

Introduction

Brisbane State High School is all about **learning**. We believe that all people can learn. Each individual has special qualities, interests and character to be developed. We provide learning experiences in all aspects of life. Young people will experience learning that is rigorous, future-focused, enterprising and transferable to the range of situations they will encounter. We believe that young people learn best when they have structure as well as space and time to foster creativity – time to think and grow. This teaching comes to life through excellent relationships between learner and teacher. We think that learning should be inspirational, challenging and fun.

We are committed to personal **excellence** and expect each person to strive for their best and consistently work hard. We believe in setting high standards and providing quality support to help people reach those standards and experience success. The school provides an extensive range of high quality opportunities and experiences so our students maximise their potential. Excellence for students and teachers means they take charge of their own learning, work collaboratively and engage in robust feedback to remain at the cutting edge of their studies/profession.

Teaching, Learning and Curriculum Principles

Our shared vision for Teaching, Learning, Curriculum and Assessment at State High is informed by these common principles:

1. Everyone can learn at high levels.
2. Every lesson counts.
3. Different people learn in different ways.
4. Productive Habits of Mind can be taught and learnt.
5. Teachers and students aspire to the highest academic standards.
6. Teachers and students are creative and dynamic users of technology.

Classrooms at State High are characterised by:

1. Energy, enthusiasm and a love of learning.
2. Productive and supportive relationships between teachers and students.
3. A variety of learning modes.
4. Structured opportunities for students to think both independently and interdependently.
5. Students persisting with complex problems and striving for accuracy.
6. Higher-order thinking.

Curriculum at State High is characterised by:

1. Regular opportunities for students to excel.
2. An appropriate degree of challenge and complexity.
3. A developmental approach to thinking and practical skills, processes and conceptual understanding.
4. Strong emphasis on deep understanding and an ability to apply understanding to unfamiliar situations.
5. Discerning and ethical use of technology to locate, filter and use information, collaborate with others and design innovative solutions and products.
6. Explicit teaching of the required literacy and numeracy skills.
7. Clear connections to the world beyond the school.

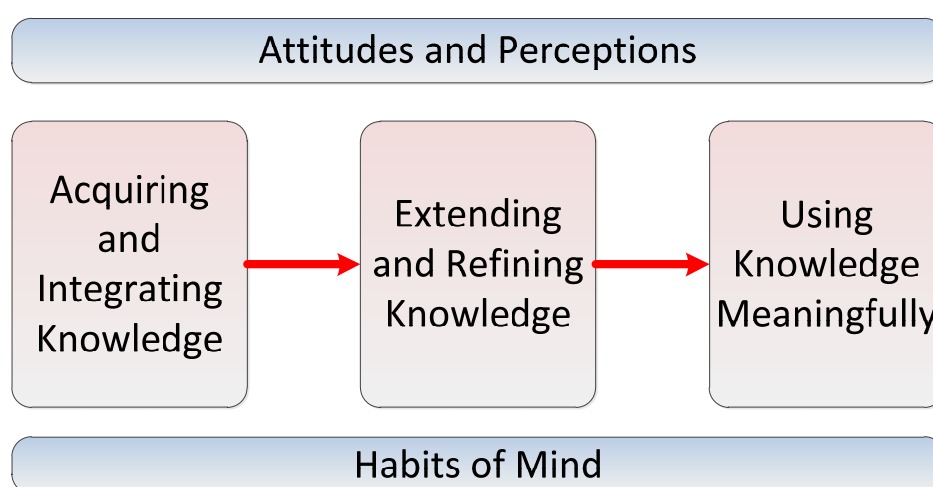
Assessment at State High:

1. Is measured against clearly-stated criteria.
2. Is supported by appropriate preparation activities and support materials.
3. Requires students to problem-solve, analyse, synthesise and evaluate, in addition to locating, classifying or recalling information.
4. Provides sufficient opportunities for every student to achieve to their potential.
5. Is followed by time for students to reflect on their learning and to receive feedback on their progress.
6. Is academically honest.

Our Approach to Teaching and Learning

The 2007 McKinsey report, 'How the world's best performing school systems came out on top', says that quality teachers, quality instruction and processes that ensure every child is able to benefit from quality instruction are the hallmarks of world class education. These three hallmarks are features of all of the current thinking and research around quality education.

As a result, we have adopted the Dimensions of Learning framework that provides a solid basis for the acquisition and integration; extension and refinement; and meaningful use of knowledge in a supportive though challenging student-centred learning environment. Importantly, this framework teaches the dispositions required for intelligent response to non-routine situations through the Habits of Mind. The framework can be represented in the following manner:



The core of the diagram highlights the sequence of learning – from the first experience of knowledge through to being able to use this knowledge meaningfully. These three core dimensions allow us to be deliberate about the stages of learning. The other two dimensions provide a foundation upon which to work. We consciously teach these two dimensions - positive attitudes and the required dispositions.

By having a clear language and framework, staff and students can explicitly work together and students can take greater control of their own learning.

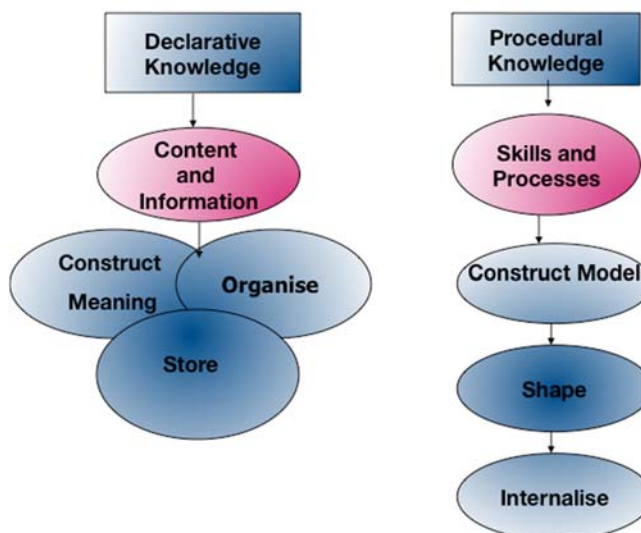
Acquiring and Integrating (Dimension 2), Extending and Refining Knowledge (Dimension 3)



Acquiring and integrating knowledge is the 2nd and extending and refining knowledge is the 3rd Dimension of Learning.

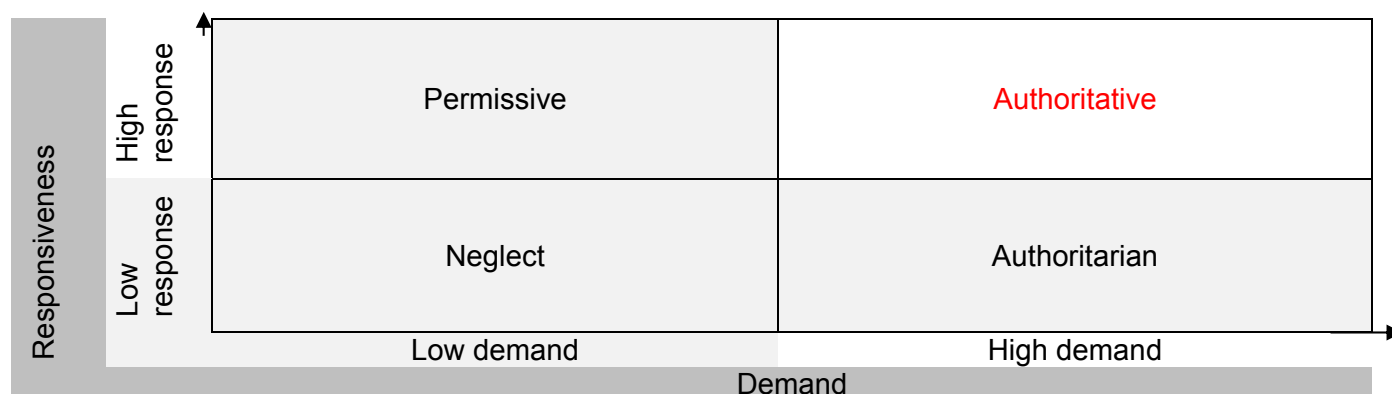
When students are learning new information they must be guided in relating the new knowledge to what they already know, organising that information and then making it part of their long term memory. When students are acquiring new skills and processes, they must learn a model (set of steps) then shape the skill or process to make it efficient and effective for them and, finally, internalise or practice the skill or process so they can perform it easily.

