

Whole School Curriculum Assessment & Reporting Plan



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Purpose

The Whole School Curriculum, Reporting and Assessment Plan for Browns Plains State High School provides expectations around how curriculum is planned, taught, assessed, moderated and reported to ensure success for all students. The school has developed and maintained a whole school curriculum, assessment and reporting plan with three levels of planning: provision of whole curriculum; year and/or band plans for each learning area and/or subject; and unit plans. The whole school moderation process is a key aspect of planning. This policy applies to all staff and students at Browns Plains State High School. The aim of this policy is to ensure fairness and equity is maintained across the school therefore supporting students to achieve to the best of their ability.

P-12 Curriculum, assessment and reporting framework

The P–12 Curriculum, assessment and reporting framework (P–12 Framework) specifies the curriculum, teaching and learning requirements for Queensland state schools to deliver equity and excellence in education for all students in Prep to Year 12. The department’s vision in the Equity and Excellence: realising the potential of every student (the education strategy) supports schools to build a progressive, high performing education system that realises the potential of every student. Schools:

- ensure the right of every student to access education, primary and secondary, appropriate to their needs
- prioritise critical key points in each student's learning journey
- focus on educational achievement, wellbeing and engagement, and culture and inclusion.

The P–12 Framework sets out the requirements for all Queensland state schools. Schools implement the requirements of the P–12 Framework considering government priorities and in consultation with parents¹ and the school community². Meeting the requirements of the P–12 Framework through effective school leadership, quality teaching and learning, focused on improved systematic curriculum delivery, to ensure all students, of all identities and abilities are able to:

- access and participate in the curriculum alongside their similar-aged peers
- achieve academically and socially with tailored supports³ including reasonable adjustments⁴ that meet their learning needs.

The requirements apply to all Queensland state schools and are presented in this document according to the stages of schooling:

- Prep to Year 10
- Years 11 and 12.

The Curriculum Gateway encompasses curriculum resources and advice, capability development and planning resources to support schools with the transition to Australian Curriculum Version 9. The Assessment and Moderation Hub π supports schools with systematic curriculum delivery, the development of expert teaching teams and the use of effective pedagogical practices. The Queensland Curriculum and Assessment Authority π (QCAA) is responsible for Year 11 and 12 senior secondary syllabus development, assessment, quality assurance and certification. Links to relevant additional information and resources are provided to support Queensland state schools to meet the requirements specified in the P–12 Framework. Websites accessible to Queensland state schools ONLY are indicated by a triangular symbol.

The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens. Presented as a developmental sequence of learning from Foundation - Year 10, the Australian Curriculum describes to teachers, parents, students and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school. (<https://acara.edu.au/curriculum>)The Australian Curriculum is made up of 8 learning areas. These learning areas are English; Mathematics; Science; Humanities and Social Sciences; The Arts; Technologies; Health and Physical Education as well as Languages.

Providing the Australian Curriculum from Years 7 to Year 10 – Assessment (See Legend)

Year level	Reporting period	English	Mathematics	Science	History	Geography	Economics and Business	Civics and Citizenship	Health and Physical Education	Digital Technologies	Design and Technologies	Drama	Media Arts	Music	Visual Arts	Languages
7	Interim	BA	B A B	A,B,B		BA			AAEE	D	D	E A			D A	CB
	Sem 1 Sem 4	CA	B B B	B,A,A	AB				AAEE	D	D					CB
8	Interim	BA	B B B	A,B,B		A	B		ABE	D	D			D A E		JAP- CBA
	Sem 1 Sem 4	CA	B B A B	A,B,B	B			A	ABE	D	D					JAP- CBA
9	Interim	BA	A B	B,A/C		BA	BA	BA	ADE	D	D	A E E		D A	B D	BBC
	Sem 1 Sem 4	AC	B B	A/D,B,B	AB		BA	BA	ADE	D	D	A E		E A	D A	X X
10	Sem 1	BC	A B	B,A	AB	BA	DA	DA	ADE	D	D	A E	D A	B E	B D	X X
	Sem 1 Sem 4	AB	B B	A,B	AB	AB	BA	AB	DAA	D	D	B E	D A	B D	D A	X X

Schools implement Australian Curriculum subjects as electives in Years 9 and 10.
 No achievement standard or content available at this year or band
 Indicates whether the achievement standard is written for a year and/or a band of years

ASSESSMENT FORMAT LEGEND:

A Assignment C Oral Presentation XX Not applicable at this time
 B Exam D Project

P-12 Health and Wellbeing Education

Access

Junior: Years 7 to 9 Wellbeing Program

Senior: Years 10 to 12 Wellbeing and career pathways Program.

Follow Your Passion/Sport

Follow Your Passion (FYP) occurs in one lesson per week and is a program where students select from a range of electives in areas of interest. Underpinned by the school's four pillars of Academics, Sports, Arts and Community, students can connect with teachers in real-world learning experiences based on shared passion.

FYP is offered Junior students rotate to a new FYP on a termly basis while Senior students move to another FYP semesterly. Students who elect to prefer to participate in sport are placed in classes that they have a talent or interest in.

Syllabus Implementation

These documents are either been developed with reference to the current syllabus documents or prescribed by QCAA. Heads of Department are responsible for leading the delivery and/or development of units of work, study plans and term or semester overviews for their areas of responsibility. Units of work must exist for every subject area from Years 7 to 12. Currently these do not require approval from the QCAA but must follow the Browns Plains State High School unit template. Work Plans for a given year must be approved by the relevant authority which is QCAA. Assessment as per the SATE system must be endorsed and confirmed as per QCAA policy and procedures. Any changes to assessment or programming must be submitted for approval to the relevant authority and cannot commence until confirmation of approval. Browns Plains State High School currently offers the following QCAA General and Applied senior subjects:

ART	Visual Art	LIT	Literature
BIO	Biology	MAE	Essential Mathematics
BSK	Building and Construction Skills	MAG	General Mathematics
BSQ	Business Studies	MAM	Mathematical Methods
BUS	Business	MAP	Media Arts in Practice
CHM	Chemistry	MAS	Special Mathematics
DES	Design	MHS	Modern History
DRA	Drama	MUP	Music in Practice
DRP	Drama in Practice	MUS	Music
ENE	Essential English	TOU	Tourism
ENG	English	PED	Physical Education
EGR	Engineering	PHY	Physics
GEG	Geography	PSY	Psychology
HEA	Health	REC	Sport and Recreation
HPJ	Hospitality Practices	SCP	Science in Practice
ICJ	Information and Communication Technology	SCS	Social and Community Studies
LEG	Legal Studies	VAP	Visual Arts in Practice

Risk Assessment

As excursions, camps and some activities are associated with the curriculum or as extra-curricular events, risk assessment documentation will be completed to demonstrate how foreseeable risks will be identified, assessed and controlled when conducting curriculum activities. These events are required to be recorded in the school calendar. The following supporting resources must be used in conjunction with this procedure:

- The [Managing risks in school curriculum activities flowchart \(PDF, 467KB\)](#) visually summarises the CARA process.
- The [CARA planner \(DOCX, 610KB\)](#) summarises the planning and documentation requirements for activities at each risk level and explains risk levels and control measures.
- The [CARA guidelines External link](#) are provided for common curriculum activities to demonstrate the expected safety standard of the activity. Where a CARA guideline exists for a planned activity, it must be used to complete a CARA record.
- The [CARA generic template \(DOCX, 99KB\)](#) guides teachers in identifying risks, hazards and control measures for all curriculum activities. It must be used to complete a CARA record (called 'Other' in OneSchool) if a CARA guideline does not exist for an activity.
- The [school-specific CARA slideshow \(PPTX, 2.3MB\)](#) supports schools to conduct bespoke training in the established school-wide CARA process.

Senior Curriculum

The senior assessment system used in Queensland is the *Australian Tertiary Admission Rank (ATAR)* and is an inclusive model which combines school-based assessment with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA). Subject results in General subjects are based on student achievement in four summative assessments: three internal assessments and one external assessment that QCAA sets and marks. For most General subjects, the internal assessment contributes 75% to the final subject result, except in mathematics and science subjects, where it contributes 50%. External assessment will contribute more in mathematics and science subjects because the type of skills and knowledge found in these subjects are more readily assessed through common external assessment. Subject results in Applied subjects are based on student achievement in four equally-weighted internal assessments. For Essential English and Essential Mathematics, one of these assessments is externally set but school-administered. For students seeking to continue their studies after school, their final results from a combination of five General subjects, or four General subjects and one Applied subject or vocational qualification, are used by QTAC to calculate an Australian Tertiary Admission Rank (ATAR) for tertiary selection purposes. Eligible students completing Year 12 will receive an ATAR which ranks students from 99.95 in steps of 0.05. This provides a much 'finer-grained' rank, which can help to differentiate students who seek entry to high-demand tertiary courses.

QTAC generates student ATARs through a statistical process known as 'inter-subject scaling'. Under this process, patterns of student results across different subjects are mathematically compared and adjusted to enable students with different combinations of results to be compared in a single rank order. A similar process is used to support ATAR calculations in most other Australian jurisdictions. (Source: Queensland Government)

The use of an ATAR simplifies administrative processes for Queensland students who wish to apply for interstate courses, as well as interstate students who wish to apply for Queensland courses.

The *Queensland Curriculum and Assessment Authority* (QCAA) has developed a range of syllabuses for the senior phase of learning. Schools are responsible for ensuring that teaching, learning and assessment programs are developed from the most current syllabus. Staff are required to ensure they are familiar with the current documents and amendments when planning, delivering, assessing and reporting on such subjects. Subjects for Years 7 to 10 are drawn from eight Australian Curriculum learning areas and related subjects and contain achievement standards for each learning area and/or subject at each year level and/or band. Assessment is both formative and summative; student assessment responses are stored in folios and results are recorded in digital markbooks. Browns Plains State High School has acknowledged the Queensland Department of Education recommended time allocations when constructing the timetable. Assessment is an integral component of systematic curriculum delivery. Teachers plan and implement assessment to monitor and gather evidence of student learning and achievement against the relevant standards. Assessment and reporting data is used to provide the curriculum in a way that supports continuous improvement in student learning and achievement. Moderation processes align curriculum, pedagogy, assessment and reporting; it promotes professional conversations and builds teaching expertise, provides consistency to the delivery of curriculum and assessment, and informs differentiation to meet individual student needs. Assessment and moderation is planned as part of the Whole School Curriculum, Assessment and Reporting Plan and is included in each of the three levels of planning: (provision of whole curriculum; year and/or band plans for each learning area and/or subject; and unit plans.)

The subject and assessment plan for Years 7 to 10 is as follows:

Vocational Education, Training And Assessment Plans

Training.gov.au encompasses the national register which contains the authoritative information about Registered Training Organisations (RTOs), recognised training products and the approved scope of each RTO to deliver nationally recognised training as required. Training and Assessment Strategies (TAS) should be planned carefully to ensure the requirements of the training packages are fulfilled.

