



Learning Policy



Homework

Homework provides students with the opportunity to reinforce and consolidate classroom learning, while developing self-regulation and healthy learning behaviours required for learning beyond the classroom.

Homework at Foxwell State Secondary College is personalised to individual learning needs and develops students' independence as a learner. It is clearly related to class work and assessment, assists students in preparing for upcoming learning and is regularly monitored by teachers.

When Foxwell State Secondary College teachers set homework they take in to account the need for students to have a balanced and healthy lifestyle, ensuring sufficient time is allowed for family, recreation, community and cultural activities, and employment where appropriate.

At Foxwell State Secondary College, we are committed to our philosophy of leveraging digital to add value to student learning. Students may be expected to complete homework on their BYO device, including accessing the internet for completion. In ensuring students are not disadvantaged by lack of access to internet outside of school, our Learning Hub is open both before and after school for students to complete work. Our WIN Program provides students with the opportunity to complete class work, assessment and homework before school with the assistance of teachers, teacher aides and community partners.

Homework is set in three ways:

1. By the classroom teacher with an expectation of short term completion. This may be with the expectation that it is completed prior to the next lesson the following day.
2. By the assessment program, where an assignment is completed over a longer period of time.
3. By the student in developing a personalised study program for previewing and reviewing class work, seeking personal clarity of content covered, practising a skill learnt, or deepening and transferring understanding to a different context.



Assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence of student learning, ultimately allowing teachers the opportunity to make informed and consistent judgements to improve student learning. At Foxwell State Secondary College we are guided by three overarching principles that allow assessment for student learning:

Assessment for learning involves determining where students are in their learning, through assessment of prior knowledge, and also using the information collected from ongoing, daily assessments and observations to plan for differentiated and personalised instruction, thinking about the needs of the whole class, small groups or individual students. This is referred to as formative assessment.

Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals. Students articulate their next steps in learning through the use of Success Criteria, teacher and peer feedback and reflection on their own personal improvement. Assessment as learning is referred to as formative assessment, is an ongoing process for students in the classroom setting and is also supported through the schools commitment to "Planning for Personal Accomplishment" cycle.

Assessment of learning involves teachers summarising, judging and evaluating student work against the Australian Curriculum Achievement Standard for the relevant learning area. Teachers use evidence of student learning to make judgements on student achievement against the learning areas Guide to Making Judgements (Year 7 - 12) or Instrument Specific Marking Guide (Year 11 - 12 only). This is referred to as summative assessment and is used to determine a students overall level of achievement for the learning area. The level of achievement grade awarded on the report card is determined from the collation of summative assessment results.

A range and balance of summative assessment techniques are used to reflect learning experiences delivered within the curriculum program at Foxwell State Secondary College. Determined assessment techniques provide students with the opportunity to demonstrate their knowledge, understanding and skills across the year long program of learning. Assessment techniques may include, but are not limited to:}

- Extended Response
- Investigation
- Performance
- Examination
- Practical
- Portfolio
- Project
- Problem-solving and Modelling Task
- Experimental Investigation

Our summative assessment programs are designed with the following key principles in mind:

- A range and balance of assessment types are used, reflecting the learning experiences delivered within the curriculum program.
- Assessment is graded based on a pre-determined Guide to Making Judgements (Year 7-12) or Instrument Specific Marking Guide (Year 11 - 12).
- The quality of the student summative assessment is the determinant of the student's result.
- Clear information and sufficient scaffolding are provided to ensure optimal student achievement, while maintaining the integrity of the assessment item.



ASSESSMENT

School Assessment Responsibilities

- At the commencement of each term publish the Assessment and Learning Calendar to Student SharePoint and issue a copy to parents via the week 2 school newsletter. Detailing the final submission and draft due dates as well as examination periods.
- Where required, develop and provide to students, parents and careers an examination schedule within an appropriate timeframe.
- Develop examination periods that allow for considerate scheduling.
- Provide students with the summative Assessment Task Sheet and Guide to Making Judgements within an appropriate timeframe of submission due date.
- Clearly outline on the Assessment Task Sheet both the final submission and draft due dates.
- Provide time in class to deconstruct and annotate the task, deepening understanding for students of both the Assessment Task Sheet and the Guide to Making Judgements.
- Where appropriate, provide students with class time for partial completion of task.
- Provide students with targeted improvement feedback on the draft response.
- Provide students with targeted improvement feedback on final submission in years 7 - 10.
- Provide students with the opportunity to access support through WIN Time.
- Provide students with the opportunity to access school resources, including internet and reference materials through the Learning Hub before, lunch and after school opening hours.
- Communicate with parents and careers when students are at risk of failing an assessment item or have not submitted a draft or final submission of assessment item.
- Implement consequences for students who do not meet assessment responsibilities.

