</p> <p>Complete paperwork.</p>

CONFERENCING PROMPTS	
What prevented you from meeting the deadline?	When and where do you study at home?
What could you have done differently to meet the deadline?	Are you behind with any other work?
Are you clear on what the task is?	What questions do you have?
What do you do when you don't know what to do?	How can I support you further? / assist you?
Do you have any other assessments due?	What needs to happen next for the work to get done?
What do you think is a realistic timeframe for completing the work?	

DAYMAP expectations for Staff

	Descriptions
ADMIN	Lesson attendance accurately marked each lesson. Attendance followed up regularly in partnership with Student Services to minimise unexplained absences 'U'. Update as required to ensure attendance on student reports is accurate.
	Daymap Notes – relevant information + action taken/needed. Academic/missed deadlines/behaviour. Communications – successful and unsuccessful attempts
	Lesson notes
Teaching and Learning	Outline – all subjects must have a visible assessment schedule (e.g., word or PDF) for parents to access by the end of week 1 each term. A google link to a live schedule should only accompany the assessment schedule if parents can access this.
	Out of class learning for students.
	Task sheets are uploaded with all relevant information (e.g., rubrics, due dates, task description.)
	Relief notes are left in Daymap that are supportive of both TRT and students.
	Grades Books
Assessment and Reporting	<ul style="list-style-type: none"> - Summative Assessment tasks are posted at least one week prior to due date. - Grades for each Summative Task published in a timely fashion with feedback provided (feedback: wonderings, how to progress, positives) - Formative assessment – subject teacher discretion
	Traffic Lights <ul style="list-style-type: none"> - Complete on time through the year when required.

Supporting Your Student

In terms of special provisions, in the SACE, the school makes its decisions with reference to the Special Provisions in the Curriculum and Assessment Policy.

Valid reasons include;

- sickness or injury supported by medical certificate or valid note from parents/caregivers.
- social/ emotional issues
- family crisis at time of due date
- misadventure – providing sufficient progress is demonstrated.
- Situations where teachers wish to reschedule a task when students aren't ready or other circumstances as determined by the professional judgement of the teacher.

Strategies

- Provide a range of strategies to assist students in submitting on time. These could include:
 - Differentiating tasks to meet the needs of the student.
 - Appropriate scaffolding
 - Provide multiple opportunities for evidence of learning (see [SACE Assessment and Reporting Guidelines](#))
 - Setting Progress Checks/drafting stages at various stages of the project/assignment
- Provide interventions if necessary.
 - Meetings with parents/caregivers
 - Learning Improvement Plan
 - Intensive study sessions
 - Referral to focused study

For example: A two-week assignment would have the Progress Check at the end of the first week; a six week assignment might have a Progress Check at Week 2 and 4.

Students may be completing school assessed tasks both inside and outside of class, over an extended period.

Assess Student Work

- Assess work based on the ACARA Achievement Standards (Years 7 – 10) or the SACE Performance Standards (Years 11-12).
- Provide feedback on draft work in a timely manner.

The **SACE Policy** outlines how a teacher's verification can be given with confidence; however all teachers should use the summary below:

- The teacher should **see evidence** of work during production.
- When a task is sighted, teachers should be content about its origins from having seen earlier drafts.
- A teacher can withhold their sign-off until sufficient evidence is available to show that it is the student's work.
- The onus is on the students to give evidence of their work without undue assistance.

From the [SACE Supervision and Verification of Students' Work Policy and Procedure](#)

Some Learning Areas use Progress Checks with Summative Tests by requiring the student to provide evidence of the preparation that the student has done to be successful in the test e.g. a summary sheet of key points; formulae.