

Work Completion Procedures

Teachers are committed to challenging all school students to achieve excellence (defined in terms of their personal best) through consistently producing quality work. As such, students are expected to take responsibility for their learning and ensure that all work submitted for assessment reflects their personal best. Non-completion of work is not an option (this includes Academic Integrity) as it indicates that the work was not an important contributor to learning. When students do not complete required work, learning is hindered, and progress cannot be made. Subject Teachers coach students to deliver on our school value Resilience by supporting them to complete all work to the best of their ability. This document is supported by the *adapting to student needs* template, tailored to each learning area. Appropriate actions in response to unverified student work are supported by the Academic Integrity document.

Phase	Learning Culture	Request Extension	Deadline Not Met	Repeated non-completion	Grading
Students will...	<p>Engage in learning and strive for personal best.</p> <p>Expected to complete draft and summative work by due dates.</p> <p>Take initiative by;</p> <ul style="list-style-type: none"> Noting deadlines or check-in points. Organising their learning as their priority over other commitments (i.e. excursions and out of school commitments like work and sporting commitments). Submitting drafts to Compass prior to the final submission date. Catching up on missed work if absent. Sending work that is due to school if absent. 	<p>Communicate with the teacher before the deadline as to why they will not meet it and extension is required.</p> <p>Request extension via feedback comment in Compass, when necessary, before (min. 48 hours) the due date</p> <p>Inform family/guardians that an extension is required.</p>	<p>Teacher and student will re-negotiate deadlines at the discretion of the teacher.</p> <p>Submit work to subject teacher when complete or what they have completed by end of day (including PROJECT U Teacher and family).</p> <p>Submit work to the subject teacher (including the Learning Area Leader)</p> <p>Year 12 students are to attend Supervised Study (instead of Home Study if applicable) and any intensive study support sessions until work is completed.</p>	<p>Attend a family conference with the Year Level Leader or Learning Area Leader.</p> <p>Attend work completion in the allocated time set by the teacher.</p> <p>Attend SACE support sessions to complete required work (Year 11 and 12).</p>	<p>Students can have the opportunity to re-submit if negotiated with their teacher.</p> <ul style="list-style-type: none"> Highest grade they can achieve is a C (Years 7-11). (Not including Stage 1 Compulsories) <p>Stage 2 students or Stage 1 Compulsory Students continuing to not meet the performance standards discuss with their teacher their viability in passing the course, seeking alternative arrangements if necessary.</p>
Teachers will...	<p>Design learning that engages students and meets their learning needs (i.e. special provisions)</p> <p>Actively check-in and coach students with their learning and organisation where required.</p> <p>Negotiate extensions with students as required before the set deadline.</p> <p>Due Dates for check-in points or final submissions are set on Compass. Check-in points can include:</p> <ul style="list-style-type: none"> Drafting (SACE has a record sheet to verify student work). Conferencing with students Practice Tests <p>Set up processes around collection of student work (i.e using shared docs) so student work is <i>always</i> accessible. *Important for resulting deadlines.</p>	<p>Receive extension information from student. Accept or decline via COMPASS to the student.</p> <p>Negotiate the extension deadline and support opportunities through coaching conversations.</p> <p>Provide their own space, time and support for the student to complete the work.</p> <p>*If a student has a good reason for being unable to meet the deadline, a medical certificate or note from a parent/caregiver is required.</p>	<p>Coach the students about the missed deadline.</p> <p>Complete Assessment Concern Chronicle in Compass to notify the student and the family.</p> <p>Record final grade and publish (for students and guardians) on Compass that reflects work submitted.</p>	<p>Have coaching conversation with student – complete learning improvement plan (LA leader to support).</p> <p>Refer to SACE support week at end of term for incomplete work (for all Stage 2 Subjects, or AIF, Maths and English at Stage 1).</p>	<p>Determine if the student can demonstrate the required learning to pass, based on submitted work and standards.</p> <ul style="list-style-type: none"> Record the student's grade for the summative task highest they can achieve is a C (Years 7-11) <p>Stage 2 and Stage 1 Compulsories Only</p> <ul style="list-style-type: none"> Use professional discretion to decide whether the student can continue or should be withdrawn from the subject. Initiate discussions regarding alternative pathways if passing the course is unlikely. Refer to senior years team. <p><i>Assign a *report grade based on evidence provided (i.e could be an E-).</i></p>
Families will..	<p>Support students to plan assessment deadlines.</p> <p>Reinforce expectations around work submission.</p> <p>Be active users of Compass Parent Portal to monitor assessment due dates. .</p>	<p>Acknowledge teacher communication and clarify how they can support the student. Follow up on how their child is going with the extension.</p> <p>Provide notes or medical certificate for extensions.</p>	<p>Have conversations and support the student to complete the work.</p> <p>Ensure their child goes to all scheduled supervised study lessons if they are in year 12.</p>	<p>Attend a family conference with the Learning Area Leader and Teacher. Or The YLL Leader if there are multiple subjects of concern.</p>	
Project U	<p>Support students to plan assessment deadlines (i.e through Outlook), help students organise their time etc.</p>	<p>Coach extension request.</p>	<p>Coaching conversation.</p> <p>Check Work Completion Spreadsheet (for senior school)</p>	<p>Optional attendance at family conference.</p>	

