Learning Policy

Introduction

Brisbane State High School is dedicated to **learning**. We firmly believe that everyone has the capacity to learn, and that each individual possesses unique qualities, interests, and character traits that should be nurtured. We strive to provide comprehensive learning experiences that encompass 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. We think that learning should be inspirational, challenging, and fun.

We are committed to personal **excellence** and expect each individual to strive for their personal best. We believe in setting high standards and providing quality support, as well as fostering strong interpersonal connections to help people achieve success. The school provides an extensive range of high-quality opportunities and experiences so our students maximise their potential. For both students and teachers, **excellence** means taking ownership of their own learning, collaborating effectively, and actively seeking robust feedback to remain at the cutting edge of their studies and professions.

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. Students need time and space to think and learn.
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 approaches.
4. Structured opportunities for students to think both independently and interdependently.
5. Students persisting with challenge, complex problems and striving for accuracy.
6. Deliberate engagement in higher-order thinking.
7. Explicit teaching of the required literacy and numeracy skills.

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 applying understanding in a range of situations.
5. Discerning and ethical use of technology to locate, filter and use information, collaborate with others and design innovative solutions and products.
6. Clear connections to the world beyond the school.

Assessment at State High:

1. Is measured using clearly stated criteria.
2. Is supported by appropriate preparation activities and scaffolding to grow independence and confidence.

3. Requires students to understand and apply the thinking associated with cognitions.
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 engage in feedback processes.
6. Is academically honest.

Source: QCAA, 2017
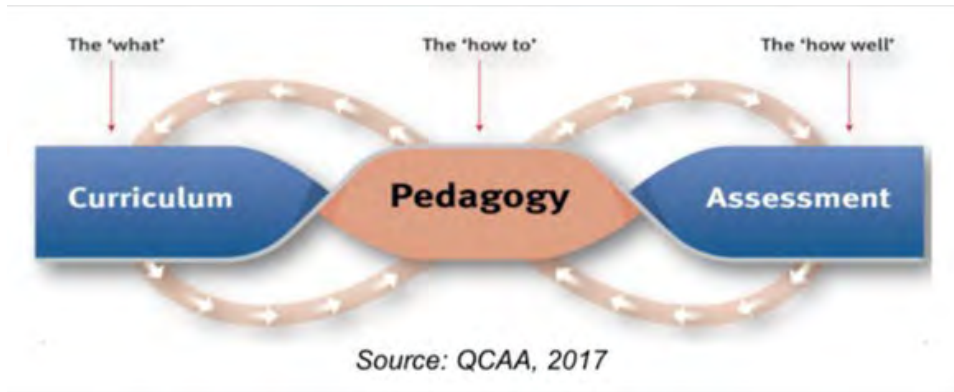
'These principles intersect as our students engage in a carefully designed curriculum with impactful teaching that maximises learning and prepares students to respond precisely to assessments. This diagram clearly illustrates the central role of pedagogy in binding together the entire learning process.'