Students must understand two types of knowledge – declarative and procedural. Declarative focuses on content and information, while procedural focuses on skills and processes.



Learning does not stop with acquiring and integrating knowledge. Learners develop in-depth understanding through the process of extending and refining their knowledge. They rigorously analyse what they have learned by applying reasoning processes such as comparing, classifying, abstracting, inductive reasoning, deductive reasoning, constructing support, analysing errors and analysing perspectives.

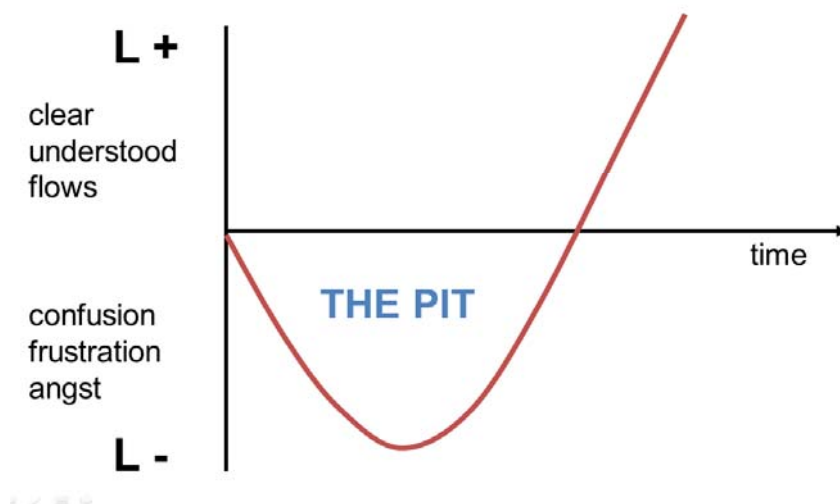
At State High, we expect active teaching in classrooms where there is a balance of high demand (rigour) and high responsiveness (support) leading to authoritative teaching. The following diagram identifies the balance required to achieve this standard of teaching:



'High demand' means that we expect each student to perform at his or her best and that teachers provide challenge to every student so that they continuously strive for higher levels of performance. 'High responsiveness' recognises the prime importance of the relationship between student and teacher and is underpinned by an understanding of each student, his or her learning styles and the support required to meet the expected standards of performance.

Engagement with new knowledge is not always simple or easy. Butler and Edwards describe the process of really grappling with something new as being in a 'pit', where struggles to get out of the pit cause confusion, angst and frustration. As we seek to develop deep and genuine understanding of new knowledge, we expect to experience some of these emotions before we have truly learned.

TRANSFORMATIONAL LEARNING - Butler and Edwards

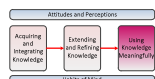


We expect all students to graduate with a high level of literacy and numeracy skills that will see them participate successfully in society. To this end, we explicitly teach language skills (grammar, spelling, punctuation, sentence construction, comprehension, generic structure...) and functional numeracy (number facts, interpretation of data, place value, fractions, measure, money...) and check for accuracy in students' use of these skills in each classroom. Each curriculum area has specific literacy and numeracy demands and these skills are explicitly taught in these contexts.

We understand the importance of high quality feedback to successful learning. Teachers deliberately provide ongoing, specific feedback to students in a variety of ways to enhance learning and ensure that student work and learning continues to improve in quality. Teachers take the time to examine student work, consider its merits and provide structured feedback about ways for each student to improve.

We teach students how to source their own effective feedback for each lesson's/unit's learning goals and progress towards the performance goals they set each term.

Using knowledge meaningfully (Dimension 4)

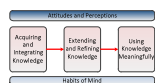


Using knowledge meaningfully is the 4th dimension in Dimensions of Learning.

The purpose of acquiring knowledge is to be able to use it meaningfully. Using knowledge meaningfully requires students to engage in thinking and reasoning that is beyond that required when they are asked to recall, restate, recognise or otherwise reproduce knowledge. Using knowledge requires students to engage in complex thinking and reasoning processes as they complete meaningful tasks. Six reasoning processes are used: decision making, problem solving, invention, experimental enquiry, investigation and systems analysis.

We explicitly teach the processes students need to apply knowledge and we provide them with the necessary understanding to apply this knowledge in different contexts. It is important to find a balance between having students take charge of their learning and ensuring that they have sufficient scaffolding to succeed.

Attitudes and Perceptions (Dimension 1)



Attitudes and perceptions influence learning.

At State High, we aim for positive attitudes and perceptions so that learning is enhanced. Our teachers and students share a responsibility to maintain positive attitudes and perceptions about learning and school life.

This is a two-stage process:

1. Helping students develop positive attitudes and perceptions about classroom climate so they:
 - Feel accepted by teachers and peers and;
 - Experience a sense of comfort and order.
2. Helping students develop positive attitudes and perceptions about classroom tasks so they:
 - See tasks as valuable and interesting.
 - Believe they have the ability and resources to complete tasks.
 - Understand and are clear about tasks.

We talk to our students about having a growth mindset, a view of the world that does not see talent or ability as fixed but rather something that can be developed.

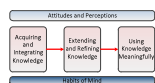
We aim to increase student connectedness to their school. The small learning communities established in individual classrooms give students a springboard for developing a strong sense of belonging in the wider school community.

We recognise that each person's attitudes are shaped by a combination of: a sense that there is an overall purpose and direction and; the quality of each experience and interaction and ensuing connection. As a result we seek to match inviting classrooms with a broader educational and character building experience.

We offer a range of opportunities to extend our young people as leaders in the school and the community. Leadership opportunities exist for students in all year levels through a range of activities that afford students the opportunity of working with different people and trying something new. Our practices intentionally create an environment in which every student can develop intellectually, socially and personally. Students are encouraged and supported to enjoy a broad schooling experience by participating in personal growth and development opportunities.

By explicitly working to positively influence attitudes and perceptions students have the best possible opportunity and encouragement to develop life-long skills which will benefit them on their pathways through and beyond school.

Habits of Mind (Dimension 5)



Habits of Mind is the 5th dimension of the Dimensions of Learning framework.

Habits of Mind are dispositions towards behaving intelligently when confronted with problems. We are charged with developing these habits in all students, as we help each child grow into educated young people with the inner resources to excel in a changing world.