In **Year 7 and 8** this may include lunch time detention, out of school hours detention and/or non-awarding of grade.

In **Year 9 and 10** this will include non-awarding of grade and may include lunch time and/or out of school hours detention.

In **Year 11 and 12** this will include non-awarding of grade where final submission due dates are not met. In the instance of complete non-submission of summative assessment, this will result in the requirement for course work completion not being met and will jeopardise student attainment of the Queensland Certificate of Education.

In the case of a student 16 years or older, non-submission of assessment may result in the initiation or continuation of the Risk of Cancellation Process as outlined by the Department of Education.

- Implement the pre-determined Guide to Making Judgements (7 - 12) or Instrument Specific Marking Guide (Year 11 - 12), and provide a result based on this.
- Quality assure the determination of assessment results through school based confirmation processes such as cross-marking and blind marking.

Student Assessment Responsibilities

- At the commencement of each term, access and sync the Assessment and Learning Calendar in SharePoint to native calendar on iPad. This may be Apple Mail or Microsoft Outlook.
- In consultation with parent and carer, identify when summative assessment submission due dates or examination periods fall, and plan for this as a family.
- Submit both draft and final assessment items and attend all examination periods in line with the Assessment and Learning Calendar.
- Submit both draft and final assessment items during the scheduled class time of the due date and in line with teacher expectations. This may include submission via airdrop, email, and/or printed task.
- Ensure all assessment work submitted is original work and referenced using the APA/Harvard system where required.
- Save all electronic assessment work in/on at least two different storage locations/devices. This may include student's personal OneDrive, on iPad, apple iCloud, or emailed to self at regular intervals.
- Seek support where required within a timely manner. This may include but is not limited to seeking support from classroom teacher or other school staff and/or attending WIN Time, attending the Learning Hub before, during or after school.
- Communicate in a timely manner if difficulties arise that require an alternate submission timeline.
- Where a known student absence may occur (eg. Sporting or cultural commitment, traineeship, etc) submit assessment prior to absence.
- Follow the requirements outlined for Year 7 - 10 Special Provision requests and Year 11 - 12 AARA requests for both summative assessments and examinations.

Parent Assessment Responsibilities

- At the commencement of each term become familiar with the Assessment and Learning Calendar. This includes accessing via Student SharePoint and syncing to personal native calendar and/or accessing a copy from the week 2 school newsletter.
- In consultation with child, identify when summative assessment submission due dates or examination periods fall, and plan for this as a family.
- Discuss the Assessment Task Sheet with child to clarify understanding, set goals and assist with developing home support.
- Monitor child's progress towards completion of both draft and final assessment in line with outlined due dates.
- Follow the requirements outlined for Year 7 - 10 Special Provision requests and Year 11 - 12 AARA requests for both summative assessments and examinations

Assessment Special Provision Year 7-10

Foxwell State Secondary College is committed to reducing barriers to success for all students. Assessment Special Provisions are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The application of Assessment Special Provisions are based on the functional impact of the condition for which the provision is sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate learning, knowledge and skill in assessment programs.

Students are eligible to apply for Special Provision based on the following categories:

- Disability (cognitive, physical, sensory, social/emotional)
- Illness
- Misadventure
- Sporting, cultural, academic or military representation

Students are not eligible for Special Provision based on:

- Unfamiliarity with English language
- Teacher absence or other teacher related difficulty
- Avoidable matters, such as but not limited to misreading Assessment and Learning Calendar, IT issues)
- Matters of student's or parent/carers own choosing, such as but not limited to a family holiday
- Matters that the school could have avoided, such as incorrect subject timetabling.

Where a student is absent the day of an exam or in class assessment, the student is required to submit on their next day of attendance.

Where a student is absent the day of a due date, the student is required to submit electronically to the teacher in line with the due date outlined on the task sheet. Where this is not possible, the parent or carer is required to contact the school to arrange an alternate submission expectation.

From 2024, the college will follow the processes as outlined by the Queensland Curriculum and Assessment Authority for Year 11 and 12 students.