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 common features in current thinking and research associated with 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:
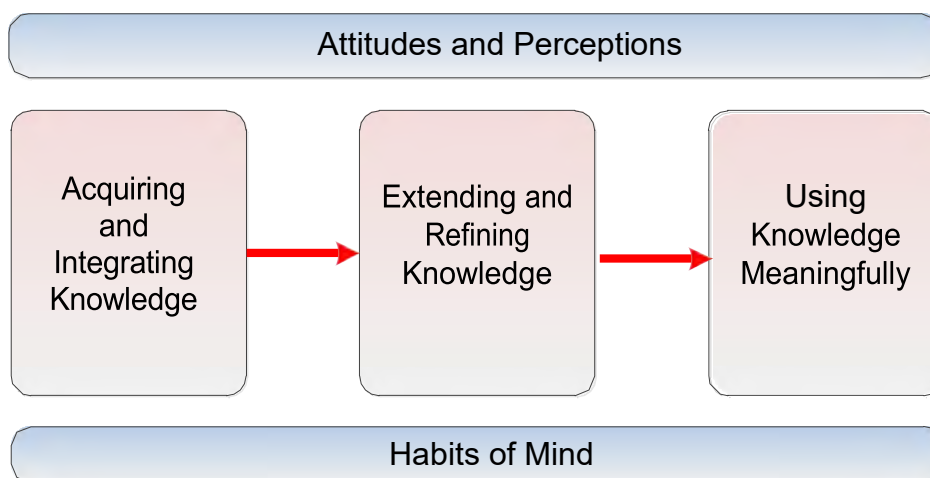
The core of the diagram highlights the sequence of learning – from the first experience of knowledge through to being able to use this knowledge meaningfully. These three core dimensions allow us to be deliberate about the stages of learning. The other two dimensions provide a foundation upon which to 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)
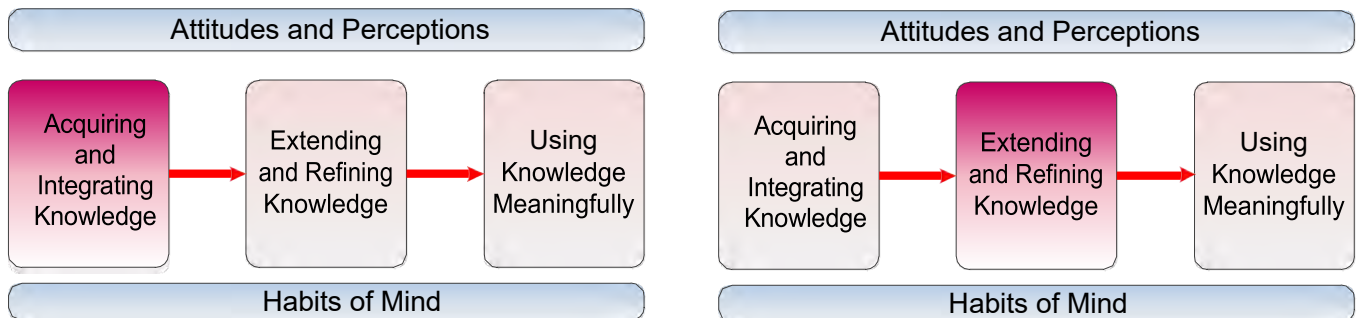
When students are learning new information, they must be guided in relating the new knowledge to what they already know, organising that information and then making it part of their long-term memory. When students are acquiring new skills and processes, they must learn a model (set of steps) then shape 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.
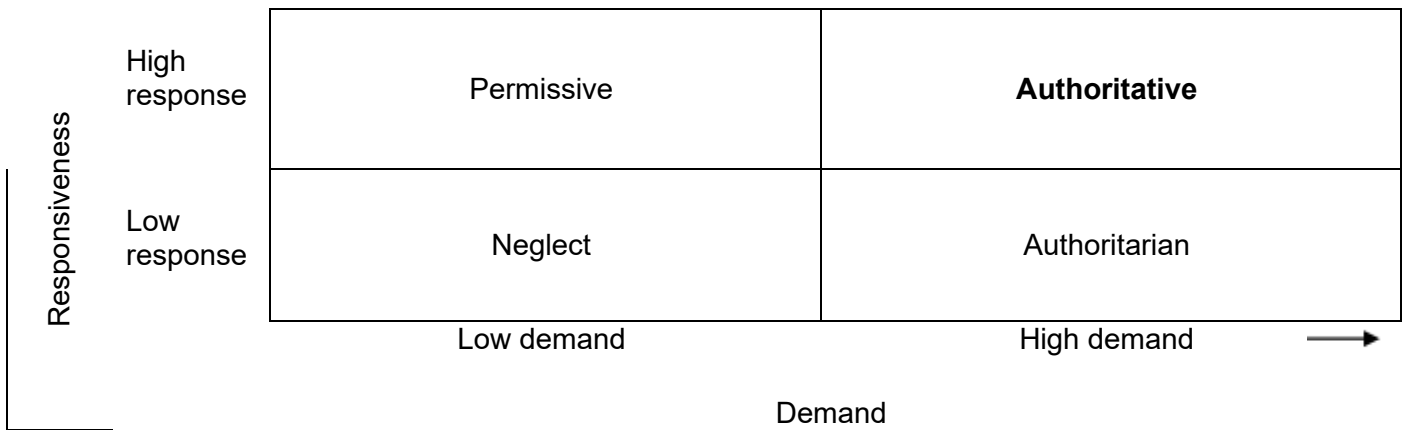
Students must understand two types of knowledge – declarative and procedural. Declarative focuses on content and information, while procedural focuses on skills and processes.
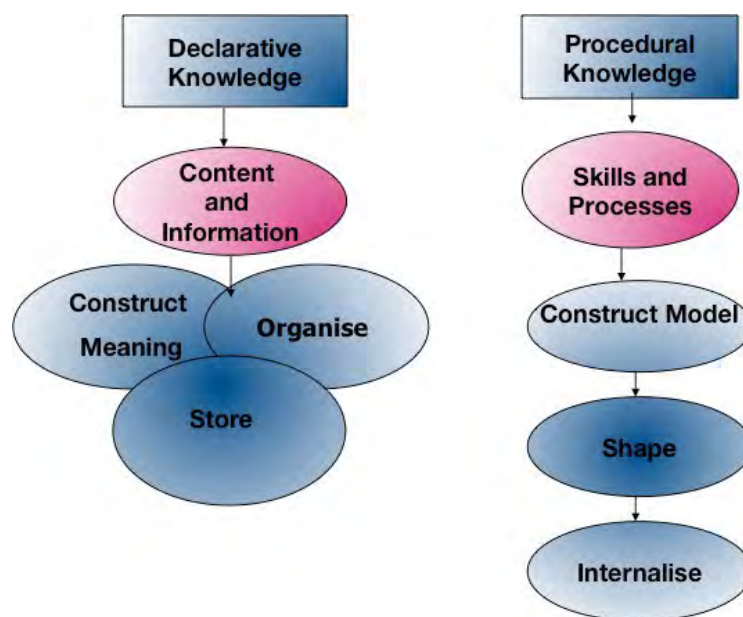
Learning does not stop with acquiring and integrating knowledge. Learners develop in-depth understanding through the process of extending and refining their knowledge. They rigorously analyse what they have learned by applying reasoning processes such as comparing, classifying, abstracting, inductive reasoning, deductive reasoning, constructing support, analysing errors and analysing perspectives.

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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:

	Low demand	High demand
High response	Permissive	**Authoritative**
Low response	Neglect	Authoritarian

Responsiveness (vertical axis) — Demand (horizontal axis)

'High demand' means that we expect each student to perform at their 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

L +
clear understood flows

THE PIT

time

confusion frustration angst

L -
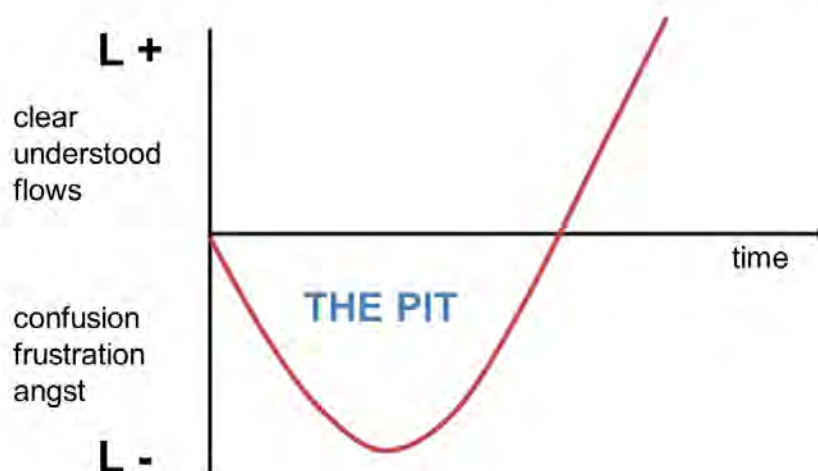
Nottingham (2017) encourages students to welcome this challenge and develop strategies to move out of the 'pit' and experience success with progress and learning.

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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). 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 use feedback pedagogy to enhance learning and ensure that students continue to progress and improve the quality of their work. Teachers take the time to collect evidence of student learning and provide a pedagogical response based on the individual student needs.

We teach students how to self-regulate their own learning, using lesson and unit goals and feedback from formative and summative assessment to progress towards their personal best.

