

Curriculum Assessment and Homework Policies

Scarborough Secondary Campus



**Southern Cross
Catholic College**

Co-educational Prep - Year 12
REDCLIFFE

Attendance for Learning and Wellbeing Growth

At Southern Cross Catholic College, we are committed to quality Learning and Teaching, with a focus on the holistic development of each individual student to expose students to all areas of growth in both a Learning and Wellbeing context. As such, it is an expectation that students are at school, in classes and engaging in learning and development of themselves in all areas of school life each and every day.

The expected attendance standards are at any given point in time, a minimum of 90% attendance (As an example, over a ten week term, one day absence is calculated at 2% at the end of the term). For a student, attendance at extra-curricular activities, sporting events, excursion and incursion opportunities, camps, senior formals, social events etc. may be impacted and restricted due to low attendance rates and/or lack of assessment submission and homework completion.

Revision Materials

At Southern Cross Catholic College, we operate under a philosophy of build student capacity gradually as students negotiate each year level, grow with the challenges of assessment and develop skills as independent learners. As such, students at each year level have access to various materials to assist in the preparation for assessment and demonstrating learning. The focus of these materials is to ensure that students at Year 7 can understand how to approach assessment, the focus of revision and exemplar materials to prepare for the assessment. By Year 12, students should be independent in their approach to assessment and utilise QCAA materials to ensure they meet assessment and syllabus requirements.

Below is a summary of the supports offered at each year level in all curriculum areas:

- Year 7 & 8
 - Revision Sheet detailing the topics taught in the subject of focus
 - Samples Questions provided
- Year 9 & 10
 - List of items taught pertaining to the area being assessed
 - One modelled response to a higher order question
- Year 11 & 12
 - Utilise QCAA Syllabus Documentation

Assessment Policy

It is imperative that all staff, students and parents are aware of the guidelines for the implementation of the school assessment policy. This policy applies to written examinations, orals, assignments and practical assessments.

All students must complete works as outlined by the Work Programs for their subjects. Any student who does not complete all of the necessary assessment tasks will risk not receiving a semester report and/or lose subject credit towards their senior course of study and/or their Queensland Certificate of Education.

ABSENT FOR ASSESSMENT

Years 7 to 9

Where a student is unable to attend school to present an assessment personally on the date, then the student/parent/caregiver must either:

- Deliver the assignment to school on the due date (no later than 3pm) or;
- Contact the Curriculum Leader and/or Class Teacher to explain the circumstances that have been the cause of the late assignment.

Year 10

Where a student is unable to attend school to present an assessment personally on the date, then the student/parent/caregiver must either:

- Deliver the assignment to school on the due date (no later than 3pm) or;
- Contact the Learning and Wellbeing Program Leader - Senior Years to explain the circumstances that have been the cause of the late assignment.
- Provide a Medical Certificate or Statutory Declaration as close as possible to the due date.

Years 11 and 12

Where a student is unable to attend school to present an assessment personally on the date, then the student/parent/caregiver must either:

- Deliver the assignment to school by 8:30am on the due date or;
- Contact the Learning and Wellbeing Program Leader - Senior Years to explain the circumstances that have been the cause of the late assignment. The aforementioned person will then identify the process for submission of the assessment (medical certificate/statutory declaration/AARA documentation). AARA templates are located on Teams or may be emailed to the student/parent/caregiver.
- The Assistant Principal Curriculum or the Learning and Wellbeing Program Leader – Senior Years will then contact the relevant Curriculum Leader and Classroom Teacher to notify of the absence and confirm the pathway to submission or consideration.

Students involved in TAFE and Traineeships

Please be aware that the assessment in the Senior Phase of Learning does not allow for catch up exams as exists. It is important that students prioritise school exams and make necessary arrangements at work or at TAFE, if there is an exam on a day when they are absent due to TAFE or work.

EXTENSION

Assessment Extension forms can be collected by the student from the relevant Learning & Wellbeing Programs Leader. Application for extension will only be considered at a reasonable time prior to the task being due, at the discretion of the Curriculum Leader. Extension forms must be approved by the Class Teacher and Curriculum Leader prior to final approval by the Assistant Principal Curriculum. Copies of the approved Extension form will be distributed to the student, the Class Teacher, Curriculum Leader and Learning and Wellbeing Program Leader – Middle Years and recorded on the Assessment Extension Register.