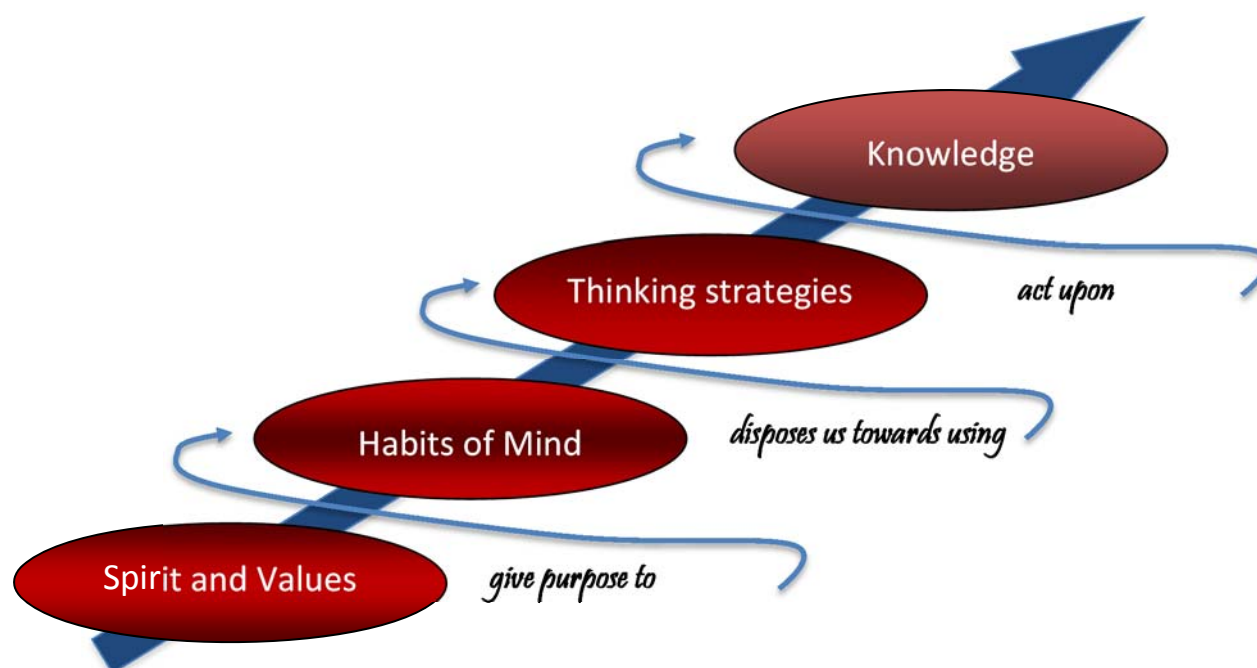
Aristotle said, "We are what we repeatedly do. Excellence, therefore, is not an act, but a habit". Developing thinking skills as 'habits' and dispositions, then is a deliberate process in each classroom and faculty. Observers will hear the explicit language of 'Habits of Mind' and see the systematic development of these 'Habits' throughout the school and across year levels. We want each student to achieve his or her potential.

The Habits of Mind help us achieve this:

- Persistence
- Managing impulsivity
- Listening with empathy and understanding
- Thinking flexibly
- Striving for accuracy
- Thinking about thinking
- Questioning and posing problems
- Applying past knowledge
- Thinking and communicating with clarity and precision
- Gathering data through all senses
- Creating, imaging and innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humour
- Thinking interdependently
- Remaining open to continuous learning

From this list, it can be seen that creative, critical and self-regulated thinking is developed through the Habits of Mind. It is also clear that these intelligent behaviours drive outstanding classroom learning as well as providing a platform for the building of resilience and character in our students.

The following diagram shows how Habits of Minds enables our spirit and values to properly dispose us to thinking clearly and deliberately on our knowledge. This gives real meaning to our belief that Knowledge is Power.



Professional Learning

State High's values deliberately talks about learning for everyone. Michael Fullan, states this clearly when he asserts that, "Learning is the Work". Continued learning for our staff is important to our school. Research like 'Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation' (Wright, S; Horn, S & Sanders, W (1997) in the Journal of Personnel Evaluation in Education, 11 pp57-67) says:

"The most important factor affecting student learning is the teacher... The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor".

Professional development has three distinct foci: development of the pedagogical, leadership, work and personal skill level identified by each individual; development that helps the faculty meets its goals and provide the highest quality learning and service and; development that helps the whole school meet strategic goals and DET requirements.

Each staff member has an individual learning plan, as part of their Developing Performance Plan. There is a supportive process that helps guide each staff member through these plans each year and ensures everyone engages in professional discussion about their learning. This process uses personal, data-driven and systematic reflection and feedback to help each person stretch their learning each year and align to the school's improvement agenda. Staff members take an active role in finding professional learning experiences to match the goals they identify from this reflection process. In addition, the learning plans are collated to find areas of common interest in the school, so that school provided development helps meet these collective needs. As this is an ongoing process, staff members engage with their supervisor several times a year to check progress, maintain momentum and to refine the learning objectives.

We ensure that our teachers work collaboratively in teams to establish the essential learning all students must acquire, to gather evidence of student learning and to use the evidence of student learning to discuss, evaluate, plan and improve their instruction.

Our workforce plan outlines the professional development and performance framework for staff, in more detail.

Supporting High Quality Learning and Teaching

Curriculum Planning

Our curriculum is designed to enable our students to pursue various pathways upon their successful completion of school. The school's curriculum plan outlines the nature of junior and senior secondary subjects, their organisation and intent.

The typical process of planning is outlined below:



All subjects, irrespective of faculty discipline, have a prescribed foundation content and assessment plan as detailed in approved planning documents. These documents are specifically tailored, within guidelines, to provide learning experiences with sufficient depth and challenge for State High students.

Each subject/program is comprised of a number of units of learning/knowledge. These units are typically studied for a number of weeks, increasing in depth and complexity across this time.

A unit plan clearly indicates the topics to be covered across a term/semester/year in each subject. This unit plan is a tool designed to guide the teacher and the student throughout the semester and during review for assessment. Teachers use this unit guide to break the curriculum into lessons, with ongoing learning experiences and evaluation. All units end with a culminating activity (usually assessment) that enables students to demonstrate their depth of knowledge and understanding.

Teachers customise their unit plans to the needs of each class and to personalise learning for students. At a classroom level, personalising student work means paying attention to the learning of individuals and providing the specific interventions needed to ensure optimal learning. It also means that teachers use multi-modal learning and differentiate the tasks that students undertake. For some students, this means the development of individual learning plans that shape growth and development. For all students we link future aspirations with planned programs of learning via the Senior Education and Training Plan (SET Plan).

We are evidence led and deliberately gather information on each student to further our knowledge and understanding of each child's progress. We act on this evidence to ensure that each student learns the required skills and knowledge. In this way our unit plans are dynamic rather than static documents. Further detail of our approach to data use is detailed in the School's Data Plan.

Unit plans are being written using a school-wide template based in the OneSchool program. All students are issued with segments of these units plans called subject outlines and assessment plans that provide a summary of the programmed learning experiences and assessment on a calendar.

Work Completion

It is a requirement that students complete all coursework in every subject. This requirement, to help all students to achieve at full potential, enables semester credit for work and levels of achievement to be awarded. All coursework must be completed to a satisfactory standard and assessment responses must be deemed a genuine response to the set criteria for the task.

Coursework includes classwork and classroom activities, homework and review, excursions and practical work as well as all prescribed assessment tasks (exams and assignments) (*refer to Page 25*).

Teachers will systematically monitor students' progress and work during lessons to ensure students maximise learning opportunities. Teachers will take appropriate action to ensure that students complete all coursework. These actions may include setting completion of classwork as a home task, in addition to homework and supervised completion of classwork.

We operate a 'no surprises' policy. Working in partnership with parents, teachers will make contact for repeated issues regarding completion of coursework. This contact will be made in sufficient time for the parent and teachers to support their student to successfully meet course requirements.

