

STUDENT ACADEMIC POLICY

	Fairholme College Toowoomba ABN 16 917 099 053 CRICOS Provider Code 00651J		
Purpose	Student Academic Policy		
Scope	Applies to staff, Middle and senior students, parents/guardians and volunteers at Fairholme College		
References	Behaviour and Relationship Management Policy		
Policy Type	Public		
Policy Location	College Website		
Version	7.0		
Supersedes	All previous versions of this policy		
Policy Owner	Head of Teaching and Learning (through Leadership Team)		
Review Date	10 November 2016	Next Review Date	10 November 2018
Authorised By	Principal	<i>Linda Evans</i> Linda Evans	

ACADEMIC PROCEDURES AND RESPONSIBILITIES

In line with the Queensland Curriculum Assessment Authority (QCAA) regulations, this Policy outlines the College expectations in respect to the following:

- Procedure for absence from assessment pieces (examinations and assignments due)
- Late submission and Non submission of student assessment
- Academic Honesty
- Homework
- Academic Support
- Special Provisions
- Release of Student work portfolios

PROCEDURE FOR ABSENCE FROM ASSESSMENT PIECES

In order to achieve fair assessment conditions for all students, it is imperative that the following are clearly understood by parents, students and teachers.

- Students are expected to make every effort to be present on the days that assessment is scheduled or assignments are due for submission. Absences due to illness or bereavement are understandable and acceptable. We ask that such circumstances are communicated to the College in a timely manner. Furthermore, where extenuating circumstances are deemed acceptable by the Principal, Deputy Principal, Heads of School or Head of Teaching and Learning an absence may be supported.
- In a situation where a student is aware, prior to an assessment piece, that she is going to be away (e.g. for a long-standing medical appointment), a letter needs to be forwarded ahead of time to the Principal, Deputy Principal, Heads of School or Head of Teaching and Learning so appropriate arrangements can be made. For students in Years 11 and 12, a certificate covering the appointment will be required from the medical practitioner.
- If a student is ill on the day that assessment is due, the student's parent/guardian is asked to contact the College and indicate the reason for the absence. The Health Centre will make this contact for Boarders in their care.
- For Year 11 and 12 **a medical certificate must be obtained** and submitted to the Head of Teaching and Learning prior to the rescheduling of an examination. If an assignment was due to be submitted on the day of absence, the assignment should be submitted to the teacher responsible by 9:00am on the day of return and a **medical certificate handed to the Head of Teaching and Learning**. A copy of the certificate will then be attached to the assignment.
- **This process applies to all students in Years 11 and 12.**- parents and students should note that failure to produce a medical certificate, when assessment is submitted late, may have repercussions regarding credit achieved in a particular semester for a subject, and this may result in a change in the OP status for a student as per the Queensland Curriculum Assessment Authority advice.

LATE SUBMISSION AND NON SUBMISSION OF STUDENT ASSESSMENT

- In cases where students (Years 7 to 12) require more time to complete an assignment, unless there are unforeseen, extenuating circumstances, an extension must be negotiated with the class teacher a minimum of 48 hours prior to the submission date. A temporary **Assessment Extension Application** will need to be completed and approved in order for the extension to be granted.
- For students in Years 7 to 10 (where an extension hasn't been approved), a penalty for late submission of an assignment may be applied.
- In addition, for students in Years 7 to 10, while a medical certificate will not be required for absence from an examination, a letter from the parent explaining the reason for the absence will be required and the student will sit the examination on the first day of their return to school.

THE EXTENSION PROCESS

Middle School

- Extensions for assessment items are arranged verbally with the teacher in the first instance. The extension must be negotiated a minimum of 48 hours prior to the submission date.
- Students then need to formalise the application using the Middle School form. This form is signed off by the Class Teacher and Head of Department, and attached to the assessment item when the work is submitted.

Senior School

- Extensions for assessment items are arranged verbally with the teacher in the first instance. The extension must be negotiated a minimum of 48 hours prior to the submission date.
- Students then need to formalise the application using the Senior School form. This form is signed off by the Class Teacher, Head of Department and the Head of Teaching & Learning, and attached to the assessment item when the work is submitted.

NB: For students in Years 7 to 10, while a medical certificate will not be required for absence from an examination, a letter from the parent explaining the reason for the absence will be required and the student will sit the examination on the first day of their return to school.