For an extension to be granted, it is imperative that the student displays the progress of the task to date. All students are required to meet drafting deadlines, progress checks and assessment checkpoints prior to submissions or consideration of an assessment extension.

It is compulsory that all assessment tasks be completed in order to satisfy syllabus and course requirements.

Should a student require an assignment extension, the following circumstances are considered to be reasonable grounds for application:

Years 7 to 9

- An extended absence due to illness or other personal situation which is supported by a medical certificate.
- An unexpected absence due to illness, family bereavement or other extenuating circumstances on or just prior to the due date. Once again, this absence is to be supported by a medical certificate or personal contact between parent/caregiver and the Campus Leadership Team.
- Other College activities including sporting activities, technology hardware issues, family holidays etc ***will not be valid reasons*** to request an assessment extension.

Year 10

- An extended absence due to illness or other personal situation which is supported by a medical certificate or verified through discussion between parent/caregiver and the Campus Leadership Team.
- An unexpected absence due to illness, family bereavement or other extenuating circumstances on or just prior to the due date. Once again, this absence is to be supported by a medical certificate or personal contact between parent/caregiver and the Campus Leadership Team.
- Other College activities including sporting activities, technology hardware issues, family holidays etc ***will not be valid reasons*** to request an assessment extension.

Years 11 and 12

- An extended absence due to illness or other personal situation which is supported by QCAA required AARA documentation. AARA templates are located on Teams.
- An unexpected absence due to illness, family bereavement or other extenuating circumstances on or just prior to the due date. Once again, this absence is to be supported by QCAA required AARA documentation.
- Other College activities including sporting activities, technology hardware issues, family holidays etc ***will not be valid reasons*** to request an assessment extension.

ASSESSMENT CRITERIA

All assessment must be submitted adhering to the Assessment Guidelines for the specific task up to and including word length, type and structure of the task.

Years 7 to 9

Students have an allowable 10% leeway when meeting assessment length and/or word requirements.

Years 10 to 12

Students **must** meet word length as there is no allowable overage. Any written word or spoken assessment must meet the stipulated guidelines as the assessment will not be marked once the word count or time frame has been reached.

Examples Written assessment – once the word count has been reached, the assessor will stop marking.
Oral assessment – once the 10 minute mark has passed the assessor will stop marking.

Assessment Submission

Years 7 to 9

Assessments need to be submitted electronically (via Teams) by 8.30 am on the due date. This submission is to be submitted directly to the subject teacher on the day the assessment is due. A hard copy will also be required to be handed to the teacher at the beginning of the next lesson. Students **are not** permitted to print during a class lesson and/or work on the assessment during class time on the date the assessment is due. Work handed in after the due time/date will be considered late.

Years 10 to 12

All assessments are to be submitted by **8.30am (sharp)** on the due date. Assessments are to be submitted in the Assessment Drop Box located in the main office. This box provides a secure location for assessment submission and is cleared at 8.30 am. Assessments submitted after 8.30 am are considered to be late. If the assessment drop box is not visible, please ensure you have a conversation with Campus Reception to validate your submission

- Assessment must be submitted in a plastic sleeve in the drop box
- Teacher's name, your name and subject clearly must be clearly displayed on the front page (as more than one assessment may be due on the same day)
- Electronic submission to be uploaded to TEAMS **by 8.30 am (sharp)** and is subject to passing the Turnitin check

Late submission of work

When work is submitted late, judgements of student achievement are based on evidence that is available on or before the due date.

DRAFTING DEADLINES

Years 7 to 10

The procedure for a student who has not submitted an assessment on time and has not requested an extension:

1. Students are required to submit and meet drafting deadline as stated by the subject teacher.
2. Non-submission of draft, the teacher will also email (attaching a copy of the task and due date):
 - Parents/Caregivers
 - cc Assistant Principal Curriculum
 - cc Program Leader Learning and Wellbeing Years 10 – 12
 - House Pastoral Leader
 - Curriculum Leader

Years 11 to 12

In line with QCAA policy, if a draft deadline or a checkpoint has not been met, the late submission of a draft will not be marked. The opportunity for formalised feedback was through the draft process and this included meeting the draft deadline. The final task submission remains as per the published due date. If the task is not submitted by the aforementioned time, a non-submit will be recorded and a 0 recorded for the task. This can result in the awarding of an ***Unsatisfactory*** outcome for the unit, which may result in the lack of accumulation of a QCE point. Ultimately, the non-submission of a task can also impact the ability for students to receive a QCE (minimum of 20 QCE points from a set course of study) at the conclusion of year 12.