We aim to have students take responsibility for the completion of their work. However, we understand the delicate balance between giving over this responsibility and making sure that this responsibility is acted upon. Thus, we work proactively with parents and students to ensure that work is completed and we engage early in the process so that we maximise the ownership of students as well as the completion rates.

Homework

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 13% 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 takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits and employment where appropriate.

Homework that enhances student learning:

- is purposeful and relevant to student's needs.
- is age appropriate.
- is appropriate to the capability of the student.
- develops the student's independence as a learner.
- is varied, challenging and clearly related to class work.
- allows for student commitment to recreational, employment, family and cultural activities.

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 as they study, preview and review classwork, find alternative explanations of content.

Teachers will:

- set homework on a regular basis.
- clearly communicate the purpose, benefits and expectations of all homework and ensure that this links to the learning goals.
- check homework regularly and provide timely and useful feedback.
- use homework that is varied, challenging and directly related to class work and appropriate to students' learning needs.
- explicitly teach strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework.
- give consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework, typically providing completion times that are more than one night.
- discuss with parents and guardians any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

Parents can assist by:

- making sure that students have the resources to complete homework.
- asking clarifying questions that help students summarise what they have learned.
- asking to see the homework and having your child explain the work to you.
- encouraging students to read and to take an interest in and discuss current local, national and international events.
- helping students to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities.
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

It is important to note that for the parent role to remain productive, the interactions about homework should be encouraging and demonstrate interest but be limited.

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.

An easy way to remember the appropriate amount is to assign 10 minutes per night, per year level [e.g. Year 8s would study 10min x 8 or 80 minutes per night]. This can be spread over the week to account for other student and family activities but it is good to have regular times for homework. In practice we recommend the following times:

Junior School 1¼ – 1½ hours per night

Senior School 1½ – 3 hours per night

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.

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.

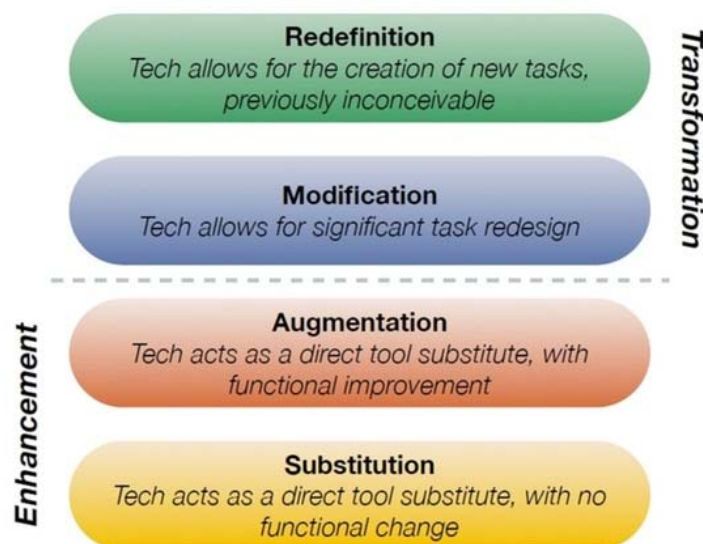
While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours' time they devote to their studies. Of course, care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

For home learning to be effective students should:

- Have a regular routine and time.
- Develop a weekly home learning planner (modify it after two weeks if there are problems).
- Have an area where they can learn without unnecessary distractions.
- Have a short break every 45 – 60 minutes.
- Focus on what they are doing.
- Ask for teacher assistance if, after reading and thinking about a section of work, they still fail to understand it.

Technology

We use a range of devices in the classroom. We treat the technology as a tool to enhance learning, using these devices selectively where they add value. There are four key elements of learning design that guide our thinking about technology use and these are described in the SAMR model:



Assessment

Our assessment programs are designed with a number of key principles in mind:

- A range of assessment types is used and reflects, and where possible, matches a range of learning experiences.
- Assessment is graded based on pre-determined standards.
- It is the quality of the student work that is the determinant of the student's result.
- Assessment matches the plan in the approved work program.
- Clear information and sufficient scaffolding are provided to ensure optimal student results while maintaining the integrity of the assessment item.

Responsibilities

School Responsibilities

- Publish all assessment dates on the school calendar;
- Provide students with assessment instruments in an appropriate time frame;
- Provide appropriate class time for assessment;
- Provide feedback to students on both rough draft and final assessment tasks in a timely manner;
- Enact procedures which ensure a consistency of standards is maintained in the marking of assessment instruments.

Student Responsibilities

- Do the very best job on all tasks;
- Ensure all assessment tasks submitted are the original work of the student;
- Use the School Reference Policy;
- Present a rough draft to teachers for each assessment;
- Demonstrate mandated requirements of the course;
- Submit all assessment tasks by the due date;

- Complete a '**Missed Examination**' form (refer to Page 23) or '**Application for Extension – Assessment**' form (refer to Page 24) prior to the due date and submit to the relevant Head of Department (HoD) providing support documentation to validate the extension;
- Seek clarification from the teacher who awarded the result before appealing any result.

Parents/Guardians Responsibilities

- Encourage students to submit all drafts and final assessment instruments by the due date;
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items and provide documentary evidence where necessary.

Academic Honesty

Our approach to academic honesty promotes the development of a set of **values** around personal integrity in the areas of teaching, learning and assessment.

Malpractice in the area of academic honesty is defined as behavior that may result in the candidate gaining an unfair advantage. The areas of malpractice are:

- Plagiarism – the representation of another's work as your own.
- Collusion – allowing your work to be copied by another, sharing details of questions on exams with other students.
- Duplication – submitting the same work for different assessment components.
- Cheating – breaching the rules of an examination, gaining or distributing exam questions.
- Fabricating – making up data for an assignment or practical assessment.

The **University of Queensland** has defined plagiarism as follows:

"Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media."

To assist students in understanding the requirements surrounding academic honesty, it is the responsibility of all teachers to advise students on what constitutes malpractice in their subject area.

Students are ultimately responsible for ensuring their submitted work is authentic but teachers play a vital role in early detection of plagiarism. If a teacher suspects that a student's draft submission is in breach of the principles of academic honesty; they must draw the student's attention to the risks associated with submitting the piece of assessment and inform the Head of Department. Once the final piece of assessment has been submitted, it cannot be retracted. It is mandatory that the teacher notify the Head of Department of the breach.

We subscribe to Turnitin, an online plagiarism detection tool to assist students in achieving academic honesty in their submissions. Students are able to submit their assignment to Turnitin a number of times, in order to check for deficiencies in their acknowledgements and to reassess their referencing before final submission. Teachers will submit student assessment to Turnitin.

In order to avoid intentional or unintentional plagiarism, students need to refer to the school **referencing** policy and adhere to the following guidelines regarding what to reference:

What to reference:

- The ideas, opinions and theories of authors, either paraphrased or directly quoted;
- Direct quotes of spoken or written words;
- Factual information that is not considered common knowledge, such as statistics and data;
- Visual information including graphs, drawings and photographs.

If in doubt, acknowledge the source of your information with a reference.

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, students will be required to resubmit work within 24 hours in order to meet assessment requirements. The Executive Principal will determine what weight will be placed on the result based on the circumstances. The general principle is that results will not be counted for overall grades.
- If a student is suspected of cheating during an exam/test, the work completed should be removed immediately and annotated with time and details. 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 HoD and Head of Year (HoY). Consequences may include internal or external suspension, depending on the severity of the cheating or plagiarism.

