



Hurlstone Agricultural High School

Stage 4 & Stage 5 Homework and Assessment Policy



March 2022



Homework Policy

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The amount of time that students are expected to spend on homework will depend upon the age, ability, home environment and extracurricular activities of students, including family and cultural obligations. It is important that students of all ages have opportunities for free time, leisure and physical activities outside of school.

1. Introduction

Hurlstone considers homework to be an integral part of the learning process and should be reflected in faculty policies across all curriculum areas.

Further, at Hurlstone;

- Homework should be stimulating and challenging
- Students should expect homework most lessons in their major subjects and understand the reasons for it
- All homework should be followed up in class
- All students should maintain a homework planner
- It is the responsibility of all teachers to foster in their students an association of academic success with systematic planned study
- Early in Year 7, the school's homework policies and practices should be introduced to parents/caregivers and students at joint meetings with school executive

The four main types of homework are:

- Practice exercises
- Preparatory homework
- Assessment Tasks
- Assessment Task preparation

2. Practice Exercises

Faculties need to ensure that some form of ongoing homework forms a part of their teaching and learning practices and in turn provide students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercises e.g. maths (revising formulae)
- practising for mastery e.g. spelling words
- revising information about a current topic
- practising words or phrases learnt in a language other than English
- reading for pleasure
- writing for pleasure

It is expected that students will have some form of homework on a regular basis and that this homework forms part of their regular routine. It is not expected that students should spend an excessive amount of time completing homework on a continual basis. If students are experiencing difficulty, they should consult their class teacher to seek assistance.

Revising for class tests

Class tests provide the students and the teacher with an opportunity to gauge student learning, gain practice in tests as well as refine the review and revision strategies. To ensure that these tests remain meaningful, it is important that they take place where the students have the opportunity to award appropriate time and effort to their preparation.

Teachers should consult the Assessments calendar prior to setting class tests to ensure that students are not overburdened with too many tasks at any one time.

3. Preparatory Homework

Faculties should investigate incorporating teaching and learning strategies that provide opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons. Such opportunities could include:

- background reading
- reading e.g. English text for class discussion
- researching topics for a class unit of work
- collecting items e.g. geometry in real life.

4. Assessment Tasks

A recognised and recommended assessment instrument by the NSW Education Standards Authority (NESA) encourages students to pursue knowledge individually and imaginatively, including:

- writing e.g. a book review
- making or designing something e.g. an art work
- investigations e.g. science, socialscience
- researching e.g. history, local news
- information and retrieval skills eg. Internet websites, blogs, Wikis etc
- monitoring e.g. advertising in particular newspapers.

Assessment Guidelines

Faculties / school will issue an assessment schedule for every course that outlines assessment tasks, linked to student outcomes and weighting.

The tasks which are required to be presented in a formal way take substantially more time to complete than practice exercises and preparatory homework.

Assessment tasks will be displayed in the Sentral calendar.

The following guidelines should be referred to when setting assessment schedules.

- Students should be given adequate time to complete an assessment
- Students will be given clear guidelines on an assessment instruction sheet
- Students are to be actively encouraged to keep a planner and record information
- The Assessments calendar should be referred to for the assessment tasks as outlined for the year

Assessment Instruction Sheet

To ensure that assessments are meaningful learning experiences and they are fair and equitable, the following headings should be used as a guide as to what information is communicated to students as instructions.

- Assessment title
- Date the assessment was issued
- Date and time the assessment is due
- How the assessment is to be submitted – in class / online
- Date by which the assessment will be returned
- The purpose of the assessment or an outcomes statement
- A clear description of the tasks
- The length of the assessment and where appropriate, an indication of anticipated time to be spent on the assessment
- How the assessment will be assessed
- The type of feedback that will be given
- What value the assignment will have in the student's final assessment mark or result
- An indication of resources students could access

5. Homework Organisational Issues

Homework should be recorded in the student's planner. This planner should be checked each evening and during class time. The planner should be taken into every session.