Using knowledge meaningfully (Dimension 4)
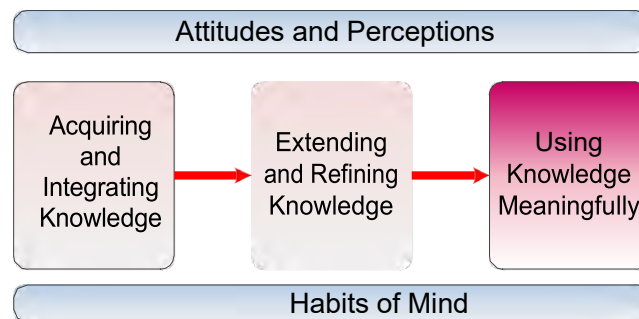
The purpose of acquiring knowledge is to be able to use it meaningfully. Using knowledge meaningfully requires students to engage in thinking and reasoning that is beyond that required when they are asked to recall, restate, recognise or otherwise reproduce knowledge. Using knowledge requires students 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 thinking skills and how to apply this knowledge in different contexts.

Attitudes and Perceptions (Dimension 1)
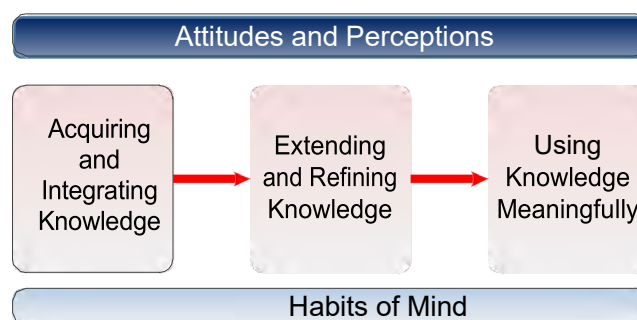
Attitudes and perceptions influence learning. Our teachers and students share a responsibility to maintain positive attitudes and perceptions about learning and school life so that learning is enhanced. This is a two-stage process:

Helping students develop positive attitudes and perceptions about classroom climate so they:

1. Feel accepted by teachers and peers and;
2. Experience a sense of comfort and order.

Helping students develop positive attitudes and perceptions about classroom tasks so they:

1. See tasks as valuable and interesting.
2. Believe they have the ability and resources to complete tasks.
3. 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)
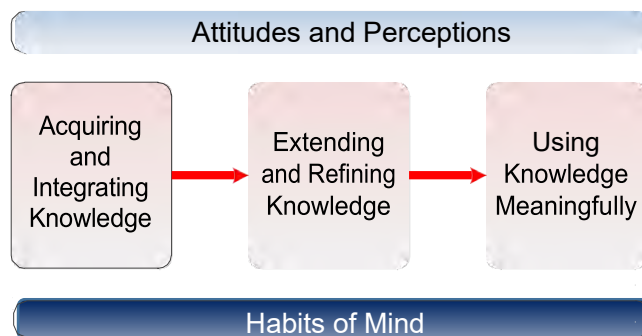
Habits of Mind are dispositions towards behaving intelligently when confronted with problems. We are charged with developing these habits in all students, as we help each child grow into educated young people with the inner resources to excel in a changing world.

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.

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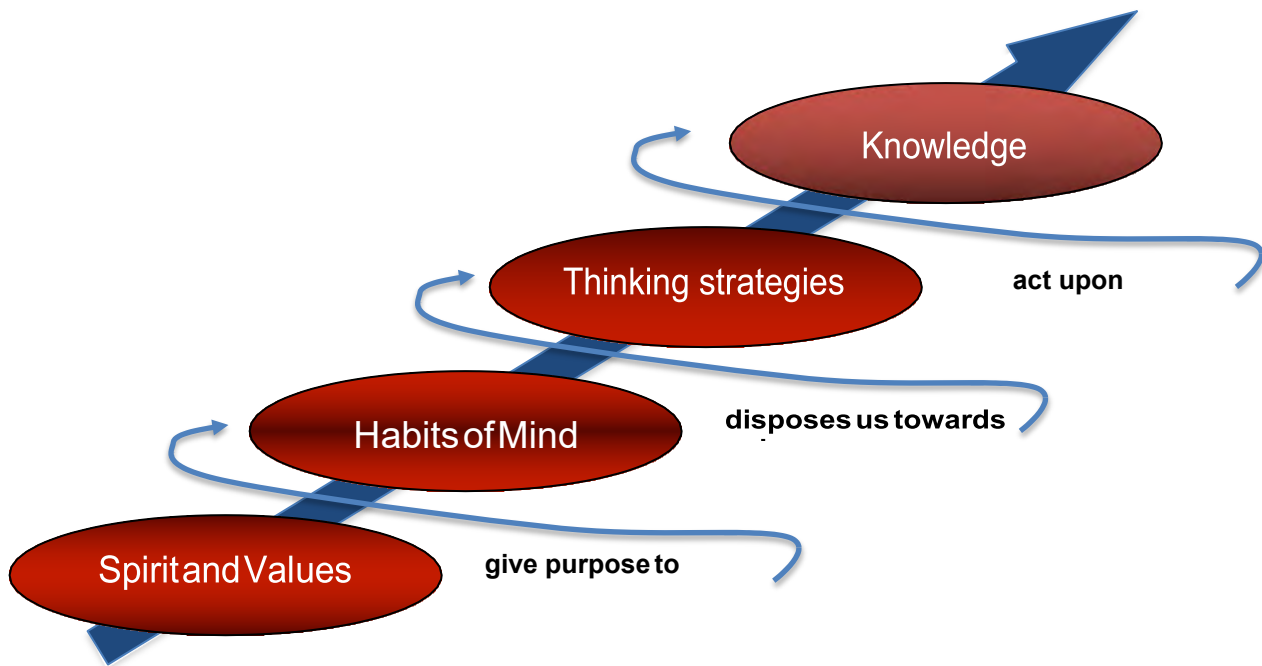
The State High Curriculum

The foundations of the school's academic curriculum which guide the teaching and learning at State High include:

- Teaching, Learning and Curriculum – Statement of Principles.
- Developing 21st Century Skills including *Critical and Creative Thinking and ICT Capability* to enhance learning.
- Utilising a common pedagogical framework centred on 'Dimensions of Learning'.
- Focusing on the development of students' multi-literacies.
- Practising higher-order thinking and problem-solving using cognitions.
- Explicitly engaging students in retrieval practice and effective study skills.
- Developing effective mindsets around attitude, effort, and strategy to guide students to continue to learn to their personal best.
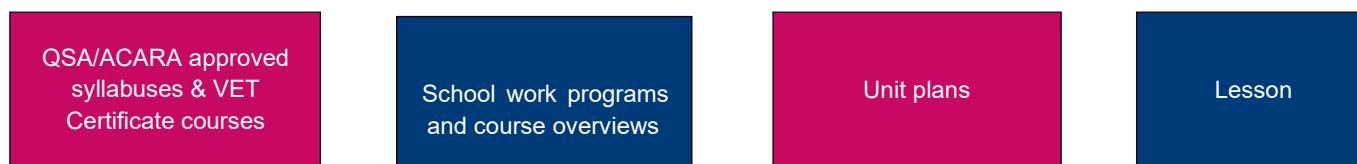
We aim to create a curriculum structure that produces well-rounded individuals who participate effectively in broader society as young adults.