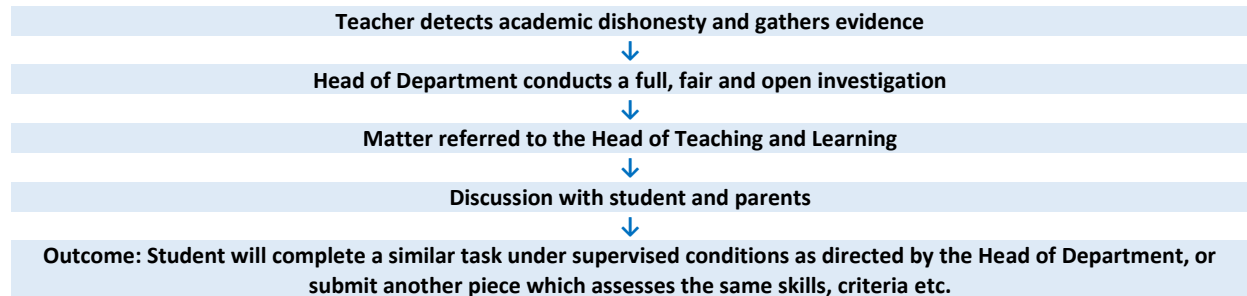
ACADEMIC HONESTY

Fairholme College believes honesty is fundamental to all aspects of a student's learning and academic work. Maintaining honesty is the responsibility of all members of the College community, students, staff and parents.

Fairholme College defines Academic Dishonesty in the following ways:

- **Plagiarism** – the theft of someone else's ideas or work which are then presented as one's own;
- **Collusion** – supporting dishonesty by allowing one student to copy the work of another;
- **Cheating** – dishonestly taking someone else's work, without their knowledge, and claiming it as one's own or taking unauthorized material into an examination room; and
- Any other behaviour where a student **attempts to gain unfair advantage** in their results over other students

The following is the procedure that will be undertaken at the detection of Academic Dishonesty.



HOMEWORK

Definition: Tasks that the student is assigned to do after regular school hours, as an extension of day-to-day classroom learning. Homework may be done in one's own time or during designated evening prep.

Rationale

Homework:

- encourages self-discipline
- teaches independence and responsibility
- supplements and reinforces classroom learning
- is diagnostic, it may uncover areas of work not understood in the classroom
- assists students to develop a planned program of revision

If a student experiences difficulty completing homework, this should be shared with the teacher.

Guidelines

When setting homework, teachers are mindful of the needs of all students. Homework is set to consolidate the work done in class. Such consolidation work is set for students who are developing their understanding of the topics explored in class; extension work is set for students who have mastered this.

*Suggested Homework times may include personal study, assignment preparation and reading.

- Homework will be checked regularly
- Parents will be contacted if a student regularly fails to complete homework
- Students failing to present homework without good reason may be required to do so in the next recess (recess, lunch or after school)
- Suggested homework times are: *
 - Year 7, 1 hour
 - Year 8, 1 – 1 ½ hours
 - Years 9 to 10, 1 ½ hours
 - Year 11, 2 – 3 hours
 - Year 12, 3 hours (minimum)
- Homework should be able to be completed in the times listed above. If parents have concerns regarding homework they should contact the class teacher.

ACADEMIC SUPPORT

Fairholme College provides educational support to students through their classroom teachers in the Junior School, whilst in the Middle and Senior Schools, Head of House, Head of Department or classroom teachers are the first point of contact for educational assistance. Also, there are various tutorial groups, i.e. Maths, Science, English and Humanities tutorial sessions are available to students in Middle and Senior Schools.

Middle and Senior School Student assistance is also provided before school and lunchtimes in the Learning Enhancement Centre. Academic staff and/or tutors also work in the Boarding House with Year 11 & 12 students from Monday to Thursday. Students are also welcome to arrange individual meeting times with their teachers when further assistance is needed.

Private Tutoring

- Private Tutoring refers to work done with an external tutorial out of school hours, and off campus.
- Fairholme College does not recommend nor promote to parents individual private tutors or particular businesses. The onus is on parents to seek out appropriately qualified tutors for their daughter for sessions to be conducted away from Fairholme College grounds.
- Fairholme parents are encouraged to research tutoring services and initiate personal contact with their tutor of choice.
- Any private arrangements of this nature rest between the student, student's parents and tutor.
- Fairholme Colleges does not accept responsibility or liability for the learning outcomes of any private tutoring conducted.
- Boarding students are to remain mindful of Boarding House routines if pursuing this option.

Fairholme College Teachers as Tutors

Fairholme staff are not permitted to be paid for tutoring current Fairholme students. Teachers are professional and diligent in their teaching practices and offer many opportunities for girls to access extra assistance in their day-to-day work together.

SPECIAL PROVISIONS

Students Requiring Special Provisions for Exam Style Assessment

The responsibility for making decisions about Special Provisions lies directly with the College. However, the College is guided by the QCAA Special Provisions documentation when making determinations. QCAA policy documentation can be accessed via the QCAA website.