It is important that students arrange their activities in priority order. This list should include activities and commitments not related to schoolwork, since these must also be taken into account when planning the program for a week.

Wherever possible homework should recognise the place of technology in today's world and the benefits of using technology such as home computers, e-mail and the Internet for organising and accessing information. Staff, however, should have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged.

6. Parents/caregivers' Role in their Child's Homework

- Ensuring that their children have a healthy balance between work, recreation and pursuit of talents.
- Ensuring that their children have their school planner in which they record homework and check this planner on a regular basis.
- Encouraging their children to discipline themselves to sitting down for study each night, extending the time as their child progresses through High School.
- Providing a study place which can be used regularly, provides ample space, is quiet, is well lit, is comfortably ventilated and temperature controlled.
- Taking an active interest in their children's study. This does not necessarily mean helping them do the study but rather talking to them about what they are doing, encouraging them when they become discouraged and directing them to seek help from their teacher when they are struggling.
- Helping their children to become well organised in their approach to study so that they gain the optimum benefit from any study period.
- Encouraging their children to plan their homework tasks. As students progress through the school a study timetable is essential if they are to give every subject due attention.
- Ensuring that their children have regular breaks in long study sessions.
- Ensuring that their children use a term planner to help them systematically work through major assignments, breaking these up into stages.
- Ensuring that their children have access to reference material such as a dictionary and thesaurus.

Further information and policy available at <https://education.nsw.gov.au/parents-and-carers/learning?q=>

Junior Assessment Policy



Schools undertake assessment to inform students' learning. Assessment of student learning will be undertaken for all learners, including students whose learning is impacted by disability.

The following policy details the requirements and procedures students and the school should follow in ensuring all students have a fair access to the assessment system from Year 7 through to Year 10. Schools will report on subjects or courses studied in the eight KLAs of English, mathematics; science; human society and its environment; creative arts, languages; personal development, health and physical education; and technology and applied studies.

Reports will show information for components of each subject in all KLAs. Hurlstone uses the five point A-E achievement scale to report to parents for students Years 7 to 10. Achievement is judged in relation to syllabus standards and informed by ongoing assessment.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

1. General procedures

1.1 Student is absent from an assessment task due to sickness

- a. Students must attend school on the date of a task, or on the day the task is due.
- b. If a student is sick and cannot attend on the day of the task or date a task is due, an illness/misadventure form should be completed with an attached doctor's certificate and presented to the Head Teacher on the first day of return to school. The doctor's certificate should state the reason why the student was not able to attend school on the day. A parent/caregiver note will not be accepted as evidence.
- c. If a student fails to complete a task specified in the assessment program due to illness and the Head Teacher considers the student has a valid reason with a supported doctor's certificate, an extension of time may be granted or a mark may be awarded based on a substitute task. The student should complete an illness/misadventure form, attach appropriate evidence and forward this to the Head Teacher. A parent/caregiver note will not be accepted as evidence.
- d. If it is not possible to provide the student with a substitute task or unable to provide an extension, the Head Teacher will consult with the assessment committee to seek a resolution.
- e. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task. This will be negotiated with the Head Teacher.
- f. The Head Teacher may refer an appeal directly to the assessment committee for review.
- g. Students with prolonged absences should follow the same procedure.
- h. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.

1.2 Student is absent/ late due to a misadventure

- a. Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school the date a task was due. (eg, a car accident).
- b. Following failure to complete an assessment task on time, the student **must see the Head Teacher on the first day of return to school** to negotiate alternative arrangements. A misadventure appeal must be submitted with supporting documentation. This may include a statutory declaration from parents/caregivers or relevant person detailing the specifics of the misadventure. The student should complete an illness/misadventure form, attach appropriate evidence and forward this to the Head Teacher.
- c. The Head Teacher may provide an extension of time or a mark awarded based on a substitute task.
- d. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task.
- e. The Head Teacher may refer an appeal directly to the assessment committee for review.
- f. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

1.3 Students who complete the assessment task and suffer illness / misadventure

- a. Students may lodge an illness / misadventure appeal if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance, including lateness.
- b. Where a student is late for a task, they undertake the task in the time remaining and submit a Misadventure form to the Head Teacher.