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:

QSA/ACARA approved syllabuses & VET Certificate courses	School work programs and course overviews	Unit plans	Lesson

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 several 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 knowledge and thinking skills to be covered across a unit of work in each subject. Teachers use a unit plan to chunk the curriculum into sequential learning experiences that allows students to demonstrate their understanding culminating in a summative assessment task. Teachers tailor individual learning experiences to match the needs of the students they teach. Formative assessment is an ongoing process which allows teachers to make the appropriate adjustments for all learners. For some students, this means the development of individual learning plans that shape growth and development.

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Digital Pedagogy to Enhance Learning

The iPad is the core device used for learning in the classroom at State High. A series of core and subject specific apps are also used in the daily workflow of the students and teachers to enhance learning experiences. We use the iPad intuitively and intentionally in the classroom, considering when it best supports the pedagogy or the learning experience, rather than simply substituting one activity for another with technology. The diagram below provides a visual representation of this daily workflow in the classroom.

Teaching & Learning workflow

Teacher constructs lesson/sequence of lessons (supported by PDFs, visuals such as videos and/or pictures, relevant podcasts, web links, iBooks, etc).

Teacher received completed homework tasks, voice comments, and annotated worksheets. Available offsite 24/7. Ability to monitor task completion.

Student folios. Feedback provided through typed, voice or annotated comments. Whole class comments.

Clear course structure and user-friendly interface. Available offsite 24/7. Ability to link directly to apps, web links and videos. Student forums.

Students access rich content, complete tasks and return to teacher for feedback, monitoring and marking.

Junior Schooling (Years 7-9)

Students' time in Junior School affords them the opportunity to experience a range of subjects within the Australian Curriculum and to foster a culture of curiosity. To maximise student performance and enable them to reach their goals, students should study the subjects in which they are interested and excel. In some learning areas, there are options available for students so that they can experience a broader range of disciplines before making informed selections of courses for study in Senior School.

A junior timetable will consist of the following:

- Six subjects which are studied in any one semester.
- Each core subject is timetabled for three 70-minute lessons each week throughout the year.
- Elective subjects are timetabled three times per week, for one semester.
- Students also complete one lesson per week of the ARC (Academic, Resilience and Careers) program.
- Students are required to study all eight learning areas. For more information refer to the Junior School Course Guide.

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Senior Schooling (Years 10-12)

At Brisbane State High School, our goal is for each student to have a meaningful pathway and to establish the foundations for a successful future. We are committed to challenging students at all levels and assisting them in setting and attaining aspirational personal academic goals. Students will be provided with support and guidance when selecting their subjects for a successful transition post school.

The Year 10 curriculum provides a link between the Junior and Senior School, helping students to succeed in Years 11 and 12. At Brisbane State High School, Year 10 is designed to provide students with a solid base for the knowledge, understanding and ways of working needed for senior subjects. To provide a targeted foundation for Senior, the Year 10 curriculum has been designed as preparatory courses for Senior subjects or foundational courses for VET certificates. Students select their subjects for Year 10 and will follow this pathway through to the end of Year 12 providing the solid foundation for senior success. These subjects are designed to incrementally develop a student's skills and knowledge over a three-year course.

As in Junior Schooling all our senior students will participate in the ARC (Academic, Resilience and Careers) program.

For more information, please refer to the Senior Course Guidelines.

ARC (Academic, Resilience and Careers) Program

We believe that students require opportunity beyond their six discipline subjects to explore cross curricula skills, to deepen their understanding of themselves, others, their school, and their relationship with the world beyond.

Our school philosophy describes our purpose as developing our students intellectually, personally and socially. While this happens in all curricula areas and all school activities, ARC has an important place to bring these ideas together, to sharpen these skills and develop these mindsets. ARC teachers play an important role in mentoring students to navigate their broader schooling experience. Relationships between ARC Teachers and students form an important part of a student's support network.

The ARC program is fundamental as it supports students to work towards important milestones in their learning and their future pathways. The program has a focus on complementary skills and knowledge that enhance classroom practice and develop well-rounded young people.

ARC runs a spiralling curriculum, from years 7 to 12, that uses the following themes to guide the balance in the program.

The themes are:

The Learning Scientist	We want students to understand the process of learning and explore what works in evidence-based practice.
Spirit of State High	We want students to understand themselves and how they engage successfully in the collective that is State High and beyond.
Assessment Capable Learners	We want our students to understand the system in which they learn and to own and master the process.

Visible Expertise	We want our students to master skills that underpins their success – literacy, numeracy, thinking, organisation, technology.
Mindsets for Success	We want students to develop healthy and productive mindsets and a toolkit for successful school, work and community life.
Digital Pedagogies	We want our students to use their iPad intentionally and intuitively to support their learning, organisation, and time management.
Goal Setting	We want our students to be reflective on their progress, and be able to explain where they are, where they are going and how they will get there based on evidence from their subjects.
Preparing for Work	We want our students to develop a knowledge of the pathways and destinations available to them following their schooling, as well as the important skills and experiences that will support them with this.
Active Citizenship	We want our students to understand how they can work with others to have a positive impact on their local or wider community.
Respectful Relationships	We want our students to connect respectfully.

Learning Mentor Program

Learning Mentors enhance and foster connections and positive relationships between staff and students. All Year 10, 11 and 12 students are assigned to a Learning Mentor and participate in group or individual Learning Mentor conversations throughout the school year. These highly valued conversations help students to feel supported personally, socially, and academically.