Browns Plains State High School currently offers the following VET courses:

CAD	Certificate III in Engineering – Technical
CTN	Certificate I in Construction
DBS	Diploma of Business
EGP	Certificate II in Engineering Pathways
FIT	Certificate III in Fitness
HPT	Certificate III in Hospitality
VHO	Certificate III in Hospitality
SRE	Certificate II in Sport and Recreation
SSK	Certificate II in Skills for Work and Vocational Pathways
FIT	Certificate III in Fitness

Differentiated teaching and learning

Browns Plains State High School has a whole school approach to differentiated teaching and learning for all students. The diverse learning needs of the school community, cohorts, classes, groups and individuals are identified through the school data profile and assessment and reporting data.

Differentiated teaching and learning is planned in the year and/or band plans for each learning area and/or subject in response to the diverse needs of all the students in the cohort and shows:

- effective coverage of the relevant achievement standards in response to assessment and reporting data
- the number and sequence of units suitable for coverage of the relevant achievement standard, ensuring that the cognitive demands of the units follow a developmental sequence
- whether there are to be multiple opportunities for particular aspects of the achievement standard to be assessed
- flexibility in the choice of resources that supports the delivery of the learning area and/or subject

- the range and balance of summative assessment including the types and conditions suitable for equitable access for all students.

Differentiated teaching and learning is detailed in unit plans, responds to the diverse needs of all students in the class and identifies:

- assessment and reporting data to determine starting points for teaching the unit and inform differentiated teaching
- the curriculum, pedagogy and assessment aligned to:
- the targeted aspects of the relevant achievement standards being assessed
- the content descriptions targeted for differentiation and explicit teaching, that lead to summative assessment
- formative and summative assessment tasks designed to be inclusive and consider the needs of all students
- adjustments to teaching and learning sequence to meet the needs of all students
- effective pedagogical practices.

The timetable is structured to enable students to access the curriculum as required. Designated classes are multiaged for students to access a different year level of education. Core subjects are grouped within each year level to enable student placement in a class suited to their needs without disrupting learning in other subject areas. To facilitate inclusion, each year level incorporates a class in each core subject area that is taught by a Special Education teacher (if possible) and a Mainstream teacher or two Mainstream teachers. The student cohort in these classes is comprised of verified and mainstream students.

Differentiated and explicit teaching and learning for all students provides adjustments that will not impact on the integrity of the unit. Through the analysis of assessment and reporting data, students who are identified as requiring **focused teaching** through STLaN and *QuickSmart* which is a reading program. Students who access these programs are assessed regularly to measure progress to inform their future learning needs.

The timetable is structured to enable students to access the curriculum as required. Designated classes are multiaged for students to access an advanced level of education. **Focused teaching** is facilitated through timetabling as core subjects are grouped within each year level to enable student placement in a class suited to their needs without disrupting learning in other subject areas.

To facilitate inclusion, each year level incorporates a **team taught class** in each core subject area that is taught by a Special Education teacher and a Mainstream teacher or two mainstream teachers who have demonstrated a high level of ability to differentiate and support a variety of learners. The student cohort in these classes is comprised of verified and mainstream students.

A small number of students require **intensive teaching** which occurs in groups consisting of approximately 4-8 students and is in response to the analysis of monitoring tasks and diagnostic tools. Teaching in **intensive classes** may be required for varying periods of time and is dependent of the needs of the individual student.

Students in Years 8 and 9 who are identified as being disengaged in learning are grouped into moderately sized **Flexi Classes** consisting of up to approximately 15 students. The purpose of the Flexi Class is to support both academic and social outcomes for our students. It will have an emphasis on providing focused and intensive learning experience for students in English, Mathematics, and Science while providing students additional support in wellbeing, social and life skills in the lessons where other students will study Humanities subjects. Students in the flexi classes in Year 10 will begin to accumulate QCE points through the Short Course Literacy (1 QCE point), Short Course Numeracy (1 QCE point), Certificate II in Skills for Work and Vocational Pathways (FSK) (4 QCE points) and Certificate II Active Volunteering. As students move into Year 11, they will accumulate additional QCE points and will be provided with opportunities to access TAFE, a traineeship or apprenticeship.

Individual Curriculum Plans

For the small percentage of students in Years 7 to 10 who are not yet meeting or who are exceeding the achievement standard for their year level, an Individual Curriculum Plan (ICP) may be required for one or more learning areas or subjects and must cover the aligned achievement standards. An ICP is developed in consultation with parents/carers in response to the analysis of student assessment task responses, observation and outcomes. An ICP outlines the educational priorities for these students and the various strategies to use to

ensure students are able to access the curriculum at the level they require. ICPs are developed by the case manager for the individual student and are reviewed in consultation with family, teaching and support staff. ICPs are stored in OneSchool. Every teacher is required to be familiar with the ICP for any student in their classes and to ensure these students are provided with the appropriate adjustments.

For students who are enrolled in Years 11 and 12, an ICP is not required. These students undertake a program of learning to attain a Senior Education Profile which includes either a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.

Students who have English as a second language also require modifications to their program. The Guidance Officer and the Knowledgeable Other are responsible for assisting in identifying and providing support to both students and staff.

English as an Additional Language

EAL/D students are learning English as an additional language or dialect and require additional support to develop proficiency in SAE language.

EAL/D students may include students:

- with Aboriginal and/or Torres Strait Islander backgrounds¹
- with Australian South Sea Islander backgrounds
- with Maori and/or Pacific Islander backgrounds
- who are deaf or hard of hearing, or have deaf parents, and use Auslan as their first language
- born in Australia of migrant heritage where English is not spoken at home
- who are immigrants from countries where English is not a main language
- with refugee and humanitarian backgrounds
- who are international students or children of international students
- who are Australian and returning from overseas, having lived for extended periods of time in countries where English is not a main language.

For planning to meet the needs of EAL/D students, teachers need to consider:

- Teaching and learning – curriculum and pedagogy to provide opportunities for each student to engage in age-appropriate learning
- communication – pedagogy and technology to support the way each student receives, processes, and communicates their learning
- personal care, health and safety – concepts and content covered through the general capabilities and/or Health and Physical Education, Science, Technologies and other learning areas
- access – the learning environment to optimise student participation and engagement with all aspects of the learning process.

Curriculum Progression

7

- Core Subjects: English, Mathematics, Science, Humanities/Social Sciences, Geography, Health and Physical Education
- Other Areas of Study: The Arts, Languages and Technologies.

8

- Core Subjects: English, Mathematics, Science, Humanities/Social Sciences, Geography, Health and Physical Education
- Other Areas of Study: The Arts, Languages and Technologies.

9

- Core Subjects: English, Mathematics, Science, History, Geography, Health and Physical Education
- Elective Subjects: Technologies (Design and Technologies and Digital Technologies) Arts (Dance, Drama, Music, Visual Arts), Humanities and Social Sciences (Civics and Citizenship, Economics and Business and Languages).

10

- Core Subjects: English, Mathematics, Specialist Mathematics Preparation
- Elective Subjects: Science (General Science, Biology/Psychology, Chemistry/Physics), Humanities and Social Sciences (Civics and Citizenship, Ancient/Modern History, Economics and Business, Geography), Health and Physical Education, Technology (Design and Technologies and Digital Technologies), Arts (Visual Arts, Media Arts, Music, Drama, Dance). Elective subjects may vary from year to year.
- Senior Education and Training Plans developed with students to transition into Year 11 and 12.

11

- Core Subjects: English, Essential English, Specialist Mathematics, Mathematical Methods, General Mathematics, Essential Mathematics, PLUS
- Students can choose to study an ATAR Pathway consisting of General subjects which could involve early entry to a tertiary institution, OR
- Industry/Vocational Education Pathway. This option may also include VET Certificates, a school based traineeship or apprenticeship, TAFE study OR
- A combination of both ATAR and Vocational Education subjects.

12

- Core Subjects: English, Essential English, Specialist Mathematics, Mathematical Methods, General Mathematics, Essential Mathematics, PLUS
- Students can choose to study an ATAR Pathway consisting of General subjects which could involve early entry to a tertiary institution, OR
- Industry/Vocational Education Pathway. This option may also include VET Certificates, a school based traineeship or apprenticeship, TAFE study OR
- A combination of both ATAR and Vocational Education subjects.

Outcomes

- Queensland Certificate of Education or Queensland Certificate of Individual Attainment
- Certificate I, II, III and/or Diploma or a Statement of Attainment
- ATAR
- Early entry to a tertiary program

Pedagogy

High quality explicit teaching, focused on the achievement of every student, is integral to improving learning outcomes and building a culture of ongoing improvement. The **Explicit Teaching Checklist @ BP State High School** guides lesson planning. Teachers should be familiar with the expected and current modes of curriculum delivery e.g. Teams/OneNote. School wide analysis and discussion of student achievement data, teaching strategies delivered in response to students' needs, context and differentiated learning with focused support for students' social and emotional development ensures continuity and progression of student learning across the years of school.

At Browns Plains State High School, teaching and learning is centred around the *Graduated Release of Responsibility* pedagogical framework which is characterised by four Phases of Learning being 'Focused Instruction: 'I do it', Guided Instruction: 'We do it', Collaborative Learning, 'You do it together' and Independent Learning: 'You do it alone'. Implementation is designed to improve student outcomes by addressing four signature practices that have been identified as critical to student success. These are as follows:

1. **Cognitive Verbs** – the explicit teaching of Cognitive Verbs as the foundation of achieving syllabus outcomes. This includes prioritising the mastery of core skills over extensive content. Students must know how to demonstrate Cognitive Verbs on demand.
2. **Student feedback** – ongoing, formative feedback cycles that address the Feedback-Learning questions and alter planned learning experiences to prioritise areas for development. Feedback must be framed against Learning Goals and Success Criteria, and include effective Questioning Techniques:
 - a) What am I learning today?
 - b) How will I know that I have learned it?
 - c) How am I going?
 - d) How can I improve?
3. **Long-term learning retention** – the requirement for students to recall knowledge and skills from previous learning. In preparation for External Assessment in senior; notably 50% weightings in Mathematics and Sciences.
4. **Student independence and resilience** – increased autonomy and positive challenge.

These signature practices were both the criteria for framework selection and also form the expected outcomes from implementation. They were derived from an analysis of needs generated by the driver of the SATE system being introduced in Queensland from 2019. The central theme behind this framework is that there is a transfer of responsibility for learning that takes place, purposefully shifting from the teacher to the student. This gradual release may take place over a lesson, a week, a unit or a year.

Focused Instruction: "I do it"

Focused Instruction is a phase in learning that all teachers practise. It is essentially when the teacher is delivering information or directly modelling without student input – the "I do". This phase establishes the purpose of the lesson – not just what we are learning today but why we are learning it. Teachers also explain the desired student behaviours through modelling or think-alouds in which the teacher demonstrates the kind of thinking required to solve a problem, or the process required to complete a task or interact with a text. Focused Instruction is typically delivered to the whole class and usually lasts for 15 minutes or less – just long enough to establish the purpose and ensure that students understand what is required of them. This phase does not have to occur at the beginning of a lesson and may occur more than once in a single lesson as required.