Application for Assessment Special Provision Year 7-10

1. Complete the Request for Special Provision Form and submit to the relevant Head of Department, Head of Inclusion or Guidance Officer. Attach documentary evidence (eg. Doctor's certificate).
2. Head of Department, Head of Inclusion or Guidance Officer reviews application for eligibility, develops reasonable adjustment and informs the parent/carer, student and teacher of outcome.
3. Student submits assessment as per the outlined adjustment.

Assessment Appeal

All endeavours are made by school staff to ensure school responsibilities regarding assessment are adhered to. This includes the accurate application of the Guide to Making Judgements (year 7 - 12) and Instrument Specific Marking Guide (year 11 - 12). In instances where an assessment appeal may be required, parents, carers and students are asked to refer to our Complaints Policy.

Academic Integrity

Academic integrity is the act of approaching academic responsibilities in an honest, moral and ethical manner. It is the responsibility of students, teachers, parents/guardians and external support agents/agencies. Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. Foxwell State Secondary College uses the authentication strategies promoted by the Queensland Curriculum and Assessment Authority. In cases where a student response is not authenticated as their own work, procedures for managing alleged academic misconduct will be followed.

In ensuring academic integrity is upheld, it is the responsibility of students to:

- develop knowledge and skills to complete assessment
- know what is expected from assessment
- manage time and complete work in time
- submit draft assessment and apply feedback provided
- reference sources, information and ideas
- submit their work, and only their work

Academic misconduct is dishonest, unethical or unfair behaviour related to academic responsibilities. Often, academic misconduct is a result of the following:

- poor time management
- lack of confidence in asking teacher for assistance
- not understanding plagiarism and how to correctly acknowledge or reference sources
- feeling compelled to help a peer
- competing demands on time
- disengagement

Regardless of circumstances, students are required to uphold and maintain academic integrity in all circumstances. Where a student is found to have breached the academic integrity of an assessment item, results will be awarded using evidence from the preparation of the response that is available and verifiably the student's own work. In the instance of an examination, students will be awarded a non-rate. Consequences may apply in line with the school's Responsible Behaviour Plan for Students.

Academic misconduct includes, but is not limited to:

Prospective Student Details	
Copying work	<ul style="list-style-type: none">- Letting another student copy work- Copying someone else's work
Collusion	<ul style="list-style-type: none">- Working with other students to produce an individual response and submitting
Significant contribution of help/assistance	<ul style="list-style-type: none">- Having someone else complete some or all of the assessment response
Disclosing or receiving information about assessment	<ul style="list-style-type: none">- Removing a marking guide from a teacher's desk and looking at it prior to an assessment
Cheating while under supervised conditions	<ul style="list-style-type: none">- Communicating with other students in an exam- Using equipment during an exam unless expressly permitted by teacher (calculator, device, etc)- Taking notes in to an exam
Contract cheating	<ul style="list-style-type: none">- Arranging an online service to complete all or part of an assessment response- Purchasing a response for submission
Plagiarism or lack of referencing	<ul style="list-style-type: none">- Using another person's work without referencing (text, image, audio, video etc)- Submitting another person's work
Impersonation	<ul style="list-style-type: none">- Someone else completing an exam or performance under pretence
Fabricating	<ul style="list-style-type: none">- Making up or listing incorrect or false references- Listing unused sources in bibliography
Self-plagiarism	<ul style="list-style-type: none">- Resubmitting work that has already been submitted as an assessment response- Using the same paragraph for two different pieces of assessment
Misconduct during an examination	<ul style="list-style-type: none">- Distracting or disrupting others during an exam

Referencing

An important part of learning is the act of reading and learning from others and using their work to inform student progress. It is the responsibility of all students to maintain effective academic practices. In order to maintain academic integrity, students must acknowledge the work of other's using either the Harvard System or the Australian Publishers Association Referencing Style Guide – developed by the American Psychological Society (APA Style). Which style of referencing will be outlined in the assessment task sheet.

Reporting

Reports are issued at the end of each term.



Date:	Student Name:	Year Level:
Subject/s:	Teacher:	Head of Department:
<p>Please highlight the reason for Special Provision Request:</p> <p>Disability (cognitive, physical, sensory, social/emotional)</p> <p>Illness (please provide medical certificate)</p> <p>Misadventure (eg. Bereavement, natural disaster, car accident)</p> <p>Sporting, cultural, academic or military representation (please provide documentary evidence)</p>		
<p>Statement of Request:</p> <p>Please explain the impact the reason for request will have your assessment.</p>		
<p>Head of Department Recommendation:</p>		
Parent Signature:	Student Signature:	
Head of Department Signature:	Teacher Signature:	