

WORK COMPLETION POLICY - SACE

Created: January 2021

Policy version: 1.1

Updated: n/a

Review date: December 2024

Policy contributors: All staff through Learning Area Coordinators

SACE Board Policy

The SACE Board's aim is for every student to be successful in achieving their SACE and that schools support students to obtain the best possible outcomes. The role of principal as the administrator of how the work completion policy works in a school has been made clear by the SACE Board CEO.

Extract from Assessment Deadlines for School Assessment (SACE Board)

"To help students and teachers to manage workloads, schools set assessment deadlines for assessment tasks or assessment types that are completed over an extended period of time, a number of dates are generally set at various stages of the development of the assessment task or assessment type.

For the school assessment component, the school is responsible for granting extensions to assessment deadlines. Acceptable grounds for extensions are determined by the school. When an assessment task or assessment type is to be completed over an extended period of time, there is an expectation that the teacher will monitor the progress of the student during this period. It is also an expectation that students will provide evidence of their learning to their subject teacher and follow a procedure outlined by their teacher/assessor. Students may negotiate extensions with their teacher. Such extensions must be consistent with the school's policy."

Modbury High School Policy

The following policy has been adopted by Modbury High School to ensure all Stage 1 and 2 SACE students are treated consistently, fairly and equitably when submitting work. It is also intended to be a logical advancement in responsibilities for the student who is now a young adult and will soon be encountering the challenges of the world outside of school. This policy is consistent with the SACE Board of South Australia guidelines as outlined above. The assessment due dates for school based assessments are set by the school.

The principles of our policy are:

1. Realistic progress check points and due dates are set by teachers.
2. All assessments should contain *at least 1 interim/progress check point*.
3. All students manage their time effectively and take responsibility for meeting the due dates.
4. All students are treated equitably and have similar timelines to complete work.
5. Clear procedures are established to ensure that all students are treated consistently. General Expectations

- It is expected that students will submit work DIRECTLY to the teacher at the start of subject lesson on the day that the work is

due unless otherwise instructed by the teacher.

- It is the student's responsibility to print their work prior to the lesson.
- It is expected that students DO NOT make appointments, schedule work or other commitments during their study line. This time needs to be available for private study or work completion requirements.

Progress Checkpoints

- Students can expect an interim/progress checkpoint and final due date to be set for each required summative task. At (or shortly after) this time, the teacher should also outline what is required to reach a C- achievement level
- Students are always encouraged to hand up work at the required time - even if it is not complete.
- If, by the interim/progress check point, a task is either not submitted or does not meet the C- level requirements outlined previously by the teacher:
 - a. Parents/Caregivers/Guardians will be notified of the non-submission of work and stating the consequences.

- b. The student should be enrolled in the Learning Centre during their early release/late arrival line by the Learning Area Coordinator (LAC).
- Students enrolled in the Learning Centre during their study line(s) will remain enrolled until the work is completed to at least a C- level. Removal from the Learning Centre must be authorised by the LAC and teacher for whom the work is due.

Final Due Dates

- For students who do not submit their completed task by the final due date, teachers will mark and record a result for the previously submitted Progress Checkpoint task - which will be assessed against the SACE performance standards.

Extensions

- Students and parents/caregivers/guardians should be aware that extensions will only be granted in exceptional circumstances.
- Extensions are not granted automatically on request.
- Students who wish to negotiate an extension must obtain an Extension Request (see appendix 1) form from a LAC, this should be recorded on Daymap along with the subject and teacher the request was requested from. An SMS will then be sent home informing the parent/caregiver/guardian of the request. To obtain an extension a student must:
 - a. Request and complete the extension approval form at least 24 hours prior to the interim/progress check point or final due date.
 - b. Supply supporting documentation for their request such as written explanation from parents/caregivers/guardians or a medical certificate.
 - c. Provide evidence of appropriate progress made on the task (the subject teacher should take into account the student's individual situation when judging this).
- If a student is absent on the due date because of illness or other extenuating circumstances, the work must be submitted electronically to the subject teacher - or by providing a hard copy to the Front Office - where students will need to write their name on the list provided and obtain a diary stamp as a record of the time submitted.
- Family reasons without justification is not sufficient, if the student is not prepared to discuss the issue with their subject teacher or LAC they need to meet with a counsellor for their situation to be considered.
- If a student is absent on the day of a set summative 'in class' task (such as a test), the student must provide the subject teacher with either a medical certificate or a note from parents/caregivers/guardians acknowledging that the student was unfit to take the test/task. This must be presented to the subject teacher on the day of their return to school. Students should expect to sit the test during their first lesson back after the absence unless otherwise arranged with the teacher.
- Students who receive a failing grade or zero mark for a task due to non-submission will have their parents/caregivers/guardians informed in writing by the teacher setting the assignment. This must be recorded on Daymap.
- Students who are absent from lessons are expected to monitor Daymap in order to keep up with the work set in class and to be aware of assessment requirements for their subjects.

Appendix 1 - Request for Extension Form

Modbury High School Assessment Extension Request

Student Name and HG	
Teacher and Subject	
Assignment and Due Date	
Duration and Reason for Extension Request	
Teacher Approval	
LAC Approval	

Appendix 2 - Flow Chart

MODBURY HIGH SCHOOL WORK COMPLETION POLICY-SACE

Teacher sets a Summative task or a Progress Marker