Further guidance and definitions are also found within the QCS Special Provisions Handbook.

Reasonable Adjustment

The QCAA defines special provisions as 'the positive act of making reasonable adjustment to the conditions of assessment to ensure equitable opportunities for all students'.¹ Special provisions may apply to any student, depending on their circumstances. In making a decision about special provisions, the College is required to consider what adjustments to assessment conditions are reasonable in the circumstances.² Students with specific educational needs are to have opportunities to demonstrate

¹ QCAA website Senior Syllabus Document

² As above

their current knowledge and skills and most importantly, a student's results must reflect actual knowledge and skills. Special consideration does not involve compensation for what the student does not know or cannot do.

The needs of each student must be considered individually and decisions on reasonable adjustment are reached through consultation. Heads of Departments and teachers, in consultation with the Learning Enhancement Co-ordinator, identify assessment tasks which require adjustment for students with specific educational needs, consult with these students and their parents/carers, seek advice from other relevant personnel if considered necessary in order to make decisions about the nature and appropriateness of alternative arrangements or exemptions. At Fairholme College, the student's Individual Education Plan (IEP) or Individual Support Plan (ISP) should be consulted to manage the above process.

At Fairholme College, we believe two types of reasonable adjustments are appropriate:

1. Alternative Arrangements
2. Exemption

Alternative Arrangements

Alternative arrangements involve varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study.

At Fairholme College, alternative arrangements are divided into the following categories:

1. Modified Conditions
2. Alternative Assessment

Modified Conditions: may relate to one or more of the following:

- separate seating and supervision,
- extra time (5 mins per ½ hour of testing)
- access to a reader and/or scribe,
- access to an interpreter for ESL students (without impacting upon validity of testing in a knowledge based criteria),
- use of computer with spell/grammar check disabled (in Microsoft Word) as required.
- use of a computer
- use of voice activated technology
- additional specific content (eg. formula sheet for Maths exam)
- Use of Microsoft Notepad

Alternative Assessment relates to the level of knowledge skills being assessed; the language used within questions; expectations (eg. length of written answers; variety of ways in which students can demonstrate learning other than standard written form); and the criteria being used to assess students' learning. This is essentially an alternate (different) exam/assessment task to the regular cohort.

NB Alternative assessment is for Year 7-10 only.

Important Information for Teachers and Heads of Departments

Alternative Assessment is applicable only to students in Yr 7-10. If any student in Year 11 or 12 requires alternative assessment, i.e. changes to the mandatory aspects of an Authority or Authority Registered subject, it is to be brought to the immediate attention of the Head of Teaching and Learning, as this has implications for a student's ability to meet course requirements.

Exemption

Exemption should only be allowed when there is sufficient alternative information to make a judgement about a level of achievement without the particular piece of assessment. Exemption is inappropriate if the consequence is that there is insufficient evidence to make a judgement about a student's level of achievement. An exemption is not a substitute for efforts to remove barriers to a student's access to learning and assessment opportunities. Exemption is not an option where alternative assessment is appropriate.

Reporting

Any form of alternative assessment must be approved by the Head of Department and the Learning Enhancement Co-ordinator and clear guidelines established for reporting procedures. Heads of Department must liaise with the Learning Enhancement Co-ordinator to agree on appropriate methods to communicate appropriately within reporting documents. Report comments will clearly indicate that the student undertook alternative assessment and must clearly explain the details of this work.

RELEASE OF STUDENT WORK PORTFOLIOS

As directed by the Queensland Curriculum and Assessment Authority (QCAA)* and, on advice from Independent Schools of Queensland (ISQ), the College must retain all senior student (Year 12) portfolios until the end of Term 1 of the following year. Additionally, the College must retain one sample student folio for each QCAA short course offered until the next external review. Evidence contained in student exit folios must be available to support school judgments in determining exit level of achievement decisions and for quality assurance purposes. The retention or disposal of such portfolios is then at the College's discretion.

All forms of assessment are deemed the intellectual property of Fairholme College and as such under no circumstances will the College release past exam papers, task sheets or any form of written material that is deemed to compromise the validity of future learning or assessment. Any request from past students to release material must be applied for in writing. It is then at the discretion of the Head of Department in conjunction with the Head of Teaching and Learning whether or not the material is, or is not, part of the intellectual property of that learning area. Should it be deemed so, then it is not available for release. Please note that accessing such work includes the photographing of test papers and assignments.

*Memo 046/15 <https://www.qcaa.qld.edu.au/senior/moderation-hub/retaining-student-work>

³ QCAA Syllabus document