The procedure for a student who has not submitted an assessment on time and has not requested an extension:

3. Students are required to submit and meet drafting deadline as stated by the subject teacher.
4. Non-submission of draft, the teacher will also email (attaching a copy of the task and due date):
 - Parents/Caregivers
 - cc Assistant Principal Curriculum
 - cc Program Leader Learning and Wellbeing Years 10 – 12
 - House Pastoral Leader
 - Curriculum Leader

NON-SUBMISSION OF ASSESSMENT

Any assessment items that are not submitted according to College guidelines will directly impact overall grades and academic honours.

Years 7 to 10

The procedure for a student who has not submitted an assessment on time and has not requested an extension:

1. Students are required to submit and meet drafting deadline as stated by the subject teacher.
2. Non-submission on final task due date

THIS PIECE NOW BECOMES THE SUBMISSION FOR THE IDENTIFIED TASK.

Years 11 and 12

All senior students must complete the work including assessment as outlined by the Work Program for the subject. A non-submission of work potentially leaves the student at **risk of not gaining credit for a unit** of study in a subject and furthermore potentially a lower level of achievement will be awarded at the end of Year 12 and impact on their Queensland Certificate of Education.

The procedure for a student who has not submitted an assessment on time and has not requested an extension is:

1. Students are required to submit and meet drafting deadline.
2. Non-submission on due date – draft is accepted as the final piece of assessment and marked.

THIS PIECE NOW BECOMES THE SUBMISSION FOR THE IDENTIFIED TASK.

SUPPORT MEASURES OF ALL AREAS OF LEARNING AND ASSESSMENTS

It is the responsibility of the student to complete the mandatory requirements of each subject as outlined in the syllabus to receive credit for the semester and be eligible for a final grade during the semester reporting process.

To support students in the process of revision and assessment, the school offers:

Years 7 to 10

Day	Type	Room	Time
Tuesday	Homework and Assessment	Library	3.15 – 4.15 pm
Thursday	Maths and Science	Library	3.15 – 4.15 pm

Years 11 and 12

Day	Type	Room	Time
Monday	Modern History	Library	3.15 am – 4.15 pm
Monday – Week A	General Mathematics	Rm 215	10.50 am – 11.35 am
Tuesday	Study of Religion	Rm 315	3.15 pm – 4.15 pm
Tuesday	Homework and Assessment	Library	3.15 pm – 4.15 pm
Thursday – Week B	General Mathematics	Rm 215	3.15 pm – 4.15 pm
Thursday	Maths and Science	Library	3.15 pm – 4.15 pm

Day	Type	Room
Tuesday	Homework and Assessment	Library
Thursday	Maths and Science	Library

Homework Policy

Homework is any work or activity which students are asked to do outside lesson time. Homework provides students with opportunities to consolidate their classroom learning, pattern behavior for lifelong learning beyond the classroom and involve family members in their learning.

Homework should not prevent students from participation in an activity after school such as family commitments, sport, music, clubs of any kind and part-time employment. Students should plan such activities to allow time to complete homework.

Phases of Learning

In the Middle Phase of Learning (Years 7 to 9) some homework can be completed daily or set over a weekly or fortnightly period and may:

- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects, research and assignments

Years 7 to 9 – Students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class. Homework is at the discretion of the teacher and could be up to, but is expected to, align to College guidelines.

Years 10 to 12 – The amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan for Years 11 and 12.

While teachers may provide students with additional work relevant to their learning, which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out of hours time they devote to their studies. Of course, care should be taken to ensure a balance is maintained between various demands on their time.