Focused Instruction is not just "telling students things" – the key to quality teaching in this phase is explaining. Teachers need to unpack their cognitive processes and metacognitive thinking. The goal is for the learner to encounter both the what (the content) and the how-to (strategies and processes). Students do not need (or learn well from) an "information dump". Good delivery also models critical thinking and even questions our assumptions and alternate viewpoints in this phase. Finally, sharing these new ideas should also link back to connect with existing knowledge and concepts. While teachers are establishing purpose, modelling and thinking-aloud, they are also noticing – paying careful attention to students to identify when the cognitive responsibility begins to shift from teacher to student. Noticing signals to teachers when it is time to shift gears and enter into another phase, often guided instruction.

Guided Instruction: “We do it”

“Guided instruction is knowing when to offer a steady hand, and when to withdraw it. This is truly the art and science of teaching.”

In Guided Instruction, the teacher purposefully uses **questions, prompts** and **cues** to assist in student comprehension. During this phase of learning, also referred to as “We do it” – both the students and teacher are **active participants** in learning. This can be done with an entire class of students but is found to be *more beneficial* with smaller groups to facilitate collaborative learning. When appropriate, smaller groups of students are structured around similar learning abilities to provide teachers with opportunities to differentiate instructions, materials and feedback.

Differentiated materials could include:

- Alternative reading and writing framework questions
- Simplified/condensed worksheets
- Providing more visuals including graphs, charts, images and diagrams.

During Guided Instruction, the teacher will balance the focus of the lesson between releasing responsibility to students while also providing heavily scaffolded instructions and materials to ensure student understanding and success within the classroom. The sole purpose of Guided Instruction is to support student learning by working *with* the students – *students should not be expected to work independently at this stage*. This phase provides teachers with the opportunity to explore what each student knows and doesn't know at that moment in time.

Collaborative Learning: “You do it together”

Collaborative Learning is a phase for **consolidation of information** acquired in Focused Instruction and Guided Instruction. It is vital in this phase that students are not introduced to new information but instead use this time to consolidate their thinking and **interact meaningfully** with the content (already delivered) and with each other – the “we do together”. The key to these experiences is that students assume **increased responsibility and accountability** for their learning. Therefore, the purpose of this phase is for the teacher to expose students to tasks that will reveal partial understandings, misconceptions and confirm what they already know; **students need to wrestle with the problem**. In Collaborative Learning, the task complexity is elevated to provoke errors, known as **productive failure**. Through productive failure, students learn from their mistakes.

Collaborative Learning is not just group work! Students are expected to apply the skills and knowledge they have been taught, while being supported by their peers. This links to the 21st Century skills that students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. The tasks students engage in are opportunities to participate in accountable talk and argumentation following a set of parameters that students agree to, including: staying on topic, using accurate information and thinking deeply about other ideas.

Teachers need to explicitly teach students how to effectively participate in group work situations. Careful consideration of group configuration is vital for success. Although there are times when considering student interest and choice is purposeful, grouping should be heterogeneous and roles should be distributed to students to promote individual accountability. Collaborative Learning focuses on the cognitive and metacognitive nature of learning in productive group work that is results-orientated; not just the sharing of information in basic group work. While both are useful in learning, teachers need to consider whether the goal of the learning experience is to share information (basic group work) or problem solve (productive group work). Basic group work should not frame the majority of Collaborative Learning experiences.

Collaborative Learning involves two different kinds of tasks; basic group work, which allows students to share ideas and consolidate information, and productive group work, which is for group problem- solving and finding solutions. The key to gathering formative assessment information is to design individual accountability within productive group tasks.

Independent Learning: “You do it alone”

Independent Learning in the Gradual Release of Responsibility framework is a phase where students work and think alone, which follows their consolidation through the collaboration phase. This is not as simple as students working independently, as it takes 10,000 hours of deliberate practice to develop expertise. This means that students need to both partake in this phase and also consciously make decisions to master Independent Learning. This phase is important as students are not required to replicate what has been taught but instead explore and use the skills they need to figure things out. Students need to apply metacognitive and self-regulatory skills.

The teacher's role during this phase is to provide feedback to students, both on the work they are producing and also the process they are following to self-regulate. This phase must be purposeful, as replication of student work does not require students to critically think independently. Teachers need to notice performance and give ongoing feedback to students. This feedback should be timely, specific, understandable and actionable.

The *Graduated Release of Responsibility* framework encourages explicit teaching in classrooms. There are six functions of Explicit Teaching including:

Reviewing

- Checking for pre-requisite skills/knowledge and engaging students in the learning activities for the lesson/unit.
- Refining student knowledge further to minimise 'gaps' for students.
- **Formative monitoring** eg.
 - Quick quiz, collection of homework, revision sheet, practice test, one-one conferencing etc
 - Identifying evidence of engagement with the *Reading and Writing Framework* in student responses, student demonstration and application of cognitive verbs as per subject specific Standards Rubrics, feedback loops, reviewing and evaluating homework and bookwork, revision activities, one on one conferencing etc.
 - Reviewing and refining pedagogical practices informed by data to improve student outcomes.

Presenting

- State the lesson goals (LEARNING PURPOSE/SUCCESS CRITERIA)
- Present the new materials in small steps.

Model procedures

- Provide examples
- Use clear concise language
- Avoid digressions.

Guided Practice

- Seek high frequency responses from students
- Ensure high rates of success
- Provide timely feedback, clues and prompts
- Provide opportunities for students to practice.

Corrections and Feedback

- Continual assessment/feedback loop to assess where the 'gaps' are
- Revisiting concepts where necessary.

Independent Practice

- Monitor initial practice attempts
- Students continue to practice until skills are automatic.

Strategic Curriculum Planning

- Curriculum planning begins with the Annual Improvement Plan where specific targets are set. Each learning area in the school develops a faculty plan to demonstrate how these global targets will be met within the faculty. This planning involves setting very specific targets consisting of:
- Precise Learning Area targets (% improvement) for each subject area within the faculty
- Detailed strategies to achieve the improvement targets, including supporting teacher professional learning
- Timelines to achieve the improvements
- Resources (cost centre allocations) to support this development
- A detailed *Faculty Monitoring and Data Plan* that explains when and how student performance will be monitored, data reviewed and intervention measures applied to support continuous improvement.

Faculty plans are supported by both long term and short term planning. Long term planning should include an overview of the learning focus throughout the course and the assessment used to determine student achievement. Long term planning should be stored in the relevant faculty folder in OneDrive - Faculty - One Note / Teams).

Short term unit and lesson planning should be completed before the semester begins and should be saved in the relevant faculty folder in OneDrive – Faculty - OneNote / Teams).

Unit plans and term planners are the responsibility of all teachers delivering the specific unit. These documents are due by Week 8 of the term preceding delivery to ensure all teachers are able to plan individual lessons and contribute to resources with appropriate timing.

Lesson plans are expected to indicate how each class will meet the aims and objectives of the unit and how monitoring and assessment will occur. It should acknowledge 'OneSchool Student Summary Profile data' and Dashboard to enable appropriate adjustments to be made so as to ensure all students are able to access the curriculum and maximise outcomes.

Informed Decision Making

Teachers have access to a broad variety of data to inform planning and pedagogy practices to cater to student needs. Teachers are expected to access this to inform their future planning and assessment. Heads of Department are to lead staff to support improved student achievement within the school Level of Achievement Monitoring process as set out hereunder.