Informal Assessment and Feedback

At State High there is a practice of continuous structured assessment through class activities, homework tasks and peer and self-assessment. It is essential that staff know the progress that each student is making and are tracking students' academic performance. All teachers should be able to give an accurate indication of a student's current level at any time. It is equally important that the student (and parents) also know the degree of academic competence and have a clear understanding of areas of difficulty and strategies to address these areas. This shared understanding of each student's strengths and weaknesses is what is required in order to develop and administer performance support programs.

These informal assessments are likely to be based around checking for understanding and formal assessment preparation. Some type of informal but measured assessment should typically take place weekly.

There is no expectation that these informal assessments are moderated. Results from informal assessments are reported to students in a timely manner.

Formal Assessment and Feedback

At State High, any activity or assessment which contributes to a reported result will be considered a formal assessment. This will include activities such as orals, practicals, project work, research activities, examinations and assignments. All formal assessment must appear on the assessment calendar. Any variation to the calendar must be approved by the Deputy Principal - Operations.

Feedback from assessment should be provided to students in a structured process that enables self-performance analysis. This feedback should be accompanied by an update to the student profile, so that the student can see the progress being made and the areas for further development.

In a situation where more than one teacher is assessing the same formal assessment, moderation is required.

Examinations

1. Students will be notified of each examination for each of their subjects at the beginning of each semester on the assessment calendar. Students should therefore avoid all appointments that clash with examination dates.
2. A formally constructed examination timetable will be used at the end of each term for Year 11 and 12 students. All other examinations for each year level will be held during normal lessons. No assessment will be scheduled during the first week of any term.

3. Missed Examinations

3.1 *Advance Notice:*

Students must complete a 'Missed Examination' form (refer to Page 23) to advise the school of an unavoidable impending absence as soon as possible after they become aware of it. Documentary evidence must be supplied.

3.2 *Unforeseen Circumstances:*

Should a student be absent on the day of an examination, the school office must be contacted by the student, parent or guardian on the day of the test. This information will be passed on to the appropriate HoD.

Contact must be made either during the absence, or on the first day of return to school. Wherever possible, make-up examinations will take place during the current block examination period. If appropriate, an alternate assessment may be set by the HoD.

In both cases, a completed '**Missed Examination**' form (refer to Page 23) with supporting evidence of the reason for the absence must be provided to the appropriate HoD immediately upon the student's return to school.

Evidence might include: medical certificate, notification of selection in a representative team.

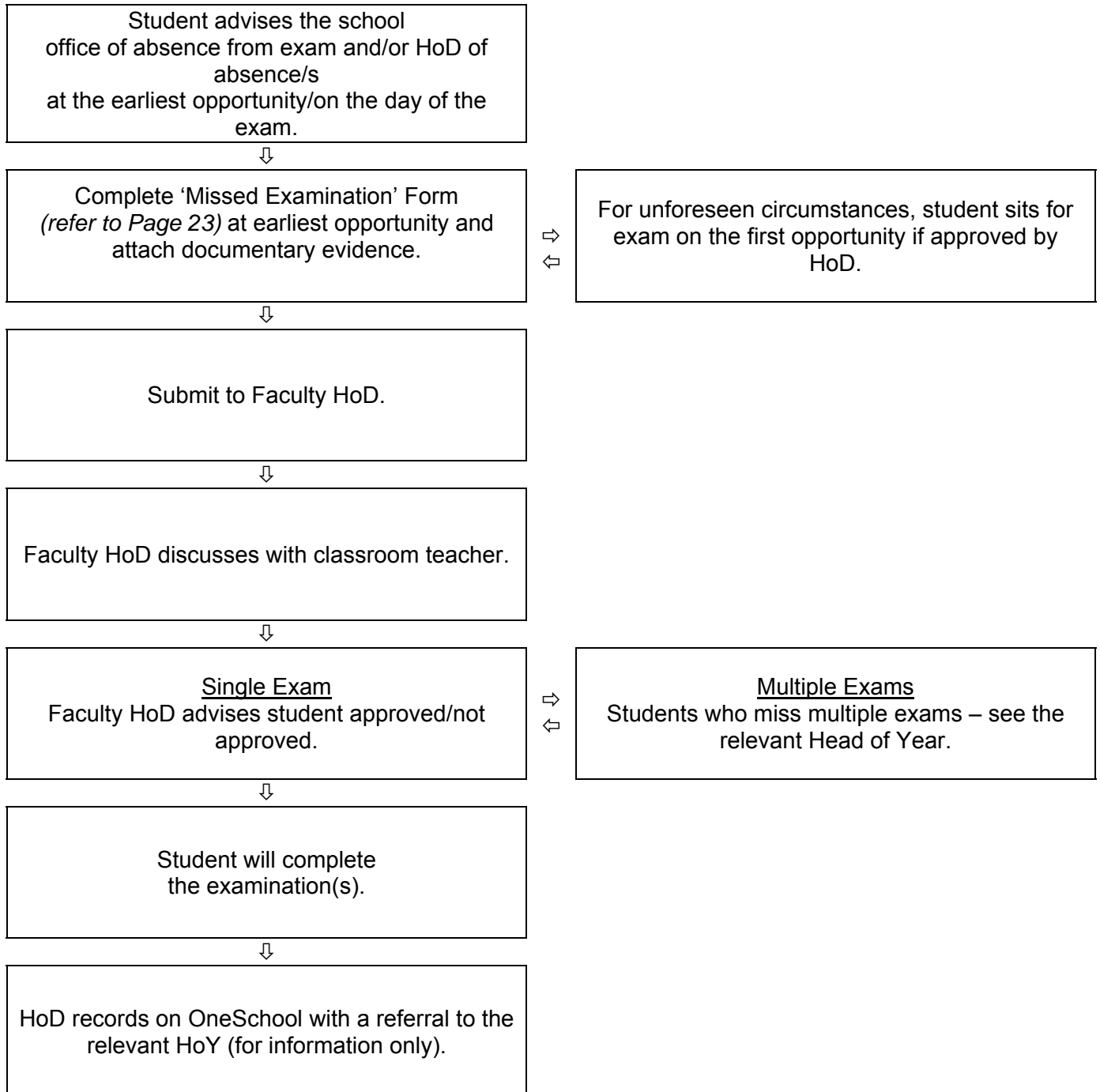
Students will sit the examination immediately upon return to school. The result will be recorded but noted as a late result and thus will not advantage a student's result.

Year 11 and 12 students who have missed multiple examinations during a block examination period should contact the relevant Head of Year to assist with exam rescheduling.

4. Students on External Suspension

Students on suspension, at the discretion of the appropriate Head of Year and in consultation with the relevant HoD, will be given the opportunity to complete any examination as scheduled during their suspension period.

Procedure for Missed Examinations:



Task other than Examinations:

1. Class time is made available for partial completion of any assessment task. Hence all students will have at least a partially completed assessment task to submit on the due date.
2. Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given.
 - Hard copy - Assessment tasks must be submitted by 4:00pm on the due date.
 - Electronic submissions - If using electronic submissions via Turnitin or email these must also be submitted by 4:00pm on the due date.

The work (even if incomplete) will be marked, commented upon, and credited towards the student's semester result. Due dates for assessments will not fall during the block exams. For predominately non-written pieces of assessment, e.g. orals, the due date for written support material will be the first day of presentation.

Students submitting hard copy assessment tasks after 2:45pm are to submit their documents to the Student Counter in B Block. A receipt will be issued as proof of submission and a message sent to the teacher (via ID Attend) advising that the assessment task is to be collected from the Student Counter.

Students are **not** to leave assessment tasks in unattended staffrooms, with other teachers, or in teacher pigeon holes.