Our Learning Mentor goals include:

- Establishing effective relationships.
- Ensure that each student has access to a learning mentor who supports their academic, social, and emotional progress.
- Provide and encourage students to take responsibility for their own learning.
- Identify individual student needs and help establish short- and long-term goals.
- Support educational motivation and academic buoyancy.
- Conversations regarding post schooling pathways to ensure students understand pre-requisites and requirements and they know how to achieve this.

Learning Experiences in the Classroom

Work Completion

It is a requirement that students complete all learning experiences in every subject. Learning experiences include classwork and classroom activities, homework, excursions and practical work as well as all prescribed assessment tasks (exams and assignments).

All learning experiences must be completed to a satisfactory standard and assessment responses must be deemed suitable and meet the set criteria for the task. This will ensure that a student will receive semester credit for work and levels of achievement can be awarded.

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

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 learning experiences.

We value proactive strategies to support student learning. Working in partnership with parents, teachers will make timely contact for repeated issues regarding completion of learning experiences. This contact will be made in sufficient time for parents and teachers to support the 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 and early with parents and students to ensure that work is completed.

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Homework

Homework provides students with opportunities to consolidate their classroom learning and to develop positive learning behaviours required 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 considers 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 (retrieval practices).
- 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 engage students in feedback opportunities.
- 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 provide 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 caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

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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 child'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 amount of time devoted to homework changes with the student's age. Research shows that the impact of homework grows more significant as students get older, becoming notably 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 4 or 40 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:

In the Junior Years, students should be completing set homework and developing greater independence as they set their own study routines.

In the Senior Phase (Years 10, 11 and 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 amount of 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.
- Have a purpose and set goals for their allocated study or homework time.
- Ask for teacher assistance if, after reading and thinking about a section of work, they still fail to understand it.

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Assessment and Reporting

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

- Aligned with curriculum and pedagogy.
- Equitable for all students.
- Evidence-based, using established standards and criteria to make comparable judgements about students' learning.
- Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning.
- Clear information and sufficient scaffolding are provided to ensure optimal student results while maintaining the integrity of the assessment item.

Responsibilities

School Responsibilities

- Develop high-quality assessment that is valid, accessible and reliable and has been through a process of quality assurance.
- Publish all assessment dates, including handout date and if applicable, a draft date, as well as block examination times, on the school calendar via StudentNet and the school website.
- Provide students with assessment instruments in an appropriate time frame.
- Provide sufficient class time for assessment.
- Facilitate quality feedback to students on both draft and final assessment tasks in a timely manner.
- Enact procedures which ensure a consistency of standards is maintained in the calibration, marking and moderation of assessment instruments.

Student Responsibilities

- Sync the Learning and Assessment Calendar with their calendar App on the iPad. The calendar should display all draft, assignment due dates and examinations.
- Do the very best job on all tasks including personal best drafts and polished final pieces.
- Demonstrate mandated requirements of the course.
- Ensure all assessment tasks submitted are the original work of the student.
- Complete a majority of the assessment work in the class time allocated so authentication of student work is visible.
- Use the School Reference Policy (where appropriate).
- Present a completed 'personal best' draft to teachers for each assessment (where appropriate).
- Submit all assessment tasks by the due date and follow all submission requirements (file types etc).
- Follow school processes and adhere to alternative arrangements for submission of assessment if an extension of the assessment date is needed.
- Seek clarification and feedback from the teacher who awarded the result before appealing any result.

Parent/Caregiver Responsibilities

- Access Learning and Assessment Calendar via the school website.
- 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, ahead of the due date.

Informal Assessment and Feedback

At State High, we actively engage in ongoing informal assessment, also known as formative assessment, which occurs through various class activities and homework tasks. This approach isn't about receiving a grade, it's a dynamic process that enables teachers to gather evidence about students' learning, allowing them to tailor support at both individual and class levels. It's crucial for students and parents to be informed about the progress made by individuals, this mutual understanding helps in identifying strengths and areas for improvement, forming the basis of a supportive and productive learning partnership between the student, their teachers and their parents and caregivers.

These informal assessments primarily focus on gauging understanding and skill levels in preparation for formal assessments and serve as valuable checkpoints for learning progress and development.

Formal Assessment and Feedback

At State High any activity or assessment which contributes to a reported result will be considered a formal assessment (or summative assessment). This may include activities such as presentations, practical performances, project work, research activities, examinations, and assignments. All formal assessment tasks appear on the assessment calendar.

Formal assessment tasks that are developed undergo an internal quality assurance process both within the subject area and across the school, and across to ensure valid, accessible, and reliable assessment of student achievement. Year 12 assessment undergoes a more rigorous process and is endorsed by the QCAA prior to the tasks being handed out to students.

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

Calibration is the development of a clear understanding by the teaching team of the key learning students need to be successful when completing assessment. Calibration occurs prior to the commencement of a unit of work.

Moderation is a process that ensures consistency of teacher judgements around student work. Moderation occurs at identified junctures for both formative and summative assessment. Pre-moderation or benchmarking occurs prior to the marking of a task to align application of standards/ISMGs and then moderation of student samples following the marking of an assessment task. Moderation must occur on every summative task. Year 12 results for each assessment instrument (IA) are provisional until they are confirmed by the QCAA.

Feedback on summative assessment should be provided to students in a structured process that enables reflection on progress in each criteria. Feedback can be written and/or verbal, provided by a peer, or self-directed using 'good and better' examples. 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.

Assessment Processes

Our exam blocks are planned out carefully to provide students opportunities for success. It is always best that the student completes the exam on the scheduled day. However, on those rare occasions when a student is unable to attend an exam due to illness or misadventure the student will complete the missed exam in a session scheduled outside of school time. Providing a time outside of school ensures that your students do not miss additional work by completing the exam in class time. Additionally, all conditions from the original exam, are able to be applied, therefore ensuring equity and uniformity.

If a student has extra-curricular activities when the re-scheduled exam is, they will need to let the coach or supervisor know they will not be able to attend on the day of the exam.

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Failure to attend an exam will be either through illness or misadventure. Where you are ill, a medical certificate needs to be provided. Queensland Curriculum and Authority (QCAA) outlines misadventure as when a student is unable to attend the exam if the event:

- is unforeseen and beyond the student's control (e.g., death of a family member)
- is not of the student's own choosing or that of their parents/carers (e.g., not a family holiday)
- it has an adverse effect on the student's ability to attend or participate in assessment

Where it is practical, documented evidence of the misadventure should be provided, e.g., letter showing selection for a representative team on the exam date.