Overview Whole School Curriculum Assessment & Reporting Plan

Week	Term 1
SFD- Wks 1- 3 All	<ul style="list-style-type: none"> <input type="checkbox"/> Principal and Deputy principals meet re LOA attainment and strategies. HoDs meet with Deputy Principals / Principal in Triads to discuss goals/strategies as directed. <input type="checkbox"/> 3.2.23: final date to submit remaining assessment instruments for the 2023 completion year subjects via the Endorsement application. <input type="checkbox"/> Semester 2 data analysis from previous year: DPs/HoDs lead staff in review of NAPLAN/OneSchool data for individual classes to inform planning. Teachers populate/print/file their student profiles. <input type="checkbox"/> HoDs: Set year reporting and cross checking/moderation buddy schedules, faculty meeting dates and assessment calendars. Generate or access digital markbooks and populate. <input type="checkbox"/> Teachers/HoDs generate new units, review/refine existing units, distribute unit overview to students for each subject and HoDs are to populate the Assessment Schedule. <input type="checkbox"/> Teachers: Access OneSchool Student Summary Profile data/Dashboard to review attendance, behaviour, NAPLAN, LOAs, students' individual profile details to inform planning and intervention. <input type="checkbox"/> Teachers identify students at risk, inform HoDs and set goals with individual students and classes. HoDs are to inform DP of students at risk. <input type="checkbox"/> Teachers engage in behaviour processes. Principal, DPs and Deans commence ongoing monitoring of behaviour, attendance and achievement and liaise with stakeholders. <input type="checkbox"/> Teachers prepare, revise, deliver Units and explicitly teach: Reading & Writing Framework strategies, WOTD/Foci of the week, translating standards/cognitive verbs throughout the term. <input type="checkbox"/> HoDs use half a faculty meeting once a term for a notebook checking session (2 note books each teacher) with staff. HoDs collate data and share findings at an SLT meeting.
4-6 All	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers undertake cross checking/moderation process and procedures as per the Whole School CARF for each assessment task throughout the term. Teachers ensure: <ul style="list-style-type: none"> -Class set of task responses including 5-7 specified samples are placed in folders and given to assigned cross marker who moderates, reviews, provides feedback and returns to the HoD in 1 week. <input type="checkbox"/> HoD moderates discrepancies. For each assessment throughout the term, teachers enter achievement data into digital and personal markbooks, update profiles on student folios and file <input type="checkbox"/> Teachers to inform HoDs of students at risk following assessment and discuss strategies. Teachers and HoDs to liaise with students and families to work towards targets as per the Faculty AIP. <input type="checkbox"/> Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool 'Incident' and refer to DP and HoD. Teachers liaise with families as required. <input type="checkbox"/> Annual Developing Performance Plans commenced: The Dean of Teaching and Learning will advise all staff of liaison partnerships and schedules. <input type="checkbox"/> 21.2.23 Consultations for non-endorsed instruments from Application 1. Final date to provide amendments to QCAA about 2022 data. <input type="checkbox"/> 24.2.23 Final date for recording Unit 1 & 2 results for Applied, Applied (Essential) and General subjects in subject offerings with start year 2022. AARA applications for Phases 3 & 4 are due.
7-8 All	<ul style="list-style-type: none"> <input type="checkbox"/> NAPLAN 15.3.23 to 27.3.23. 6.3.23 Final date for submission of Endorsement Application 2. Teachers to check goals with students, re-assess, conference with students and provide guidance. <input type="checkbox"/> DP (Operations) opens Interim reporting. Teachers liaise with families as required. Principal, Deputy Principals and HoDs to monitor QCE attainment. <input type="checkbox"/> HoDs: Assessment, Units/Term Planners (incl. identification of Reading and Writing Framework) for all subjects finalised.
9-10 All	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers enter LOAs for all year levels in digital markbooks. Buddy teacher checks LOAs against OneSchool Reports. Teacher amends errors. DP checks. Reporting is finalised. <input type="checkbox"/> HoDs check that Junior and Senior LOA achievement data has been entered into digital markbooks. <input type="checkbox"/> DPs and HoDs to analyse OneSchool Reporting Assessment Results Whole School Summary, Statistics by Learning Area/Class, Achievement Summary by: Learning Area/Teacher/House Class. <input type="checkbox"/> Provisional marks for first internal assessment General subjects due in Student Management. VET student enrolment records due in Student Management.
Week	Term 2
1-2 All	<ul style="list-style-type: none"> <input type="checkbox"/> Principal and Deputy Principals analyse LOA attainment data and strategies. HoDs meet with Deputy Principals /the Principal to discuss goals/strategies as directed. <input type="checkbox"/> Teachers set/review goals with classes using LOA, attendance, behaviour data and students' individual profile information from OneSchool Student Summary Profile/Dashboard. <input type="checkbox"/> 17.4.23 Upload of required student samples for General subjects via confirmation application begins. 20.4.23 CIA Phase 2 for Essential English and Essential Mathematics begins. <input type="checkbox"/> Teachers prepare, revise, deliver Units and explicitly teach: Reading & Writing Framework strategies, WOTD/Foci of the week, translating standards/cognitive verbs throughout the term. <input type="checkbox"/> Principal and DPs to analyse OneSchool Interim Reporting Student Assessment Summary by year level. Teachers engage in behaviour processes, Principal, DPs, Deans ensure ongoing monitoring. <input type="checkbox"/> Principal, DPs, HoDs analyse OneSchool Reporting Assessment Results Whole School Summary, Statistics by Learning Area/Class and Achievement Summary by Learning Area/Teacher/House Class by year level. HoDs individually meet with staff and lead Faculty data review to inform planning. HoDs inform relevant DP of students at risk. HoDs are to populate the Assessment Schedule. <input type="checkbox"/> DPs forward 'At risk of non-progression', 'At risk of Cancellation' letters home in response to: unsatisfactory academic achievement, behaviour, effort and attendance. <input type="checkbox"/> HoDs use half a faculty meeting once a term for a notebook checking session (2 note books each teacher) with staff. HoDs collate data and share findings at an SLT meeting <input type="checkbox"/> 28.4.23 Record QCAA Statements of Achievement/Participation for students with 2023 exit via Student Management. 30.4.23 Final date for Senior External Examination registrations for Year 12.
3-5	<ul style="list-style-type: none"> <input type="checkbox"/> 15.5.23 Endorsement application opens for submission of the first two IAs for General and Applied (2024 completion year subjects). CIA Phase 3 for Essential English/Mathematics begins. <input type="checkbox"/> Teachers undertake cross checking/moderation process and procedures as per the Whole School Curriculum, Assessment and Reporting Framework for each assessment task throughout the term. Teachers ensure: <ul style="list-style-type: none"> -Class set of task responses including 5-7 specified samples are placed in folders and given to assigned cross marker who moderates, reviews, provides feedback and returns to the HoD in 1 week. <input type="checkbox"/> HoD moderates discrepancies. Teachers enter achievement data into the digital and personal markbooks, update profiles on student folios and file as assessment occurs throughout the term. <input type="checkbox"/> Teachers to inform HoDs of students at risk following assessment and discuss strategies. Teachers and HoDs to liaise with students and families to work towards targets as per the Faculty AIP. <input type="checkbox"/> Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool 'Incident' and refer to DP and HoD. Teachers liaise with families as required.
6-8 All	<ul style="list-style-type: none"> <input type="checkbox"/> 5.6.23 CIA Phase 4 for Essential English/Mathematics begins. Teachers to check goals with students, re-assess as needed and conference with students to guide for improved results. <input type="checkbox"/> HoDs: Assessment, Units/Term Planners (incl. identification of Reading and Writing Framework) for all subjects finalised for Term 3. <input type="checkbox"/> DP (Operations) opens Semester reporting. Teachers liaise with families as required. Principal, Deputy Principals and HoDs to monitor QCE attainment.
9-10 All	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers enter LOAs in digital markbooks. Buddy teacher checks LOAs against OneSchool Reports. Teacher amends errors. DP checks. Reporting finalised. <input type="checkbox"/> 13.6.23 Upload of required samples for General via the Confirmation application begins. HoDs monitor QCE attainment, update LOA data. Teachers update profiles on student folios and file. <input type="checkbox"/> DPs/HoDs monitor QCEs. Analyse OneSchool Reporting Assessment Results Whole School Summary, Stats by Learning Area/Class, Achievement Summary by: Learning Area/Teacher/House Class. <input type="checkbox"/> 21.6.23 Final date for upload of student samples for Applied subjects. 23.6.23 Final date for Year 12 AARA submissions.
Week	Term 3
1-2 All	<ul style="list-style-type: none"> <input type="checkbox"/> Principal and Deputy Principals analyse LOA attainment data and strategies. HoDs meet with Deputy Principals /the Principal to discuss goals/strategies as directed. <input type="checkbox"/> 14.7.23 QCAA verifications due to QCAA. Teachers set/review goals using LOA, attendance, behaviour data and students' information from OneSchool Student Summary Profile/Dashboard. <input type="checkbox"/> Teachers prepare, revise, deliver Units and explicitly teach: Reading & Writing Framework strategies, WOTD/Foci of the week, translating standards/cognitive verbs throughout the term. <input type="checkbox"/> Principal and DP to analyse OneSchool Interim Reporting Student Assessment Summary by year level. Teachers engage in behaviour processes, Principal, DPs, Deans ensure ongoing monitoring. <input type="checkbox"/> Principal, DPs, HoDs analyse OneSchool Reporting Assessment Results Whole School Summary, Statistics by Learning Area/Class and Achievement Summary by Learning Area/Teacher/House Class by year level and HoDs individually meet with staff and lead Faculty data review to inform planning. HoDs inform relevant DP of students at risk. SET P processes commence. <input type="checkbox"/> HoDs use half a faculty meeting once a term for a notebook checking session (2 note books each teacher) with staff. HoDs collate data and share findings at an SLT meeting. <input type="checkbox"/> DPs forward 'At risk of non-progression', 'At risk of Cancellation' letters home in response to: unsatisfactory academic achievement, behaviour, effort and attendance.
3-6 All	<ul style="list-style-type: none"> <input type="checkbox"/> 24.7.23 Results entry opens for Units 1 and 2 for Applied and General subjects with a 2023 start year. <input type="checkbox"/> HoDs: Endorsement of Essential English and Mathematics first summative internal assessment instrument for students exiting in 2022. <input type="checkbox"/> Teachers undertake cross checking/moderation process and procedures as per the Whole School Curriculum, Assessment and Reporting Framework for each assessment task throughout the term. Teachers ensure: <ul style="list-style-type: none"> -Class set of task responses including 5-7 specified samples are placed in folders and given to assigned cross marker who moderates, reviews, provides feedback and returns to the HoD in 1 week. <input type="checkbox"/> HoD moderates discrepancies. Teachers enter achievement data into the digital and personal markbooks, update profiles on student folios and file as assessment occurs throughout the term. <input type="checkbox"/> HoDs use half a faculty meeting once a term for a notebook checking session (2 note books each teacher) with staff. HoDs collate data and share findings at an SLT meeting in Triad groups. <input type="checkbox"/> Teachers to inform HoDs of students at risk following assessment and discuss strategies. Teachers and HoDs to liaise with students and families to work towards targets as per the Faculty AIP. <input type="checkbox"/> Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool 'Incident' and refer to DP and HoD. Teachers liaise with families as required. <input type="checkbox"/> Teachers to check goals with students, re-assess as needed and hold one on one conferencing with students to provide guidance for students to improve results.
7-10 All	<ul style="list-style-type: none"> <input type="checkbox"/> HoDs/DP: 24.8.23: Closing date for AARA applications – Senior External Examination. 29.8.23: Endorsement Application 2 submission open. <input type="checkbox"/> Teachers enter LOAs in digital markbooks. <input type="checkbox"/> Week 8: HoDs: Assessment, Units/Term Planners including identification of Reading and Writing Framework, for all subjects finalised for Term 4. <input type="checkbox"/> Week 9 EXAM BLOCK Year 11. All to monitor QCE attainment. 15.9.23 Final date for applications for credit towards QCE. AARA notifications for external assessment General subjects due. <input type="checkbox"/> HoDs update Junior and Senior LOA achievement data in G:\Coredata\Common\1 FACULTY DOCUMENTS. Teachers update profiles on student folios and file. DPs/HoDs monitor QCEs.
Week	Term 4
1-4 All	<ul style="list-style-type: none"> <input type="checkbox"/> Principal and Deputy Principals analyse LOA attainment data and strategies. HoDs meet with Deputy Principals /the Principal to discuss goals/strategies as directed. <input type="checkbox"/> HoDs use half a faculty meeting once a term for a notebook checking session with staff. HoDs collate data and share findings at an SLT meeting. <input type="checkbox"/> Teachers set/review goals with classes using LOA, attendance, behaviour data and students' individual profile information from OneSchool Student Summary Profile/Dashboard. <input type="checkbox"/> Teachers prepare, revise, deliver Units and explicitly teach: Reading & Writing Framework strategies, WOTD/Foci of the week, translating standards/cognitive verbs throughout the term. <input type="checkbox"/> 9.10.23 Senior External Examination period begins. 13.10.23 AARA Year 11 applications for existing long-term and chronic conditions due <input type="checkbox"/> Teachers undertake cross checking/moderation process and procedures as per the Whole School Curriculum, Assessment and Reporting Framework for each assessment task throughout the term. Teachers ensure: <ul style="list-style-type: none"> -Class set of task responses including 5-7 specified samples are placed in folders and given to assigned cross marker who moderates, reviews, provides feedback and returns to the HoD in 1 week. <input type="checkbox"/> HoD moderates discrepancies. Teachers enter achievement data into the digital markbooks, update profiles on student folios and file as assessment occurs throughout the term. <input type="checkbox"/> Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool 'Incident' and refer to DP and HoD. Teachers liaise with families as required. <input type="checkbox"/> HoDs to inform relevant DP of students at risk. HoDs are to populate the Assessment Schedule. <input type="checkbox"/> Teachers to check goals with students, re-assess as needed and hold one on one conferencing with students to provide guidance for students to improve results. <input type="checkbox"/> Principal and DP to vet Senior Subject Selections from SETPs. Principal, Deputy Principals and HoDs to monitor QCE attainment. <input type="checkbox"/> HoDs undertake Verification negotiations and teachers to feedback to students regarding any movement in rung positions. <input type="checkbox"/> Teachers to inform HoDs of students at risk following assessment and discuss strategies. Teachers and HoDs to liaise with students and families to work towards targets as per the Faculty AIP. <input type="checkbox"/> Teachers record non-submission of drafts, assessment and exams for Years 11 and 12 students in OneSchool 'Incident' and refer to DP and HoD. <input type="checkbox"/> Principal, Deputy Principals and HoDs to monitor QCE attainment. Teachers engage in behaviour processes, Principal, DPs, Deans ensure ongoing monitoring.
5-8 All	<ul style="list-style-type: none"> <input type="checkbox"/> Week 8 EXAM BLOCK Year 11. Teachers enter achievement data in G:\Coredata\Common\1 FACULTY DOCUMENTS and HoDs check updated Years 11 & 12 LOA achievement data. <input type="checkbox"/> DP (Operations) opens Semester reporting. DPs: 'Non-Progression' and 'Cancellation of Enrolment' letters sent. Interviews organised and completed. <input type="checkbox"/> 30.11.23 Year 11 submissions open via Endorsement application. HoDs: Assessment, Units/Term Planners (incl. identification of Reading and Writing Framework) for all subjects finalised.
9-10 All	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers enter LOAs in digital markbooks. Buddy checks LOAs against OneSchool Reports. Teacher amends errors. DP checks. Reporting finalised. Teachers liaise with families as required. <input type="checkbox"/> HoDs update Junior and Senior LOA achievement data as directed by HoDs. Teachers update profiles on student folios and file. HoDs check. <input type="checkbox"/> HoDs lead teachers in faculty planning for the following year. <input type="checkbox"/> Principal and DPs to analyse OneSchool Interim Reporting Student Assessment Summary by year level. <input type="checkbox"/> DPs/HoDs to analyse OneSchool Reporting Assessment Results Whole School Summary, Statistics by Learning Area/Class, Achievement Summary by: Learning Area/Teacher/House Class. <input type="checkbox"/> Faculty HoDs/Deans and DPs to use assessment, behaviour, effort and attendance data to re-structure Academic Excellence, Extension and core classes.