3. An extension of time to complete an assessment task will be granted **ONLY** in cases of genuine *prolonged illness* or *exceptional circumstances*. Parents/guardians who believe that their student/child has a case for an extension of time should apply to the appropriate HoD *PRIOR* to the due date to discuss relevant circumstances. Acceptable evidence, supported by documentation, must be presented to the HoD (any documentation must be accompanied by a completed '**Application for Extension – Assessment**' form).

Each case will be considered on its merit. The appropriate HoD/Head of Year are the only people authorised by the Executive Principal who can decide whether an extension of time will be permitted.

The class teacher will also be asked to provide a relevant comment on the appropriateness of granting the extension.

4. Students who are absent with a genuine reason on the date an assessment task is due must make **every effort** to submit the assessment task on that day. The submission should be done electronically using Turnitin or by email to the class teacher. These students will need to provide a hard copy to the teacher on the first day of their return to school.

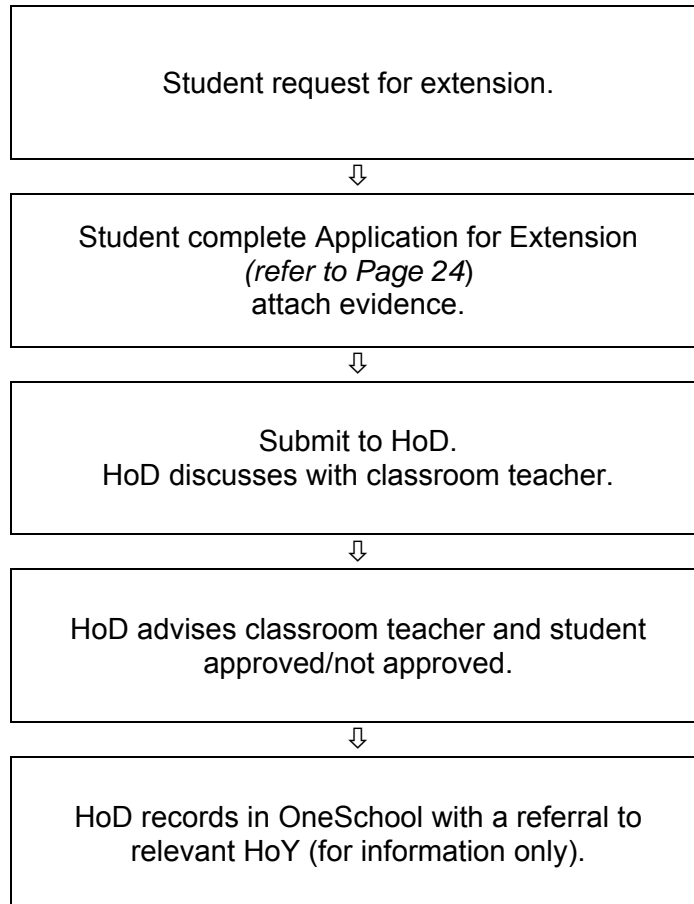
The parent or guardian of the student absent on the due date for the assessment task must contact the school office on the day the assessment task is due to explain the situation. Should a student be absent for any reason, acceptable evidence, supported by documentation, must be presented.

Students on suspension are required to submit assessment by the due date. The submission should be done electronically using Turnitin or by email to the class teacher. These students will need to provide a hard copy to the teacher on the first day of their return to school.

5. When an assessment task is submitted late without an extension approval, the assessment task will be commented on, but the final result will be based on the work and/or rough draft submitted by the student during the assessment task process. Teachers will have in place systems that monitor progress of the assessment.
6. Failure to submit an item will result in the loss of credit for the semester. Students are required to submit the outstanding assessment item in order to receive credit for that semester.
7. Permission cannot be given for students to absent themselves from normal lessons during normal school time in order to complete assessment tasks.
8. All assessment tasks submitted must be the original work of the students and all references used must be acknowledged. Refer to BSHS Reference Policy – Australian Publishers' Association.
9. Technology failure is not considered an acceptable reason not to submit assessment tasks on the due date. Students are to ensure that all drafts of their work are backed up on multiple sources.

Note: No assessment will be scheduled for the first week of each term.

Procedure for requesting extension for assessment:



Assessment procedures for students receiving 'English as an Alternative Language or Dialect' (EALD) support:

EALD students are those students whose first language is a language or dialect other than English and whom require additional support to assist them to develop proficiency in Standard Australian English (SAE).

Eligible students are identified by meeting one or more of the following criteria:

- Have an entry/arrival date into Australia within the past five years.
- Are currently receiving support through the LAS Program or are enrolled in a Senior EALD English class.
- Have been identified through specialist assessment and monitoring by the EALD Department.

School Responsibilities

- Identify **eligible** students who will be either on the current Support List for EALD Database Years 7 to 12, or International students;
- Provide eligible students with special provisions for the completion of exams in assessment activities where there are significant demands of the English language required for comprehending the activity or completing the task;
- Identified students will only be required to apply **once per year** for special provisions. Provision for identified students will then extend for the full school year.

Special Provisions for EALD students can include:

- Extra Time
 - 10 minutes' extra time is permitted for every 60 minutes of testing, all or part of which can be used as perusal time or extra completion time. The extra time period can be provided either before or after the exam and is determined by each curriculum area.
- Access to Paper Bilingual Dictionary
 - The dictionary must be a clean paper bilingual dictionary which the student is required to supply.
 - No electronic dictionaries are permitted.
- Extra time and a bilingual dictionary.

Before the assessments, eligible students should:

1. Receive notification from the EALD Department of their eligibility for Special Provision.
2. Collect confirmation of eligibility documentation for special provisions from the EALD Department:
 - Collect application form(s) from the EALD Department
 - One application form per subject is required.
3. Complete the relevant sections of the application form.
4. Submit the Special Provisions form to the relevant HoD/subject teacher.

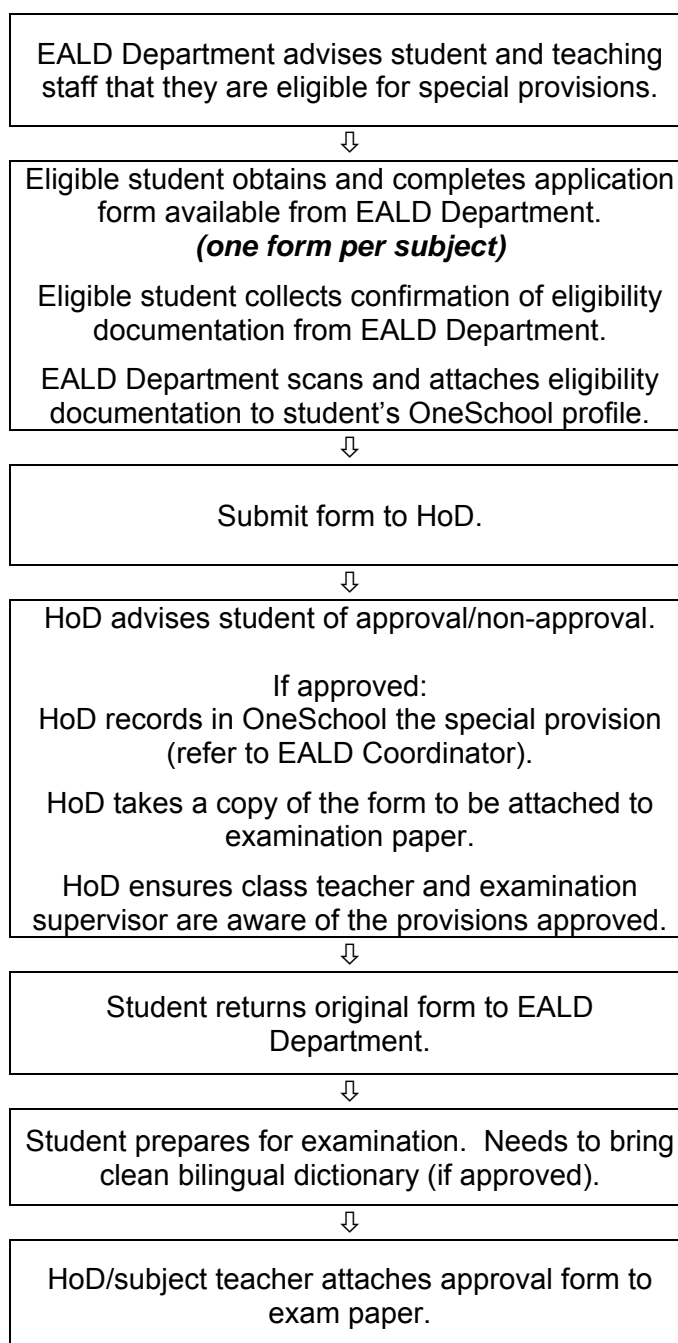
HoDs/Subject Teachers will:

- *Assess the application and make a recommendation. Eligible EALD students are assessed individually to determine 'educational disadvantage' since some eligible students may not be experiencing 'educational disadvantage' and therefore should not be given special provisions.*
 - *Ensure the special provisions provided comply with QCS Policy and BSHS Learning Policy.*
 - *Complete the form.*
 - *Make suitable arrangements for the administration of special provisions by checking with the student, class teachers and invigilators.*
 - *Remind the student to return the completed application to the EALD Coordinator.*
5. Obtain/prepare bilingual dictionary, if approved.

On the day of the assessment, students should:

- Check the exam supervisor is aware of their eligibility for special provision.
- Show bilingual dictionary to the exam supervisor for inspection (if approved).
- HoDs/subject teacher will attach the approved application form to the completed exam paper.

Procedure for obtaining special provisions in examinations where English is a major component:



Reporting

Reports are issued at the end of each term. Reports indicate an achievement rating for each subject as well as a grade for effort, behaviour and homework.

- Years 7-10 levels of achievement are reported as term and semester results.
- Years 11 and 12 levels of achievement are reported year to date.

The Achievement rating is to be determined using the approved assessment program and may include class work samples; diagnostic testing; draft assessment submissions; completed assessment tasks or a combination of any of these sources of evidence. The rating assigned needs to be a valid judgment based on evidence.

Where students have achieved less than C results or comments or have underachieved, it is expected that you contact parents at the time of the result and request a parent interview on the report. We need to take steps to ensure we effectively engage parents in their child's education so good, timely communication is essential.

We operate a 'no surprises' policy with report cards. This means that we provide early communication to parents about a student's progress. This communication should be provided in time for remedial action to occur, unless the only place where a student has performed differently to expectations is on the final piece.

Use of 'N' Rating

It is expected that all students will receive an A – E rating for each of Achievement, Effort and Behaviour on the Interim and End of Semester Report.

Teachers need to take steps to ensure that they have collected sufficient student work to rate every student in each semester. The N result will only be used in exceptional circumstances and when approved by the Head of Junior School or Head of Senior School.

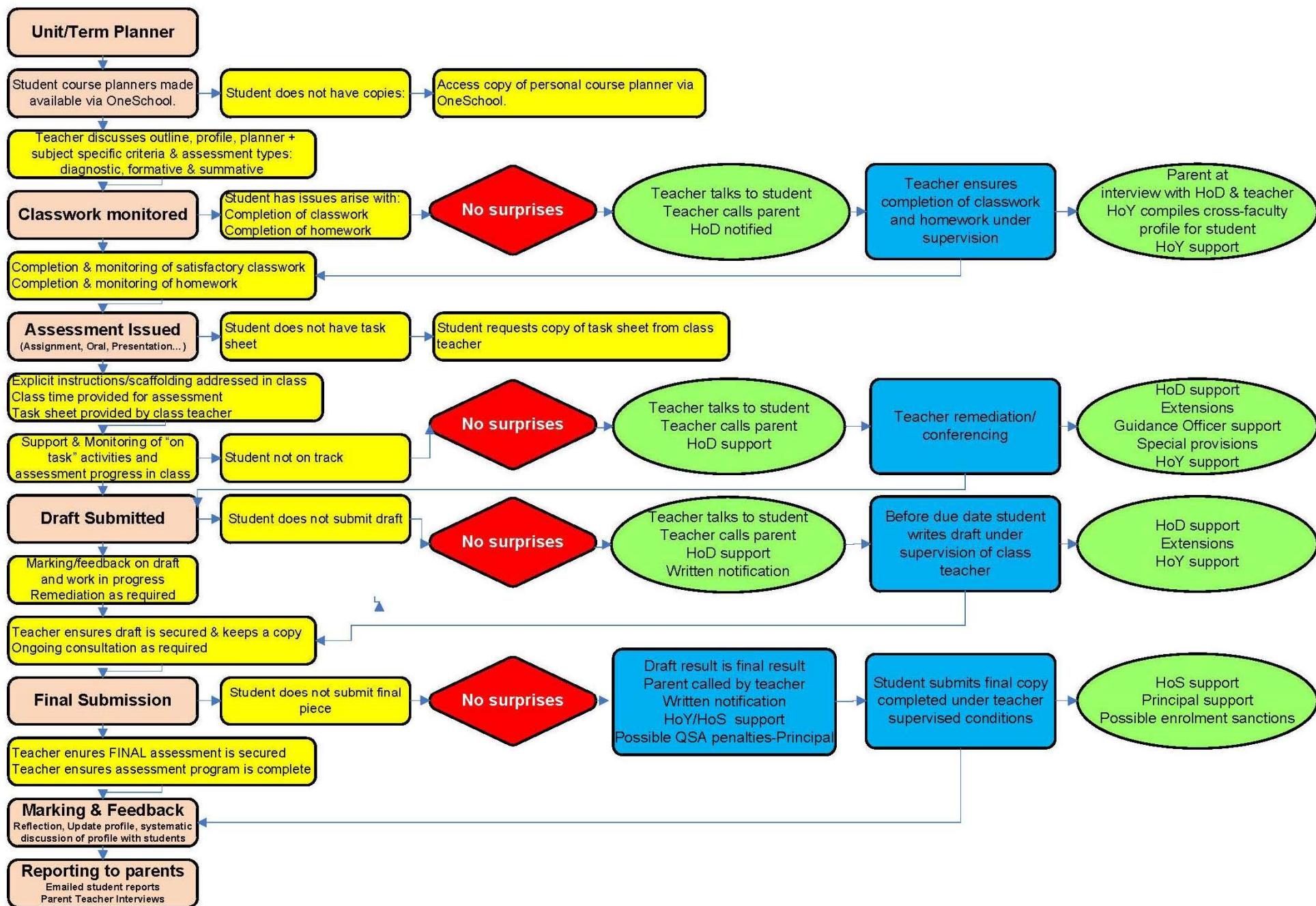
The only exceptions to this should be:

- Recent enrolment in school – less than 4 weeks.
 - In these cases, students should be awarded grades and comments for Effort and Behaviour based on the lessons that have been attended and the class work completed.
- Extended absences - that have significantly impacted on performance and where there is no valid evidence on which to make a judgment on student achievement.
 - Approved reason (e.g. Illness, overseas or domestic travel)
 - School refusal
 - Truancy from class

All relevant details are to be recorded as an 'incident' in OneSchool and discussed with the relevant HoD and HoY as the situation develops.