To notify the school of the absence, the 'missed exam' form must be completed. This link can be found on the school website at: https://brisbaneshs.eq.edu.au/support-and-resources/student-resources/exams

Missed Exam Process

Student and Parent Notify the school of student absence by completing missed exam form.

(this can be done in advance when an absence is known, e.g., sport representative).

⬇

Student obtains necessary documentation and emails to missed exam mailbox (missedexam@brisbaneshs.eq.edu.au).

⬇

School emails parent and student with rescheduled time of exam.

⬇

Exam is completed in rescheduled time under exam conditions.

Learning Policy

Task other than Examinations

Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given. Timely submission of assessment is considered to be by 4pm on the due date. The work (even if incomplete) will be marked, commented upon, and credited towards the student's semester result. Electronic submissions via 'QLearn' must be submitted by 4pm on the due date. For predominately non-written pieces of assessment, e.g., orals, the due date for written support material will be the first day of presentation.

An extension of time to complete an assessment task will be granted ONLY in cases of illness or misadventure. Parents/caregivers 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')**.

In those cases where an unforeseen emergency has prevented an assessment item being submitted on time, the parent/caregiver of the student must personally *discuss* the situation with the *relevant HOD* as soon as practicable, so that the student does not suffer a penalty for late submission. Requests for an extension must be made at least three days prior to the due date of the task.

Each case will be considered on its merit. The appropriate HOD/Deputy Principal are the only people authorised by the 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. The quality of drafts and engagement in classwork will be considered when granting an extension.

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 or before the due date. 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. If unable to hand in the assessment task on the due date (such as a live performance), the student must hand in or complete the assessment task on the *FIRST DAY* the student returns to school.

Students on suspension are required to submit assessment by the due date.

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 draft submitted by the student during the assessment task process. Teachers will have in place systems that monitor progress of the assessment.

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.

Permission cannot be given for students to absent themselves from normal lessons during normal school time in order to complete assessment tasks.

Learning Policy

Procedure for requesting extension for assessment

Student request for extension prior to assessment due date.

⬇

Student complete Application for Extension.

Attach Evidence.

⬇

Submit to HOD.

HOD discusses with classroom teacher.

⬇

HOD advises classroom teacher and student approved/not approved.

⬇

HOD records in One School with a referral to HOY.

Learning Policy
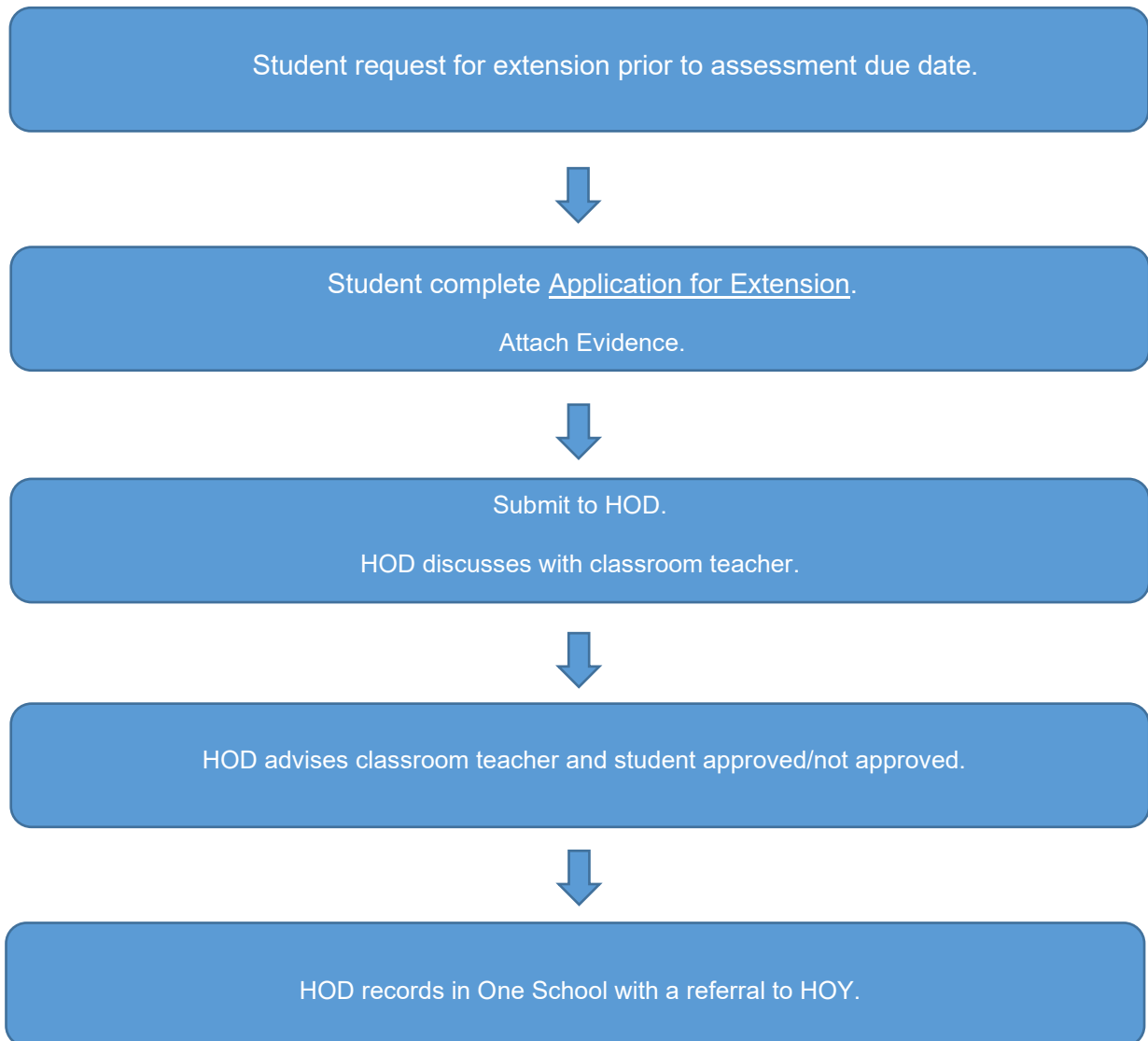
Ensuring Academic Integrity

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

The following pedagogical strategies are utilised to support students in ensuring the academic integrity of their work:

Scaffolding

- Scaffolding of assessment helps students understand the process for completing the task. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete the task.