Homework Policy

1. STATEMENT OF INTENT:

Homework provides students with opportunities to consolidate their classroom learning and to develop healthy learning behaviours required for learning beyond the classroom. School occupies just 18% of a child's waking hours from the ages of 0-18 years, making homework necessary for the forming of good habits. The setting of homework also considers the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

2. PURPOSE:

The purpose of homework is to enrich what students are learning in the classroom and help build their capacity as independent learners.

For Students:

- Homework gives students the opportunity to review work covered in class. It may also assist students' understanding of content, strategies and processes covered in class and to prepare for future learning.

For Teachers:

- Homework can be used as a form of formative assessment, identifying strengths and weaknesses in student work. The time is also used to consolidate learning.

For Parents:

- Homework may clarify parents' understanding of the expectations of school and its teachers. It also offers an opportunity for parents/carers to engage in their child's education.

Undertaking and competing homework provides opportunity for students to:

- consolidate classroom learning
- prepare for and expand on classroom learning
- involve family members in their learning
- become independent learners.

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

- revision and critical reflection to consolidate learning (practising and deepening)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue).
- pursuing knowledge individually and imitatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, previewing information)
- daily independent reading.

Homework is set in three ways:

- by the teacher with a set time for short-term completion
- by the assessment program where an assignment is completed over a longer period of time
- by the student through self-driven study which reviews their work prior to assessment occurring. Students will need to prioritise their subjects and identify key areas to study to ensure the best academic outcomes.

3. RESPONSIBILITIES:

While students are able to complete their homework without assistance, additional support will enrich their learning.

Students will:

- note the homework set and record in student diary
- complete (or make a genuine attempt to complete) set tasks by the due date
- contact the teacher if absent from class and complete (or make an attempt to complete) work missed during your absence
- seek assistance and feedback when difficulties occur
- develop good study skills which will support growth as a lifelong learner
- complete additional study homework as required
- discuss homework expectations with parents/carers
- organise time to ensure a balance between homework and other priorities.

Teachers will:

- set homework that is meaningful and contributes to the development of the student
- have clear expectations of what is expected in terms of regular homework in their class. This will vary from subject to subject (e.g. theoretical and practical subjects). This could be daily or weekly
- check students' homework on a regular basis
- communicate with parents when students are regularly failing to meet homework expectations.

Parents/Caregivers can:

- discuss homework with their child
- provide a suitable workplace
- support students to develop time-management skills. This may include establishing a routine for homework and creating a study plan for students
- Encourage and support students as required
- Check homework items. This may include proof reading assessment items. Parents may not know the subject matter well but parents will be able to form a judgement on the quality of the work
- Contact the teacher concerned when in doubt about what is expected of their students
- Ensure students have a balanced approach to their school work.

It is important to note that for the parent role to remain productive, the interactions about homework should be encouraging and demonstrate interest. The time spent on homework varies with the age of the student. Research indicates that the effect of homework increases with age to be substantial by the senior years.

Recommended homework/study time as per QED Policy:

Year 7	Up to but generally not more than 3-4 hours each week
Years 8 & 9	Up to but generally not more than 5 hours per week
Years 10, 11 & 12	Will vary according to the student's learning needs and individual program of learning, determined through their Senior Education (SET) Plan.

In the Junior Years (Years 7, 8 & 9), students should be completing set homework and developing greater independence as they set their own study routines. Examples of homework include:

- maths online
- independent reading/wide reading around content, assessment research, planning and drafting prior to lessons to prepare for assessment
- competing unfinished classwork, revising and reviewing skills and concepts
- undertaking subject specific processes to complete assignments.

In the Senior Phase (Years 10, 11 & 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.

- All students are expected to complete homework in full.

4. RELATED POLICIES/DOCUMENTS:

- *Education (General Provisions) Act 2006 (current as at 29 August 2022) Part 4 Section 24 and Part 3 Section 427 Education (General Provisions) Regulations 2006 and Regulations (2017)*
<https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2006-039>
- *P-12 Curriculum, assessment and reporting framework, (2022)*
<https://education.qld.gov.au/curriculums/Documents/p-12-curriculum-assessment-reporting-framework.pdf>
- *Parent and Community Engagement (2021)*, <https://education.qld.gov.au/parents/community-engagement/Documents/pace-framework.pdf>
- *Help with homework/Education and training – Queensland*
<https://www.qld.gov.au/education/schools/student/homework>

Assessment

Roles and Responsibilities

School:

- Publish and distribute an assessment calendar containing subject genres/VET elements and week due by week 2 of each term.
- Support students in accessing digital assessment submission processes/protocols where required.
- Provide students with an assessment task containing description, conditions and standards criteria for all assessment instruments for assessing in sufficient time to enable students to produce quality work.
- Provide students with a term planner in Week 1 of each term to notify students of the curriculum focus/ audit/draft and final due dates. Teacher is to monitor drafting/submission of assessment digitally/manually as directed by the HoD.
- Provide feedback to students on draft and the final assessment in a timely manner.
- Enact cross checking/moderation processes as specified within this policy to ensure that a consistency of standards is maintained in the marking of all assessment tasks.
- Ensure that students are fully aware of the syllabus marking guides and standards for each task and that the necessary skills required to complete the task have been covered in the unit (i.e. assessment is aligned to outcomes and pedagogy).
- Gather evidence of student work throughout the term (e.g. drafts, class work, rehearsal notes, photographs of student work and teacher observations).
- Developmental progress against stated criteria must be documented by the teacher in their personal markbook as well as the faculty's digital markbook.
- Inform senior students, parents/carers in a timely manner, of incomplete summative assessment which will mean that the student will not meet requirements for a subject or course result. (QCAA QCE-QCIA Handbook).
- Where students have exceeded the word length or duration of response:
 - A student will be allowed to redact a response to meet the required length before a final judgement is made on the evidence in the student response.
 - Teachers are **not** to redact a student response.
- It is **not** appropriate for a student to redact assessment that is
 - produced under exam conditions
 - in an assessment that requires a continuous response, such as a presentation or recording.

Student:

- Ensure collection of the assessment calendar and term planners and include dates in the student diary.
- Ensure all assessment tasks submitted are the original work of the student.
- Comply with the task conditions and use the appropriate referencing.
- Use in-class time effectively to begin assessment tasks and to receive feedback on drafts.
- Present a rough draft to teachers for each assignment by 3.00 p.m. on the audit / draft due date.
- Submit assignments before the due date or by 3.00 p.m. on the due date to their teacher.
- If needed, obtain a 'Request for Extension' form for assignments prior to the due date and submit to the relevant Head of Department providing support documentation. It is preferred that students obtain a medical certificate to the Attendance Officer or provide evidence of extenuating circumstances as described in 'EXTENSIONS Special Circumstances' to the relevant Head of Department.
- Students are expected to plan ahead for assessment tasks. Excursions, camps, sporting activities etcetera are not legitimate reasons for applying for extensions.
- Years 11 and 12 students must provide documentation as per the AARA processes if absent on the assessment date or day of an exam (Years 11 and 12 must refer to and comply the AARA processes and use the appropriate forms for medical reports/certificates), or where extenuating circumstances as described in 'EXTENSIONS Special Circumstances' exist, parental contact with the school is required. The student is to provide this documentation to the Attendance Officer and report to the Head of Department of the relevant subject/s on the first day of return to the school to submit an assignment or to gain authorisation for assessment to be undertaken at the first available opportunity. No opportunity for resitting external examinations exists.

Parents/Caregivers:

- A copy of the assessment calendar and planners will be emailed to your student during week 2 of each term. Parents/caregivers use this to assist their students to transfer the information to their student diary. Ensure students submit all drafts and final assessment tasks by the due date.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items and provide documentary evidence when necessary.

Assessment Schedule

The total assessment load for students must be at a reasonable level and balanced across subject areas. The Deputy Principal will monitor this assessment load. Each faculty will produce a unit and associated term planner for each class/subject/VET elements. The term planner will incorporate assessment requirements or due date for VET elements as well as student work to be covered in class and for homework. Students are to secure the term planner into the front of their notebooks/folders. Heads of Department will monitor term planners and faculty assessment schedules and submit details to the Deputy Principal monitoring the assessment load. **Where an exam is set, submission of assignments must not fall within a week before or after the 'Block Exam' or 'External Exam' period.**

Assessment Types:

- Assignments, tests, exams.
- VET elements e.g. workbooks, exams, journals, observation sheets, etc.
- Practicals e.g. experiments, physical activities and/or demonstrations, jobs, projects
- Performances e.g. drama, dance, music.

Definitions:

The term "assignment" refers to a piece of assessment that requires a minimum of 2 weeks to complete e.g.

- Researched assignments, projects, essays, reports, reviews
- Oral assessment such as speeches, symposiums, role plays, mock interviews.

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 7 and 9. It is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.

NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time – individually, as part of their school community, and against national standards. The tests support monitoring and evaluating of the performance of schools and school systems in these fundamental capabilities. They also provide schools, states and territories with information about how education approaches are working, areas to be prioritised for improvement, and those schools requiring support in the teaching and learning of literacy and numeracy.

Browns Plains State High School subscribes to the Bring Your Own Device (also known as BYOx) program and it is preferred that students use their personal devices for online tests such as NAPLAN, as students would be more familiar with their own. Students can also use their own headphones or ear buds.

To access NAPLAN Online, all devices will need to install a [locked down browser](#), available at no cost. With the locked down browser running, programs and functions on devices are temporarily restricted, only allowing access to NAPLAN's Online tests. Students will not be able to access other applications or websites, which ensures the integrity of the tests. Comprehensive information is provided to parents prior to the test.

Assignment Guidelines

Setting of Assignments:

- Assignments or projects must be justifiable on the grounds that they are the most effective means of developing or assessing the skills or knowledge required.
- Assignments must be suitable to the developmental level of the students, including their language development, and have options that cater for different students' abilities.

Assignment Conditions:

- Adequate resources for the completion of assignments must be available inside the school (Teachers/HODs should consult with the Library Teacher Aide prior to setting research topics);
- The processes required in the development and successful completion of the assignment must be taught and reinforced.
- Conditions for AARA eligible students must be applied.
- There must be sufficient time allowed for planning, research, writing, rewriting and final presentation;
- Sufficient in-class time under teacher supervision must be allocated to allow the majority of students an opportunity to attain at least a Sound level of achievement and to enable teachers to be able to verify the authorship of student work;
- Provision must be made for the teachers' monitoring of students' progress;
- Students working from IEPs or ILPs, or students with learning difficulties, may need to access specialist teacher support. This may be achieved in class or during Learning Support lessons after consultation with the Special Needs Support Staff;
- An explanation about what constitutes plagiarism should be given to students;
- The importance of due dates and course completion must be emphasised.

Submission of Assignment:

- Submission of drafts or assignments may be via Teams or as directed by the teacher
- Drafts/Assignments must be submitted by the specified due date and time.
- If extenuating circumstances exist, an extension may be given as per extension guidelines.

Task Sheet/Criteria Sheet Information

Students must receive written advice that details the precise requirements for each assessment item:

- Subject
- Instrument Number
- Name of student and teacher
- Technique
- Unit
- Topic
- Aspect of Topic
- Assessment Objectives
- Criterion/criteria/dimension being assessed
- Instrument Specific Marking Guide (ISMG) (where applicable)
- Conditions of assessment e.g. time, mode, length, individual/group, open book, no teacher input, stimulus specifications, etcetera
- Due date
- Instructions
- Task description
- Resource list/technology access required
- Requirement for 'Signature of authenticity'
- Font (Times New Roman or Arial, Size 12)
- Special conditions
- VET requirements
- The following statement should appear on the Task sheet:

It is the student's responsibility to submit assessment on or before the due date to ensure course completion and the awarding of a level of achievement.

Monitoring of Assignments

Regular monitoring of assignment progress is essential to provide students with quality feedback during the planning/drafting and editing stages. Contact should be made with parents via email, letter or phone if students fail to present sufficient work by 3.00 p.m. on the draft date.

Teachers need to use a clear procedure that shows evidence of monitoring student assignment work prior to the due date. NB: Students need to know that draft work is important:

- it provides constructive feedback to the student and assists in the completion of the assignment
- draft results can be used to formulate a rating against the stated criteria when assignments are submitted after the due date.
- Developmental progress against stated criteria must be documented by the teacher in their personal markbook as well as the faculty's digital markbook.

Preparation of Students

- The topic and requirements must be fully discussed with the students. Expectations of assessment instruments and due dates should be made clear to students and their parents/carers.
- Where possible, students should be shown exemplars of successful responses.
- If the assessment instrument is summative, students should have been provided with previous opportunities to develop the skills required for this criterion. This may be part exercises completed in class with teacher guidance, that when put together develop into a 'whole'.

Submission

Years 7– 12:

- Assessment/VET elements must be completed by 3 p.m. on the scheduled day or beforehand.
- Assessment submitted must contain sufficient work/evidence to be assessed against minimum criteria for an E standard; i.e. it must consist of more than a title page and/or piece of paper containing the student's name.
- Where scope of the assessment has been exceeded, QCAA policies apply.
- Drafts for written assignments must be submitted to the class teacher by 3.00 p.m. on the due date; if a valid reason is provided to the teacher, it is at the teacher's discretion for an extension to be granted for late submission of the draft.
- Written assignments must be submitted to the class teacher by 3.00 p.m. on the due date or beforehand.
- Teachers will provide feedback on drafts received by the due time and date.
- In cases where students do not have a valid reason for their absence and do not submit a response to an assessment instrument by 3.00 p.m. on the due date, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of student work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and standards associated with the relevant criteria
- Every effort is to be made to ensure the assignment is submitted on time; e.g. digital submission as specified by the teacher, a friend or relative may deliver the assignment on the student's behalf or it may be emailed.
- Students who have left their assignment at home are to arrange with the Administration to have a family member email it to the student or deliver it to the school.

Non-Submission

Years 7-12:

- Students who fail to submit a draft assessment/VET elements by 3.00 p.m. on the due date after contact with parents are to be referred to the relevant Head of Department.
- Students are to complete the draft assessment during lunch or after school detentions. This must be submitted to the relevant teacher and may be used as evidence of student work.
- Students who do not complete assessment/VET elements including written, oral and practical tasks as required by their course by the due date must complete the assessment on the first available opportunity provided that they have a valid reason (Years 11 & 12 require relevant documentation) or they have provided evidence of extenuating circumstances as described in 'EXTENSIONS Special Circumstances'. Medical Certificates/valid reasons are to be provided to the Attendance Officer; the Curriculum HoD may approve an extension and will record in OneSchool. Years 11 and 12 students must submit documentation to the Senior School HoD and/or DP for an extension to be considered and granted if approved. A 'Request for Extension' form with relevant documentation (see below) is to be completed.
- Students who do not provide required documentation as described in 'EXTENSIONS Special Circumstances' for a scheduled assessment may not be awarded semester credit for that subject as recorded on semester reports and QCE certification.
- Students in the post-compulsory phase of education who persistently fail to meet the requirements of this Whole School Curriculum, Assessment and Reporting Plan may be subject to the Cancellation of Enrolment Process.
- Assessment submitted needs to meet a minimum standard as set out in the criteria sheet. Where work does not meet this minimum E standard, it may not be credited to course completion.
- Assessment will not be accepted after the due date unless an Extension has been granted by the relevant Head of Department. In cases where students do not submit a response to an assessment instrument by 3.00 p.m. on the due date, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of student work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and standards associated with the relevant criteria.

Extensions

An extension of time (Years 7-10) may be granted by the Head of Department. Years 11 and 12 students must seek an extension via the Senior School HoD/DP as an AARA must be submitted via QCAA. Reasons that Years 11 and 12 students may be granted an extension for include those listed below. Evidence must be provided.

Extended illness	Medical certificate and or evidence
Illness on the due date	Medical certificate and or evidence
Bereavement	Parental communication
Representation in a regional or state competition	Parental communication
Advice from Guidance Officer on other circumstances	Parental communication

A student who requests frequent extensions, irrespective of whether a valid reason and/or medical certificate is provided, will have the matter referred to the Deputy Principal.

Lost Assignment

- Students who have lost an assignment must discuss the matter with the relevant Head of Department as soon as possible.
- The student must produce proof of the assignment by presenting rough notes or draft.
- An extension may be granted at the discretion of the relevant Head of Department using the '**Request for Extension Form**'.

Student Absent On Assessment Day

With the exception of Year 12s who are required to secure an AARA for an extension, students must make every effort to submit assessment/VET elements on the day of absence or beforehand.

- To negotiate a date for assessment completion, if this is not possible, it is preferred that students provide a medical certificate or evidence of extenuating circumstances to the Attendance Officer as described in 'EXTENSIONS Special Circumstances' to the relevant Head of Department on the day of their return to school – not the next lesson.
- In this instance, the Head of Department will determine whether the documentation accords with the school policies and if affirmed, the student will submit their assignment or if an exam or practical assessment, undertake the latter form of assessment at the first available opportunity. The assessment will be graded and credited towards the course.
- Students absent on an excursion on the day an assignment is due should submit the assignment to the subject teacher prior to departure.
- Judgements for students who are absent on the day of a test/oral/practical without documentation will be derived from evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of student work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and associated criteria.
- There is no opportunity for Year 12 students to re-sit an external examination.

Group Work

- The group presentation will occur and be assessed on the due date regardless of student absences.
- Students who are legitimately absent from group presentations must notify the subject teacher before 9.00am on the due date. An extension will be granted if relevant documentation is provided on the student's return to school (see Extensions).
- The student must negotiate a new performance time (to be scheduled within one week of the student's return to school) with the other group members and the class teacher.
- Group members who are required to perform their item twice due to forced negotiation will be awarded the 'best' result of their two presentations.

Technology Use

Assignments need to be submitted to the teacher in the required format to the teacher by 3.00pm on the due date. If technology issues prevent the submission of an assignment, the student must notify the subject teacher immediately. The student must complete a '**Request for Extension**' form and submit to the teacher.

The student must:

- submit a draft to the class teacher by 3.00 p.m. on the due date
- submit a 'Request for Extension' form to the Head of Department if technological issues exist
- negotiate a new submission date with the Head of Department

Failure to do so will result in the assignment being treated as a non-submission.

Academic Misconduct

Definition

Academic dishonesty is a serious breach of Browns Plains State High School's Whole School Curriculum, Assessment and Reporting Plan and includes both cheating and plagiarism. Cheating involves situations where students gain an unfair advantage during a testing situation. Cheating may include, but is not limited to, the following offences:

- copying work from another student or allowing your work to be copied
- taking unauthorised notes into a test or exam
- gaining, distributing or using a copy of an exam prior to the exam date
- sharing details of questions on an exam with other students
- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorised equipment or materials
- has any notation written on their body, clothing or any object brought into an assessment room
- communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student
- the use of ICT devices to access information without permission
- plagiarising which is the copying of material without appropriate sourcing or citation. It involves:
 - copying of the work of others in whole, or in part, without due acknowledgement
 - the use of material which has changed in a minor way
 - sources of plagiarism include: texts, reference books, internet, other students' work or artificial intelligence.

Consequences of Academic Dishonesty

Academic dishonesty encompasses both plagiarism and cheating. Academic dishonesty 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, judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs of student work and teacher observations). In this instance, a rating will be awarded through matching this evidence to the assessment instrument and associated criteria.
- If a student is suspected of cheating during an exam/test, the work completed should be removed immediately and annotated with time and details. A new paper should be issued so the student can complete the remainder of the paper with integrity.
- In all cases:
 - Students and parents will be required to meet with the relevant Head of Department and Deputy Principal.
 - Consequences may include disciplinary action depending on the severity of the cheating or plagiarism.