The standards to be used in the awarding of reporting results will match the following table:

Teacher Action:		Achievement	Effort	Behaviour	Homework
<p>Set, communicated and modelled high expectations of behaviour in each of my classes.</p> <p>Established a strong culture of learning in my classroom and given feedback to students to direct their learning.</p> <p>Explicitly taught and modelled growth mindset, providing feedback to students on how they can continue to develop this mindset.</p> <p>Set learning goals in my subject and have checked for understanding each lesson, giving feedback to students on areas to improve. Worked with students to set performance goals for my subject.</p> <p>Set meaningful homework tasks that consolidate classroom learning. Tasks are due within reasonable timeframes.</p> <p>Homework and use of diary is monitored regularly.</p> <p>Teacher action for students awarded Needs Attention, Unsatisfactory or N Rating:</p> <p><i>Established a strong culture of learning in my classroom and given feedback to students and parents regarding progress and minor/major behaviours. These conversations and actions have been recorded in OneSchool.</i></p> <p><i>Set learning goals in my subject and have checked for understanding each lesson, given feedback to parents and HoD/HoY in regards to improvement strategies. Worked with students to set performance goals for my subject and given feedback to students, parents and HoD/HoY.</i></p>	Excellent	A	<p>Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes as assessed against work program standards.</p> <p>Consistently focused and works diligently to complete tasks within time frames set.</p> <p>Attempts new and difficult tasks and seeks teacher feedback to set goals and monitor progress.</p> <p>Contributes meaningfully to the learning process, working productively individually and in teams.</p>	<p>Consistently demonstrates very high standards of behaviour taking responsibility for own learning.</p> <p>Consistently arrives to class prepared to learn.</p>	Homework is consistently completed promptly and to a very high standard or with great effort.
	Very Good	B	<p>Evidence in a student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes as assessed against work program standards.</p> <p>Usually attentive and works well to complete tasks.</p> <p>Attempts most new/ difficult tasks and seeks teacher feedback to set goals and monitor progress.</p> <p>Participates in the learning process, generally working productively individually and in teams.</p>	<p>Is usually very well behaved, complies willingly with instruction, taking responsibility for own learning.</p> <p>Usually arrives to class prepared to learn.</p>	Homework is frequently completed, generally promptly and to a high standard or with significant effort.
	Satisfactory	C	<p>Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes</p> <p>Generally on task and will return to work with minimal prompting. Works satisfactorily and generally manages time effectively.</p> <p>Attempts some new and difficult tasks and uses teacher feedback to monitor progress.</p> <p>Participates in some aspects of the learning process, working with some success individually and in teams.</p>	<p>Generally well behaved; responds to teacher instruction, correcting behaviour when prompted.</p> <p>Generally arrives to class prepared to learn.</p>	Homework is usually completed to a satisfactory standard.
	Needs Attention	D	<p>Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.</p> <p>Often off-task and requires regular teacher prompting. Often fails to complete work to a satisfactory standard. Sometimes manages time effectively.</p> <p>Rarely attempts new or difficult tasks and does not use teacher feedback to monitor progress.</p> <p>Limited evidence of participation in the learning process. Student works individually and in teams with prompting and support.</p>	<p>Behaviour can often be disruptive, affecting the learning of others. Rarely self-monitors own behaviours.</p> <p>Behaviour requires redirection/ teacher monitoring and reminders about respect for others.</p> <p>Frequently fails to bring necessary equipment for class.</p>	Homework is rarely completed with limited effort to complete task.
	Unsatisfactory	E	<p>Evidence in a student's work typically demonstrates a very limited knowledge and understanding of concepts, facts and procedures, and application of processes.</p> <p>Rarely on task and significantly lacking in work completion. Rarely manages time effectively.</p> <p>Makes no attempt to complete new/difficult tasks and receives but does not use teacher feedback to monitor progress.</p> <p>Very limited evidence of participation in learning process. Student requires teacher supervision to work individually and in teams.</p>	<p>Frequent disruptive behaviour that requires ongoing teacher direction and monitoring. Rarely self-monitors own behaviour.</p> <p>Behaviour requires intervention from HoD/HoY/HoS redirection, teacher monitoring and external support to reminders about respect for others.</p> <p>Constant supervision and prompting to remain on task. Does not bring materials for class, arrives to class unprepared.</p>	Homework is very rarely completed with limited effort to attempt task.



MISSED EXAMINATION FORM

Step 1 Obtain parent signature and attach documentation	STUDENT TO COMPLETE	
	Name:	Date request submitted:
	ARC Class:	Student ID No:
	Date of scheduled examination:	
	Subject:	
	Reason for missed examination:	
	Documentary evidence attached: YES / NO	
Student's Signature		Parent's Signature

Step 2 Discuss request with faculty HoD <i>* If multiple exams, go straight to step 3</i>	HoD TO COMPLETE	
	Exam to be rescheduled: YES / NO	
	Date of rescheduled examination:	
	Time of rescheduled examination:	
	Number of lessons missed:	
HoD's Signature		Teacher's Signature
Entered on OneSchool <input type="checkbox"/>		Date:
Referral to HoY via OneSchool <input type="checkbox"/>		

Step 3 Submit form to: Head of Year	MULTIPLE EXAMS ONLY	
	Multiple exams to be rescheduled: YES / NO	
	Details of rescheduled examinations:	
	Head of Year Signature:	

APPLICATION FOR EXTENSION – ASSESSMENT OTHER THAN EXAMINATION

Step 1	STUDENT TO COMPLETE	
	Name:	Date request submitted:
	ARC Class:	Student ID No:
	Due date of assessment:	Subject:
	Type of Assessment/Examination:	
	Reason for extension:	
	Documentary evidence attached: YES / NO	
	Student's Signature	Parent's Signature

Step 2	TEACHER TO COMPLETE	
	Work effort during set preparation time:	
	Number of lessons missed:	
	General Comment:	
_____ Teacher's Signature		

Step 3	FACULTY HoD TO COMPLETE	
	Approved <input type="checkbox"/>	Date Now Due:
	Not Approved <input type="checkbox"/>	<input type="checkbox"/>
	Comments:	
	Entered on OneSchool <input type="checkbox"/> Referral to HoY via OneSchool <input type="checkbox"/>	Date:
	_____ Faculty HoD's Signature	

Name	
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Item		Topic	
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Teacher		Class	
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Text Type		Length	words
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Conditions	•
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Draft Due	
Final Due	

Field	<div> <div>Everyday language</div> <div>Highly technical language</div> <div>Specialised language</div> </div>
Tenor	<div> <div>Informal language</div> <div>Formal language</div> <div>Neutral language</div> </div>
Mode	<div> <div>Most spoken</div> <div>Most written</div> <div>Written texts spoken aloud</div> </div>

Context	
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Task	
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Steps to Follow/ Instructions	•
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Summary of Results

Formative		Summative	
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Criteria	Result
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•	
•	

***See attached marking schema for standards of achievement for each criteria**

Assessable Elements <input checked="" type="checkbox"/>	TITLE				
	STUDENT NAME:				
	TASK:				
	A	B	C	D	E
	The student work demonstrates evidence of:				
Knowledge & Understanding <input type="checkbox"/>					
Creating & Presenting <input type="checkbox"/>					
Responding Evaluating & Reflecting <input type="checkbox"/>					
Draft Feedback					
Date:					
Final Submission					