Checkpoints

- Checkpoints are provided to monitor student progress and are detailed on the assessment task sheet. Students will show evidence of progress at the scheduled checkpoints for teacher feedback and to establish student authorship. Students are required to regularly upload to Showbie and QLearn after assignment lessons.

Drafting

- Drafting is a key checkpoint. Types of drafts differ depending on the subject, e.g., written draft, rehearsal of a performance piece, a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission of the final task if no extension is requested. Actions will be taken by the teacher or Head of Department if drafts are not submitted by the due date indicated in the Learning and Assessment Calendar.

Managing Response Length

- Students must adhere to assessment response lengths as specified by syllabus and curriculum documents. The required response length will always be indicated on the assessment task sheet. To support students to adhere to response length, teaching and learning programs will embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. Other strategies would include the use of model responses, use of planning time effectively in examinations and feedback regarding length by teachers at checkpoints. There is no 10% over allowance.
- If a student's response exceeds the word or time length indicated on the task, teachers will either:
    o Allow a student to redact their response to meet the required length, before a judgement is made on the student work (for assignments). Once notified, this must occur within 24 hours.
    o A judgement will only be made on the student work up to the required length, excluding evidence over the prescribed limit.

Authenticating Student Responses

- Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. Teachers authenticate student work completed during class time, including assignments. Various authentication strategies are specified on the assessment instruments (such as submission of the draft and final via QLearn – an authentication software) and these should be followed as part of the assessment submission process.

Managing Non-Submission of Assessment by the Due Date

- If a student does not submit a final response to an assessment (other than unseen examinations) on the due date, the teacher will use the following strategies to determine a level of achievement:
  - Evidence submitted at various checkpoints, or a draft submitted prior to the final due date will be used as to determine a result.
  - If no evidence is available as the student did not submit a draft or evidence at the various checkpoints, NR must be entered as the result. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject and no QCE credit will be awarded for that unit of work. In Year 12, this will mean that Unit 3 and 4 will not be credited for that subject.

Academic Misconduct

Academic misconduct in the area of academic integrity incorporates a broad range of behaviours where a student may falsely demonstrate their learning or inappropriately gain an unfair advantage.

The areas of academic misconduct are:

- Plagiarism – the representation of another's work as your own (inclusive of AI).
- Self-plagiarism – duplicating part or full work of already submitted assessment in the same or another subject.
- Significant contribution of help - arranges for another person, tutor, parent/guardian or any other person in a supporting role to complete or contribute a significant amount to any response.
- Collusion – allowing your work to be copied by another, sharing a copy of their work, 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.
- Contract Cheating – buying or selling partial or full complete responses to an assessment.
- Fabricating – making up data for an assignment or practical assessment.

Students are responsible for ensuring their submitted work is authentic. If a teacher suspects that a student's draft submission is in breach of the principles of academic integrity; they must draw the student's attention to the risks associated with submitting the piece of assessment and inform the Head of Department. The Head of Department will contact the parents and action will be taken as a behaviour incident. 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.

In order to avoid intentional or unintentional plagiarism, students need to refer to the school referencing policy.

Academic misconduct 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 the entire task within 24 hours in order to meet assessment requirements.
- 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 Head of Department (HOD) and/or Head of Year (HoY). Consequences may include a behaviour and academic consequence.

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. The achievement result in a term report is based on results on assessment pieces in that semester only in Years 7-10. At the end of each semester, the ratings are the ratings for the full semester. In Years 11 and 12, results are cumulative.

The Achievement rating is to be determined using the approved assessment program and may include classwork 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.

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 to identify and implement supports, unless the only place where a student has performed differently to expectations is on the final piece.

Where students have achieved less than C results or comments or have underachieved, it is expected that the class teacher contacts parents at the time of the result. We need to take steps to ensure we effectively engage parents in their child's education so good, timely communication is essential.

Reporting to Parents

Teachers report on student achievement against the relevant Achievement Standards, as outlined in learning area and/or subject band or year plan (inclusive of students who have an Individual Curriculum Plan).

Term 1	Term 2	Term 3	Term 4
Interim Report Assessed against 5-point scale (A-E) Student responses to formative or summative assessment as specified in assessment calendar. Results shared with parents via email through markbook database.	Parent Teacher Interviews End of Semester Reporting Assessed against 5-point scale (A-E) Student responses to Summative Assessment in a cumulative result for Semester 1. Accessible for Parents via QParents through One School.	Interim Report Assessed against 5-point scale (A-E) Student responses to formative or summative assessment as specified in assessment calendar Results shared with parents via email through markbook database.	Parent Teacher Interviews End of Semester Reporting Assessed against 5-point scale (A-E) Student responses to Summative Assessment in a cumulative result for Semester 1. Accessible for Parents via QParents through One School.

BRISBANE STATE HIGH SCHOOL

Use of 'NR' 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 NR result will only be used in exceptional circumstances and when approved by a Deputy Principal.

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.

A student in Year 11 or 12 has not completed the requirements of the task and is therefore awarded an NR as per the QCAA guidelines. This includes circumstances such as sitting an examination but only writing a name on the exam paper, or only submitting written text for a task requiring an audio-visual or live spoken performance.

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

Students who have left a subject and have not completed an assessment task will be awarded a DNA (Did Not Assess) for this task. Students who have an approved AARA and will complete the task following the reporting period will be awarded a Not Yet Assessed (NYA) for the task. This aligns with QCAA requirements.

Personalised Learning and Support

Including information relating to Access Arrangements and Reasonable Adjustments (Examinations)

Our aim is for all students to successfully move through their education journey enjoying, engaging, and achieving personal best goals. There may be times whereby a student's unique characteristics and/or a significant circumstance requires additional support (learning and/or wellbeing) to help the student maintain high expectations for achievement.

At Brisbane State High School, students identified with a cognitive, physical, sensory and/or social emotional condition (permanent, temporary, or intermittent), who are experiencing barriers to accessing their learning, may require personalised learning and support.

There are four elements in personalised learning and support which reflect the teaching and learning cycle. Adjustments and support will vary as the student's circumstances change, learning behaviours, skills and strategies are developed.