Special Provisions

There can be no exemption from meeting any of the substantive requirements of the QCAA Senior syllabus. Special provisions may be applied if you have any of the following specific educational needs:

- Completed AARA documentation
- have a learning disability
- are from a non-English speaking background
- are of Aboriginal and/or Torres Strait Islander backgrounds
- are a migrant or refugee

- are from rural and remote locations
- are in low socioeconomic circumstances
- have a physical disability
- have an emotional impairment.

Special provisions can be allocated either by the school (under QCAA guidelines). Special Consideration of Educational Disadvantage can be allocated by QTAC.

Special provisions may involve:

- granting exemption from non-substantive, non-mandatory subject requirements when there is sufficient alternative information available to make a judgment about an exit level of achievement
- providing special arrangements so as to vary the conditions under which assessment occurs.

Students with special needs should have:

- their case reviewed individually
- equal opportunity to demonstrate their knowledge and skills
- the syllabus criteria and standards applied in the same way as to all students
- any barriers removed in order to ensure equal opportunity
- arrangements made to assist in the demonstration of their knowledge and skills
- early access to any support required.

Special arrangements may involve:

- alternative teaching approaches and learning experiences
- individualised assessment plans
- the use of specialised equipment e.g. computer
- the provision of a reader or writer (physical impairment)
- assistance with the interpretation and comprehension of assessment items for student with language difficulties, providing this assistance occurs for assessment items which are not designed to assess these language skills
- additional time
- the re-scheduling of assessment.

(QCAA Policy Statement on Late and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects – July 2015).

In order for students to be fairly considered, a '**Request for Special Provisions**' form should be submitted through the Guidance Officer who will assess each application and notify relevant staff of specific assessment requirements.

See 'Senior Schooling Student Information Book' for full details of the Special Provisions Process.



Suspensions


- Students on internal withdrawal are to complete the assessment whilst in the Behaviour Support Room.
- If suspended, students submit assessment via the designated format.
- Students who are absent for exams due to suspension will negotiate a new date to complete the task.

Appeals

- Initially, students should speak with the relevant teacher and informally ask for a review of the result.
- Should this not resolve the matter, the student should speak with the subject Head of Department.
- Should this not resolve the matter, the student should put their complaint in writing to the year level Deputy Principal. All written complaints will be acknowledged in writing and the student will be advised how long it will take to investigate the matter.
- Should this still not resolve the issue, the year level Deputy Principal will forward the complaint to the Principal, who shall acknowledge that the complaint has been received and will also inform the student how long it will take to investigate the matter. The student will receive written advice of the outcome.
- For VET subjects only – should the student still not be happy with the decision, they are able to contact the Department of Education (DoE) for advice.

Extension

<div style="text-align: center;">  <p>BROWNS PLAINS STATE HIGH SCHOOL REQUEST FOR ASSIGNMENT EXTENSION FORM</p> </div> <p>The following form must be completed by parents and presented to the Head of Department PRIOR to the due date. (The completion of this form does not automatically grant an extension)</p> <p>STUDENT NAME:.....YEAR LEVEL:..... SUBJECT:..... ASSESSMENT TOPTIC:..... DUE DATE:..... TEACHER:.....</p> <p style="text-align: center;">REASON FOR REQUEST (to be completed by parent/guardian)</p> <p>..... </p> <p>..... </p> <p>Parent Signature: Date:</p> <p>SCHOOL USE ONLY</p> <p>Extension granted YES NO</p> <p>Extended date: Date:</p> <p>HOD Signature: Date:</p> <p style="text-align: center;">TO BE RETURNED TO STUDENT</p> <p>NAME:</p> <p>SUBJECT:</p> <p>Your request for an extension to the due date for your assignment has/has not been granted.</p> <p>If granted, the new date for submission is:</p> <p>HOD Signature: Date:</p>	<div style="text-align: center;">  <p>BROWNS PLAINS STATE HIGH SCHOOL Request for Special Provisions (Years 7 to 12)</p> </div> <p>Dissemination: Guidance Officer / HoD / Subject Teacher Feedback: Subject / HoD / Student Services Administrator / Guidance Officer</p> <p>SECTION A: STUDENT REQUEST</p> <p>Student's Name: Circle if appropriate: ESL SEP</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;">SUBJECT</th> <th style="width: 15%;">HoD</th> <th style="width: 15%;">TEACHER</th> <th style="width: 15%;">CURRENT RATING (if known)</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td><td></td></tr> <tr><td>4.</td><td></td><td></td><td></td></tr> <tr><td>5.</td><td></td><td></td><td></td></tr> </tbody> </table> <p>BASIS FOR SPECIAL PROVISIONS</p> <ul style="list-style-type: none"> > Disability and health _____ > Compassionate and other circumstances _____ > Social or general circumstances related to equality of opportunity _____ <p>Scope of Special Provisions</p> <p>This application seeks special consideration from this date for</p> <ul style="list-style-type: none"> > All subjects > Those subjects marked with an asterisk (*) > The following particular need: _____ <p>Impact</p> <ul style="list-style-type: none"> > All Year > Semester One 20... _____ > Semester Two 20... _____ > Semester Three 20... _____ > Semester Four 20... _____ <p style="text-align: right;">Year Level 7 8 9 10 11 12 (Please circle appropriate year level)</p> <p>Supporting Documentation</p> <ul style="list-style-type: none"> > Documentation is attached > Documentation has already been distributed to Heads of Department > No documentation available at this stage. <p>Please contact for further details.</p> <p>Clarification</p> <p>Further clarification should be sought from the</p> <ul style="list-style-type: none"> > Guidance Officer > Student <p>Issued by: Date:</p> <p style="text-align: center;">(Guidance Officer)</p>	SUBJECT	HoD	TEACHER	CURRENT RATING (if known)	1.				2.				3.				4.				5.			
SUBJECT	HoD	TEACHER	CURRENT RATING (if known)																						
1.																									
2.																									
3.																									
4.																									
5.																									



BROWNS PLAINS STATE HIGH SCHOOL
Request for Special Provisions (Years 7 to 12)

Dissemination: Guidance Officer / HoD / Subject Teacher
 Feedback: Subject / HoD / Student Services Administrator / Guidance Officer

SECTION A: STUDENT REQUEST

Student's Name: Circle if appropriate: ESL SEP

SUBJECT	HoD	TEACHER	CURRENT RATING (if known)

BASIS FOR SPECIAL PROVISIONS

- > Disability and health _____
- > Compassionate and other circumstances _____
- > Social or general circumstances related to equality of opportunity _____

Scope of Special Provisions

This application seeks special consideration from this date for

- > All subjects
- > Those subjects marked with an asterisk (*)
- > The following particular need: _____

Impact

- > All Year
- > Semester One 20... _____
- > Semester Two 20... _____
- > Semester Three 20... _____
- > Semester Four 20... _____

Year Level 7 8 9 10 11 12
(Please circle appropriate year level)

Supporting Documentation

- > Documentation is attached
- > Documentation has already been distributed to Heads of Department
- > No documentation available at this stage.

Please contact for further details.

Clarification

Further clarification should be sought from the

- > Guidance Officer
- > Student

Issued by: (Guidance officer)
 Date:

Dissemination: Guidance Officer / HoD / Subject Teacher

Email 1 – Draft Non-Submit

Good morning/afternoon, OR Dear.....,

I am writing to advise that has not submitted a draft for theirassignment which was due on
If there are extenuating circumstances, please contact me; I am willing to accept a draft whether partially or fully completed provided it is received by The due date for the final submission is I look forward to your assistance in helping your student achieve success and can be contacted on 3802 6222 if you have any further queries.

Kind regards,
.....

Email 2 – Assignment Non-Submit

Good morning/afternoon, OR Dear.....,

I am writing to advise that has not submitted their assignment which was due on As per school policy, if there is a valid reason for the assignment not being submitted,can approach the Head of Department to apply for an extension. If an assignment is not received, judgements to award a Level of Achievement will be made using evidence available on or before the due date. I look forward to your assistance in helping your student achieve success and can be contacted on 3802 6222 if you have any further queries.

Kind regards,

Email 3 – Exam Non-Valid Reason

I am writing to advise that was absent for their exam. As per our Assessment Policy, exams will be completed on the first day a student returns to school after their absence providing that a valid reason for their absence has been provided. Without evidence supporting their absence judgments will be made using evidence available on or before the due date (e.g. drafts, class work, rehearsal notes, photographs or work and teacher observation). I look forward to your assistance in helping your student achieve success; please contact me if you have any queries.

Kind regards,

Moderation of Assessment

Whole School Cross Checking/Moderation Process

The Browns Plains State High School Whole School Moderation Policy is focused on the development and maintenance of a continuous improvement culture across Years 7 to 12. Collective efficacy regarding curriculum, summative assessment and pedagogical practice and the refinement of an expert teaching team is a cornerstone of this policy. Collaboration underpinned by evidence is key to successful moderation practice across the three levels of planning where alignment occurs vertically and horizontally informing teaching and learning. A whole school approach to moderation involves students and teachers in a series of activities to drive student learning outcomes improvement. The moderation process at Browns Plains State High School supports teachers to align curriculum, pedagogy, assessment and reporting. Consistent and precise use of the language of assessment allows for rich and productive discussions with all stakeholders.

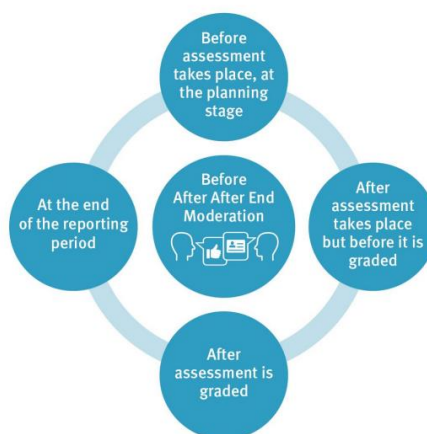


GOALS

- collective efficacy
- consistent, precise and collaborative practice
- shared understanding and interpretation of curriculum and assessment frameworks
- shared understanding and use of student evidence and performance
- shared understanding and application of the principles of quality assessment in curriculum and assessment design.

Professional learning activities and experiences are fundamental to the realisation of these goals (for example, accreditation modules, cluster/network activities and participation in the endorsement and confirmation moderation system).

SHARED MENTAL MODEL Moderation at Browns Plains State High School observes the BEFORE-AFTER-AFTER-END model 1:



- **BEFORE** assessment takes place at the planning stage, and at appropriate times throughout teaching and learning – collaborative calibration activities for teaching teams and students occur to achieve the most precise expectations regarding what the realisation of the marking guide standards is. The construction of student samples of work can be used instructively to inform understanding regarding assessment requirements and achievement standard expectations.

