

Work Completion Guidelines

These guidelines are designed to improve student academic achievement by clarifying the expectations of students, families and teachers in relation to successful work completion and submission practices.

Our goal is to enable students to achieve their academic best in a supportive environment which responds to the needs of all learners.

Assessment is necessary and ongoing throughout a semester or over the course of Year 12. It is important that students develop strategies to enable them to manage workloads across subjects and complete work within reasonable timeframes.

Teacher Responsibilities

Teachers are responsible for providing high quality learning and assessment tasks. Teachers should ensure that sufficient time is provided to complete assessment tasks and make adjustments for students required to participate in school events and for students with specific learning needs, to ensure equitable outcomes for all students.

Teachers are responsible for setting deadlines and for monitoring the progress of students completing major tasks, often over periods of several weeks. Teachers must also verify that student work submitted is the work of individual students, which typically means observing progress in class, discussing tasks with students, and providing feedback on plans and/or drafts.

Student Responsibilities

Students are responsible for completing and submitting work on or before the due dates. In situations where deadlines are unable to be met, a request for an extension should be made in the school diary or via email, before the due date. Examples of valid reasons where an extension may be required include:

- Illness
- Compassionate grounds
- Circumstances beyond the student's control
- Family events

If a student is absent on the day of a test or exam, the teacher should be notified by a parent and a valid reason and/or a medical certificate may be required. Where possible, teachers will negotiate an alternative date for the test or exam. If students repeatedly miss deadlines, parents/caregivers will be notified and the subject teacher and/or Deputy Principal will address the issue with the student.

Parent/Caregiver Responsibilities

Parents are responsible for communicating concerns promptly to subject teachers, Year Level Coordinators or a Deputy Principal as appropriate. In the first instance, a subject teacher should be notified via email, with the Year Level Coordinator copied into the email.

Parents are required to provide notes (diary, email or SMS) for absences, requests for extensions and medical certificates for frequent or extended absences.

Parents may be asked to attend meetings at school to work with staff to support students to address issues around work completion and implement strategies and supports.

Student absences

“Achievement declines are associated with any level of absence – ‘everyday counts.’

(Hancock et al. 2013), cited in *Spotlight: Attendance Matters* Australian Institute for Teaching and School Leadership Limited.

The research is clear that students who are regularly absent from school experience a lack of continuity in their learning, often struggle to complete work by deadlines and typically achieve below their ability.

Schools are obligated to report chronic absenteeism, including unresolved absences, to the Catholic Education Office and may be required to report truancy to SA government authorities.

Schools will work in partnership with families to establish the underlying causes of frequent absences and develop strategies and support to improve attendance, wellbeing and academic achievement.

Time Management

All students need to develop strategies to ensure that work is completed by due dates, particularly if involved in activities outside of school hours that affect the amount of time available outside of school hours to complete tasks (for example, sport, music, dance, part-time work, socialising, family commitments)

Successful strategies include:

- Planning time for study and work completion in advance (weekly planners/whiteboards/sticky notes)
- Visible or electronic reminders in advance of due dates
- Limiting the number of hours engaged in part time work
- Keeping realistic limits around social activities and extra-curricular activities
- Ensuring good sleep hygiene, including minimizing screen time before bedtime
- Communicating difficulties early with teachers
- Being at school to work on tasks, ask questions and seek feedback

Plagiarism and Verification of Student Work

Plagiarism is a serious matter. Experience tells us that students resort to plagiarism when they do not allocate sufficient time to complete tasks or they do not communicate that they are experiencing difficulties understanding task requirements.

Examples of plagiarism include:

- Work which has been copied, without acknowledgment, from another person’s work or source
- Quoting large sections of work from sources with little interpretation or comment
- Closely paraphrasing sentences or paragraphs from sources without appropriate acknowledgement
- Submitting work which has been completed by someone else.

It is particularly important that students do not plagiarise work as it can risk their subject achievement and successful SACE completion (Year 11 & 12). All teachers are required to verify that work has been completed by individual students. Verification is based on evidence of progress in tasks and submission of plans and drafts.

Parents/Caregivers will be informed if a student plagiarises work. The subject teacher, Year Level Coordinator and/or Deputy Principal will address the issue with the student.

Students will be given the opportunity to resubmit a plagiarised response in the first instance, however if plagiarism reoccurs, the work will not be assessed and the subject grade will be affected.

Special Provisions

Students can access special provisions, providing they meet eligibility criteria on one or more of the following grounds:

- Hearing Impairment
- Vision Impairment
- Learning Disability
- Medical Condition
- Misadventure
- Personal Circumstances
- Physical Disability
- Psychological Disorder
- Compassionate grounds

Decisions to implement special provisions are based on evidence. Examples of special provisions which can be implemented include:

- Flexibility with deadlines as negotiated
- Additional time in tests/exams (up to 10 mins/hour)
- Adjusted assessment conditions (reduced word count, oral responses instead of a written response)
- Supervised rest breaks in exams
- Time out to attend to medical needs in an exam
- Separate test/exam invigilation
- Removal of some tasks providing all assessment criteria are met in other tasks

Students and families requesting SACE special provisions should meet with the Deputy Principal (Teaching & Learning).

Special provisions are applied in consultation with students, families, Inclusive Education Support staff, counsellors, subject teachers and Year Level Coordinators as appropriate.

Compassion . Hospitality . Justice . Service . Respect . Courage