1. Consult and Collaborate

Assigned to a Cohort Catch Up Team Member/s (Deputy Principal, Heads of Year, Guidance Officer, Learning and Enrichment Team Members):

- Engage with the student and their parents / carers to identify the student's aspirations, goals, strengths, needs, recent diagnosis and/or raised concern.
- Gather evidence from the student's timetabled teachers or teachers specific to the identified concern.
- If needed, seek expert advice (external medical and therapeutic team) on the student's medical, personal, physical, communication, sensory and learning needs.
- Share information with relevant school stakeholders (for instance - a new medical diagnosis)
- If the students gathered school evidence (learning and/or wellbeing) indicates no / limited functional daily impact are supported through Quality Differentiation and shall not require a PLP. However, monitoring and undertaking ongoing consultation may be required if the student's needs / functional daily impact changes.

2. Assess and Identify Assigned Cohort Catch Up Team Member/s:

- Draw on available evidence (curriculum access, participation, behaviour, effort, medical needs, well-being and/or learning supports) including consultation with student and their parents / carers, to identify areas in which the student may require further support. Records of the analysis of this data provide a benchmark for ongoing assessment.
- Identify options, interventions and other differentiated teaching/ support with learning activities and the environment that address identified learning or other needs, building on the student's strengths.
- Seek expert advice if needed for support interventions.
- For many students, implementation of differentiated practises and/or low-level school-based support interventions / programs best supports the student, and school-based evidence indicates that the student does not require a Personalised Learning Plan. However, monitoring and undertaking ongoing consultation may be required if the student's needs / functional daily impact changes.

3. Create and implement of a Personalised Learning Plan - Substantial and/or Extensive support adjustments (if required):

Assigned Cohort Catch Up Team Member/s:

- Create and implement a Personalised Learning Plan which states classroom adjustments / school and/or external support measures to help the student participate on the same basis as other students. The PLP includes clearly defined outcomes.
- If needed engaged in higher level external specialist supports, including psychologist, GP, OT, etc.
- Regularly review the effectiveness of personalised adjustments, including classroom adjustments being provided to the environment, to ensure they are still relevant and required for the student and to determine whether further support measures need to be incorporated.
- Review of adjustments to also incorporate consultation with the student and their parents, guardians, or carers.

- For many students, an implemented PLP may not require AARA for examinations. However, monitoring, review of PLP and ongoing consultation may be required if the student's needs / functional daily impact changes.

4. Monitor and review impact of the Personalised Learning Plan and potential AARA eligibility

Assigned Cohort Catch Up Team Member/s:

- The school evaluates the implemented support and impact (identified in the PLP) to determine extreme limitations, restrictions and functional impact of the disability, impairment, medical condition, or other circumstances, to determine if the student requires assessment (examination) adjustments.
- The decisions about assessment (examination) adjustments will not be the same for every student or the same for each student for every assessment.
- Students may also be eligible for AARA (examinations), where illness and misadventure (including a one off extreme and/or unforeseen significant circumstance) may prevent the student demonstrating their learning, knowledge, and skill in internal and/or external summative assessment.

Year 11 and 12 students Queensland Curriculum Assessment Authority AARA information:

- Students in Year 11 and 12 eligible for the provision of a school approved AARA (identified in element 4) for Unit 1 and 2 assessments (examinations) does not guarantee that the student will be provided the same AARA for assessments (examination) in Units 3 and 4.
- The QCAA is responsible for approving identified AARA for students (year 11 and 12) undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, summative assessment for Short Courses and for external assessment in General, General (Extension)and General (Senior External Examination) subjects.
- The QCAA state the following as ineligible student situations for application for AARA:
  - Unfamiliarity with English language
  - Teacher absence or other teacher-related difficulties
  - Matters that the student could have avoided (including misreading instructions in examinations)
  - Timetable clashes
  - Matters of the student's or parent's own choosing (including family holidays)
  - Matters that the school could have avoided (including incorrect enrolment in a subject)

For further information regarding QCAA AARA's refer to section 6, 8 and 9 of the QCAA Handbook:

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook

Professional Learning

We believe in professional learning and continuous improvement that supports the personal and professional growth of all staff members. We embrace professional learning to improve student outcomes and enhance the performance capabilities of our school community.

Professional learning at State High is underpinned by The Dimensions of Learning Framework. We develop school timetables and allocate resources to create the space and time teachers need to effectively collaborate and participate in professional learning.[1]

Professional Learning focuses on the development of our staff at a strategic level, meeting Education Queensland requirements; at a school level, to ensure high quality teaching and learning and at the individual level, to develop personalised goals aligned to our Annual Improvement Plan.

We develop partnerships with other schools, higher education institutions, international and national researchers and educational practitioners to benefit, cultivate and explore the latest and current leadership research. Our partnerships deepen our practice and impact our opportunities.

We commit to high-quality, research-informed professional learning that begins with the question 'What do my students need to learn?'[2] We analyse system, school and classroom data and engage with professional learning to identify high quality effective teaching practices that make a significant impact on improving students' learning and wellbeing. We value applying the right research for particular improvement challenges and becoming more confident and skilled users of research evidence through professional learning.

We create a culture of professional learning through deliberate collaboration and our commitment to teaching and learning. Teachers and Leaders learn from one another and alongside one another. We value and engage in coaching, mentoring, team teaching, research project partnerships, peer observation, feedback, digital learning communities and professional learning communities. We share our practice and critically challenge to learn and strengthen our craft.

We believe teachers should seek to understand how and why practices work and how to implement them successfully in different contexts. Our staff engage with Annual Performance Developing Plans in cycles of learning, goal setting, inquiry, reflection and feedback. Our plans are personalised, contextualised and aligned to the strategic direction of our school. Teachers own their professional learning and are supported to strengthen identified areas for development.

Hattie states, 'teacher quality is the single most important in-school factor influencing student achievement'[3] followed by effective school leadership. We develop teacher and leadership capabilities to make a difference to the quality of teaching and the quality of student learning.

[1] Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2016). Beyond PD: Teacher Professional Learning in High-Performing Systems, Australian Edition. Washington, DC: National Center on Education and the Economy.

[2] Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). Teacher Professional Learning and Development: Best Evidence Synthesis Iteration. Retrieved from Organisation for Economic Co-operation and Development website: www.oecd.org/education/school/48727127.pdfExternal link

[3] Hattie, J., 2009. Visible learning: A synthesis of 800+ meta-analyses on achievement. 1st ed. London: Routledge.

Learning Policy

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

BRISBANE **STATE HIGH** SCHOOL