Attend relevant pre-assessment meetings to understand all aspects of the task and associated requirements and expectations:


- Develop shared understandings about curriculum and relevant achievement standards
 - Confirm interpretation of achievement standards
 - Ensure validity, accessibility and reliability
 - Align pedagogy and curriculum to assessment as per the Whole School Curriculum Plan and relevant achievement standards
 - Administer monitoring tasks to gauge student progress
 - Enable reflection at various times throughout the teaching and learning process.
- **AFTER** assessment takes place, but before it is graded – precise achievement standard calibration via professional sharing forums, cross-marking activities take place to ensure that a consistent mindset regarding the application of marking guide standards is established.

Engage in faculty moderation of exemplar A to E samples activities using the relevant QCAA standards matrix, to:

- enable comparable judgements about student evidence using the relevant achievement standards.
- **AFTER** assessment is graded – collaborative calibration checking processes take place to ensure that marking guide standards are applied consistently and appropriately. Each teacher is to:
 - **Maintain a collection of student evidence in each subject**
 - **Determine overall standards of achievement in each subject.**

PROCESS:

- **Mark all student responses.**
- **Complete the top section of the ‘Moderation Folder Record’ with required information.**
- **Select *between 5-7 samples* of student work. Student samples should include:**
 - the top student in the class (regardless of achievement level attained);
 - the student who is placed closest to the threshold of each level (e.g. A-, B+, B-, C+, C-, etc.);
 - the remainder to be made up of mid-range samples (e.g. A, B, C, D);
 - Other responses beyond the 7 samples that teachers wish to have reviewed (to be moderated by the HOD or buddy through negotiation).
- **Write the names of the *requested 5-7 samples* in the spaces provided on the ‘Moderation Folder Record’.**
- **Clip the *requested 5-7 samples* together and place these on the top of the student responses; clip together and place beneath this first bundle any extra samples that teachers wish to be moderated; place *all* remaining class responses (marked) at the back of the moderation folder.**
- **Print a current *OneSchool* class list and place inside the folder on top of the task responses.**
- **Give the moderation folder to the assigned moderation buddy (HOD will advise who this is).**
- **Moderators are to check over the levels of achievement awarded. If the moderator thinks there are changes required, these are to be indicated on the criteria sheet in pencil and explained in the space provided on the ‘Moderation Folder Record’. This process should adhere to a *1 week* turn around.**
- **The moderation folder with all student work is returned to the HOD.**
- **Where disagreements arise, the final result is determined by the HOD. Once complete, the moderation folder is returned to the class teacher.**


BROWNS PLAINS
 STATE HIGH SCHOOL

CROSS CHECKING/MODERATION FOLDER RECORD

FACULTY:..... SUBJECT:.....
 TEACHER:..... CLASS:.....
 MODERATOR:..... TASK:.....

STUDENT NAME	INITIAL RESULT	SECOND RESULT	FINAL RESULT	FEEDBACK

FACULTY: _____ SUBJECT: _____
 TEACHER: _____ CLASS: _____
 MODERATOR: _____ TASK: _____

STUDENT NAME	INITIAL RESULT	SECOND RESULT	FINAL RESULT	FEEDBACK

At the END of the reporting period, collaborative reflection activities take place incorporating data regarding the success of the unit, assessment design, teaching and learning. This is to:

- Enable valid judgements of student performance for reporting overall levels of achievement
- Enable the analysis and use of assessment and reporting data to inform decisions about how to provide the curriculum in a way that supports continuous improvement in student achievement
- Enable future goal setting.

SUMMARY

Moderation processes align curriculum, pedagogy, assessment and reporting. Moderation is an iterative and cyclical process that benefits from discourse, practice experience and reflection. A whole school commitment to moderation enables ongoing opportunities for this to occur in various forums and contexts. Teaching expertise refinement, consistent curriculum and assessment delivery and differentiation to meet individual learning needs are the key benefits of efficient whole school moderation. For teachers, this can take the form of professional sharing forums and for students this may focus on the classroom practices that enable students to develop metacognitive skills (for example, the capacity to self-identify success criteria and self-regulate).

Reporting

Assigning Grades

Level of Achievement Years 7 to 10	
Very High	The student has exceeded the selected capabilities
High	The student is demonstrating the selected capabilities confidently and competently
Sound	The student is consistently demonstrating the selected capabilities
Developing	The student is demonstrating components of the selected capabilities
Emerging	The student is beginning to demonstrate the selected capabilities
N	<p>An 'N' is used in exceptional circumstances, when there is insufficient summative assessment evidence to make a judgement about a student's level of achievement. An 'N' can be used when a student has recently arrived (new to state schools or new to the school) or they have extended absences. An 'N' can be used for EAL/D students, refer to Page 35.</p> <p>An 'N' is not suitable when there is available evidence (such as work from class activities, anecdotal records, drafts of summative assessments) that have been gathered during curriculum delivery against the relevant achievement standard. This evidence can be judged against a relevant existing marking guide.</p> <p>Awarding an 'N' is a school-based decision and should only be applied to individual students when there is insufficient evidence gathered against the relevant achievement standards, and in consultation with parents.</p>
CA	Competency Achieved
WTC	Working Towards Competency
CNA	Competency Not Achieved
Behaviour	
A	The student always demonstrates positive learning behaviours and models the expectations set out in the Student Code of Conduct
B	The student consistently demonstrates positive learning behaviours and regularly meets the expectations set out in the Student Code of Conduct
C	The student mostly demonstrates positive learning behaviours and usually meets the expectations set out in the Student Code of Conduct
D	The student sometimes demonstrates positive learning behaviours and needs guidance to meet the expectations set out in the Student Code of Conduct
E	The student rarely demonstrates positive learning behaviours and requires intensive support to achieve the expectations set out in the Student Code of Conduct
Effort	
A	The student is a model learner, demonstrating personal commitment, persistence and adaptability
B	The student consistently demonstrates personal commitment, persistence and adaptability in their learning
C	The student typically demonstrates commitment, persistence and adaptability in their learning
D	The student sometimes demonstrates commitment, persistence and/or adaptability in their learning
E	The student requires frequent encouragement to persist and persevere with learning
Homework	
	<ul style="list-style-type: none"> • Always Completed • Usually Completed • Sometimes Completed • Rarely Completed
Parent Interview Request	
	Interview Recommended Interview Requested

Reporting Timelines

Reporting occurs three times per year: at the end of Term 1, at the end of Semester 1 and for Years 7 to 11, at the end of Term 4. A parent/teacher interview is conducted early in Term 2 and subject selection interviews are held in Term 3. Reports are recorded in OneSchool then emailed to students.

Reporting timelines should be allocated as follows:

Reporting opens	2 Weeks for teachers to enter their results and proofread Reporting buddy to check against Faculty digital markbook for errors and teachers to make corrections
Reporting closed for teachers	Nominated date as per the Calendar
Admin to print draft reports	1 Day to follow up with staff with incomplete reports
	DPs to proofread reports and teachers make corrections
Final reports	Administration staff to prepare for emailing

Reporting Checklist

Reports will not be accepted by your Head of Department if the following stages have not been signed off. Teachers need to ensure their organisation of time around assessment and reporting allows sufficient time for proofreading and corrections as follows:

Classroom teacher

Please ensure you complete each of the following steps:

- BEFORE REPORTING check your class lists and report any anomalies (incorrect/missing students and alert relevant staff member)
- Advise Head of Department of any potential N ratings; DP will confirm if valid
- Run a report to see if there are any missing entries, complete where needed
- Submit OneSchool Report to your reporting buddy as nominated by your Head of Department and final copy to your Head of Department.

Reporting Buddy

Please check for the following and indicate any changes on the reports:

- Check the level of achievement awarded for each student against the Faculty digital markbook.
- Does the level of achievement awarded for each student correspond with the effort/behaviour and homework standards for each student?
- If students have any area which has be awarded a D, E or N for their level of achievement, effort, behaviour or homework, has the teacher requested an interview?
- Please return corrections to the original teacher by the timeframe nominated by your Head of Department.

Classroom teacher

When you receive your feedback please complete the following:

- Make any necessary corrections, add the corrected reports to your originals and submit to your Head of Department by the nominated timeframe.

Parent Teacher Interviews

Preparation

Parents expect teachers to:

- understand their child's individual learning style
- have a teaching and learning plan in place to cater for his/her needs, weaknesses and strengths
- possess an awareness of and provide advice on areas for improvement for their child.

Following is a suggested checklist of items, that when completed thoroughly, will ensure the successful negotiation of parent/teacher interviews and provide parents with accurate and meaningful insights on their children's progress and ways they can assist them.

Term by term, keep accurate formal records for each child on:

- their home learning (homework)
- skills/outcomes achieved
- assessment of tests, group work, assignments, oral presentations, etcetera
- attendance, attitude, behaviour and effort.

Also, create a section where anecdotal comments and observations can be recorded on every student. Specific examples on their child are appreciated by parents:

- on individual student's attitude, effort, ownership and behaviour
- special attributes or achievements
- these comments must be recorded during or immediately after each class or they will be lost in our business
- this strategy wins parents' confidence in us.

Over a term, a bank of observations will build up on each child that will paint a comprehensive picture of his/her all round performance and progress for us to communicate to parents and use to tailor personalised learning for the student.

Promotion



The progress of students from one year level to the next is premised on the understanding that it is educationally desirable for students to move through year levels with their peers. Any variation from this involves the obligation to justify the educational benefit of such a change.

Our curriculum, teaching practices, student management and welfare policies, assessment and reporting are all designed to meet the needs of students and assist them in moving smoothly through the year levels whilst at our school.

This policy applies to all students at Browns Plains State High School. The aim of this policy is to ensure fairness and equity is maintained across the school; therefore supporting students to achieve to the best of their ability.

Desired minimum requirements

Going into.....		
Year 7, 8 9 or 10	Year 11	Year 12
Satisfactory level of achievement in Mathematics and English (C Standard) PLUS	Personal Pathway: Passing level of achievement in Mathematics and English. Passing level of achievement in remaining subjects or on track to receive any certificates being studied. This requires the student to be on track to achieve their QCE. OR ATAR Pathway Satisfactory level of achievement in Mathematics and English PLUS	Satisfactory level of achievement (C Standard) in English and Mathematics to meet literacy and numeracy requirements for QCE. Satisfactory level of achievement in the remaining subjects or on track to receive subjects or on track to receive any certificates being studied. This requires the student to be on track to achieve their QCE. PLUS
Majority of passes in the remaining subjects.	Majority of passes in the remaining subjects.	Satisfactory level of achievement in the remaining subjects or on track to receive any certificates being studied. This requires the student to be on track to achieve their QCE, and for some students, their QCIA.
Attendance of 85% or more	Attendance of 85% or more	Attendance of 85% or more
Students no meeting these requirements will have an interview with the relevant Deputy Principal regarding progression to the next year level.	Students no meeting these requirements will have an interview with the relevant Deputy Principal regarding progression to Year 12.	Students no meeting these requirements will have an interview with the relevant Deputy Principal regarding the possibility of a cancellation of enrolment.