Year Level	Expected Homework	Average hours (per 5 day week)
7	7	1.4
8	8	1.6
9	9	1.8
10	10	2
11 and 12	12	2.4

The Purpose of Homework

Homework engages students in independent learning to complement work undertaken in class through:

- revision and reflection to consolidate learning
- applying knowledge and skills in new contexts
- pursuing knowledge individually and imaginatively
- preparing for forthcoming classroom learning

Homework that enhances student learning:

- is purposeful and relevant to students' needs
- is appropriate to the phase of learning (Middle or Senior)
- develops the student's independence as a learner
- is appropriate to the capability of the student
- is varied, challenging and clearly related to the class work

Student's Responsibilities

- Discussing with their parents or caregivers homework expectations
- Accepting responsibility for the completion of homework expectations within set time frames
- Following up on comments made by teachers
- Seeking assistance when difficulties arise
- Organising their time to manage and balance home expectations, participation in physical activity and sport, cultural and recreational activities and part-time employment

Teachers' Responsibilities

- Setting homework on a regular basis
- Clearly communicate the purpose, benefits and expectations of all homework
- Checking homework regularly and providing timely and useful feedback
- Using homework that is varied, challenging, directly related to class work and appropriate to students' learning needs
- Explicitly teaching strategies to develop organisational and time management skills and providing opportunities to practise these strategies through homework
- Giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework
- Discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework

Parent/Caregiver's Responsibilities

- Support students with their homework but accept that their role will become less and less important as students become more responsible and independent
- Make it clear to students that they value homework
- Encourage students to meet homework deadlines

Should Parents/Caregivers feel that insufficient or too much homework is being set, they should contact the class teacher who will respond to the situation. If necessary, the Pastoral Care Teacher will also investigate the situation

Non-Completion of Homework

- When homework has not been completed, appropriate action will be taken by the Classroom Teacher
- Continuous inability to engage with homework will require intervention and a meeting of all stakeholders to discuss progress and options moving forward.

Homework Table – Years 11 and 12

The table below indicates of examples of homework for students. This guide may assist students to develop independent, lifelong learner habits.

ATAR Subjects	Non ATAR subject	Certificate Courses	BCE External Subjects	Certificate Courses - External	Traineeships	University Head Start Programs
Teams – revise work from handouts, PowerPoints	Teams – revise handouts, PowerPoints	Teams – revise handouts, PowerPoints	Revise handouts, PowerPoints			
Finish, revise or repeat any questions or tasks from the day	Finish, revise or repeat any questions or tasks from the day	Finish, revise or repeat any questions or tasks outstanding	Finish, revise or repeat any questions or tasks outstanding	Finish, revise or repeat any questions or tasks outstanding	Finish, revise or repeat any questions or tasks outstanding	Finish, revise or repeat any questions or tasks required
Complete set homework	Complete set homework	Complete set homework	Complete set homework	Complete set homework	Complete set homework	Complete set homework
Teams – catch up on work not completed in class due to missed lessons	Teams – catch up on work not completed in class due to missed lessons	Teams – catch up on work not completed in class due to missed lessons	Catch up on work not completed due to missed lessons	Catch up on work not completed due to missed lessons		Catch up on work not completed due to missed lessons
Prepare draft assessment for teacher feedback	Prepare draft assessment for teacher feedback	Prepare draft assessment for teacher feedback	Prepare draft assessment for teacher feedback	Prepare draft assessment for instructor feedback	Prepare draft assessment for instructor feedback	Prepare draft assessment for teacher feedback
Pre-reading for upcoming lessons, where applicable	Pre-reading for upcoming lessons, where applicable	Pre-reading for upcoming lessons, where applicable	Pre-reading for upcoming lessons, where applicable	Pre-reading for upcoming lessons, where applicable	Pre-reading for upcoming lessons, where applicable	Pre-reading for upcoming lessons, where applicable
Complete final copy of assessment (using teacher feedback from draft)	Complete final copy of assessment (using teacher feedback from draft)	Complete final copy of assessment (using teacher feedback from draft)	Complete final copy of assessment (using teacher feedback from draft)	Complete final copy of assessment (using instructor feedback from draft)	Complete final copy of assessment (using instructor feedback from draft)	Complete final copy of assessment (using teacher feedback from draft)
Revisit websites used as a resource from lessons	Revisit websites used as a resource from lessons	Revisit websites used as a resource from lessons	Revisit websites used as a resource from lessons	Revisit websites used as a resource from lessons	Revisit websites used as a resource from lessons	Revisit websites used as a resource from lessons
Practice practical skills, where required, in a subject	Practice practical skills, where required, in a subject	Practice practical skills, where required, in a subject	Practice practical skills, where required, in a subject	Practice practical skills, where required, in a subject	Practice practical skills, where required, in a subject	
		Complete set work on Units of Competency		Complete set work on Units of Competency	Complete set work on Units of Competency	
Exam revision	Exam revision	Exam revision	Exam revision			Exam revision