Compass expectations for Staff

TEACHER-STUDENT COACHING PROMPTS
What prevented you from meeting the deadline?
What could you have done differently to meet the deadline?
Are you clear on what the task is?
What do you do when you don't know what to do?
Do you have any other assessments due?
What do you think is a realistic timeframe for completing the work?
When and where do you study at home?
Are you behind with any other work?
What questions do you have?
How can I support you further? / assist you?
What needs to happen next for the work to get done?

	Descriptions
Teaching and Learning	Lesson plans must be added to each lesson to provide details of the set work for each lesson / week. These should provide detail for absent students / parents to be able to establish what work is required and by when. Follow your Compass guide to add lessons plans.
	A Learning and Assessment Plan must be available for students / parents in Compass. Attach this is a resource, then include in your Welcome News feed post.
	If you are absent from lesson, detailed lesson planning notes are required with relevant resources for the allocated teacher. Note that if you add Teacher Notes (as shown below) only staff members will see the note – these can be used for information you believe may help the relief teacher including a link to a seating plan, notes about student needs and buddy class information. Class notes should be used for information that students require
	IF you are using any other platform for sharing resources a link must be provided in resources in Compass as shown below
Assessment and Reporting	All summative tasks are required to be recorded in Compass. Once the task has been submitted and assessment, the grade outcome and feedback must be provided in Compass. The feedback may be on the task itself OR in comments. If on the task the comment must read – <i>see comments on returned task.</i>
	Reporting tasks will be assigned in Compass. Details about completing this will be provided in your detailed reporting communication information. <ul style="list-style-type: none"> Traffic Light Reports (T1, 2 and 3) Term Reports (T1 and 3) Semester Reports (T2 and 4)

Supporting Your Student

In terms of special provisions, in the SACE, the school makes its decisions with reference to the Special Provisions in the Curriculum and Assessment Policy.

Valid reasons include;

- sickness or injury supported by medical certificate or valid note from parents/caregivers.
- social/ emotional issues
- family crisis at time of due date
- misadventure – providing sufficient progress is demonstrated.
- Situations where teachers wish to reschedule a task when students aren't ready or other circumstances as determined by the professional judgement of the teacher.

Strategies

- Provide a range of strategies to assist students in submitting on time. These could include:
 - Differentiating tasks to meet the needs of the student.
 - Appropriate scaffolding
 - Provide multiple opportunities for evidence of learning (see [SACE Assessment and Reporting Guidelines](#))
 - Setting Progress Checks/drafting stages at various stages of the project/assignment
- Provide interventions if necessary.
 - Meetings with parents/caregivers
 - Learning Improvement Plan
 - Intensive study sessions
 - Negotiated time with teacher to support student.

For example: A two-week assignment would have the Progress Check at the end of the first week; a six-week assignment might have a Progress Check at Week 2 and 4.

Students may be completing school assessed tasks both inside and outside of class, over an extended period.

Assess Student Work

- Assess work based on the ACARA Achievement Standards (Years 7 – 10) or the SACE Performance Standards (Years 11-12).
- Provide feedback on draft work in a timely manner.

The **SACE Policy** outlines how a teacher's verification can be given with confidence; however, all teachers should use the summary below:

- The teacher should **see evidence** of work during production.
- When a task is sighted, teachers should be content about its origins from having seen earlier drafts.
- A teacher can withhold their sign-off until sufficient evidence is available to show that it is the student's work.
- The onus is on the students to give evidence of their work without undue assistance.

From the [SACE Supervision and Verification of Students' Work Policy and Procedure](#)

Some Learning Areas use Progress Checks with Summative Tests by requiring the student to provide evidence of the preparation that the student has done to be successful in the test e.g. a summary sheet of key points; formulae.