- c. Decisions regarding the impact of a late arrival for a task is at Head Teacher's discretion.
- d. In such cases, students need to provide documentary evidence such as a doctor's certificate or a statutory declaration clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.
- e. Students should submit this appeal to the Head Teacher of that course. This should be done as soon as possible after the student is back in at school (either for lessons or other examinations) but **must be within 5 days of the assessment task due date**.

1.4 Students involved in a DoE authorised activity or religious observance

- a. Students should submit a Request for Special Consideration, form authorised by the organising teacher, or with substantiating evidence to the Head Teacher before the task is due.
- b. The Head Teacher will determine alternative arrangements, as appropriate to the circumstances.

1.5 Hand- in tasks

- a. Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.
- b. A student can seek from the Head Teacher an extension of time to submit the task. An illness / misadventure appeal must be submitted to the Head Teacher with appropriate supporting documentation **before** the extension can be considered.
- c. If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback. In this instance, the student and their parents/caregivers will be advised by the Head Teacher in writing. Should a student feel that this decision is inappropriate, an appeal can be lodged with the school's Assessment Committee.
- d. Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

1.6 Technology and assessment tasks

- a. Digital technology and / or computer equipment failure may not be a valid excuse for submitting an assessment task late.
- b. With assessment tasks, students may lodge an illness / misadventure appeal if digital technology has failed. In such cases, students must provide adequate physical evidence of that task such as a draft or hard copy of the materials.
- c. To assist students in using digital technology, the following guidelines should be considered:
 - always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
 - Back-up files regularly or work on documents in the cloud (Google Drive or OneDrive).
 - Print out copies of drafts and keep them while the assignment is in progress.

2. Accelerant Students

2.1 Accelerant students

- a. Students may accelerate into Preliminary and/or HSC courses (except VET Framework courses) in advance of their usual cohort or in less than NSW Education Standards Authority (NESA) stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by principals in accordance with the principles contained in NESA Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses.
- b. Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.
- c. Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.
- d. For school based half yearly and trial examinations, accelerated students will have available as study leave the day immediately prior to an examination for a morning examination and the morning prior to an examination for an afternoon examination.
- e. For the Higher School Certificate examination, the student will have available as study leave the two days immediately prior to an examination and the day of the examination.

3. Disability Examination Provisions

- a. The school may provide disability provisions for students for their examinations or assessment tasks. Access to Disability Provisions is best obtained by approaching classroom teacher and/or Learning Support staff.
- b. Disability provisions are for students who have a disability need which would, in a normal assessment situation, prevent them from:
 - reading and interpreting the examination questions and/or
 - communicating his/her responses.
- c. The school can decide upon and implement disability provisions for school-based assessments including tests. *NESA Ace Manual 10001 - 10009*
- d. Regardless of the nature of the disability need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation. *NESA Ace Manual 10001 - 10009*

3.1 Disability provisions at Hurlstone

- a. Hurlstone will support students seeking Special Provisions for their examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.
- b. Hurlstone will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available. The school will outline the manner and times these provisions may be used.

- c. Student accessing disability provisions for examinations will, where possible, sit their exam at the same time as the cohort.
- d. The school will provide the appropriate digital technology in the most suitable location available. The school cannot be responsible for checking a student's hard drive on laptops and hence all electronic responses will be managed using school computers. This also ensures the printing of student work is as efficient as possible. This decision is in line with the NESA requirements for schools. Laptops can only be used when there is no alternative digital technology available.

3.2 Applying for disability examination provisions

- a. A student may access Disability Provisions from the beginning of the assessment program by ensuring that application is made at this time.
- b. Students who wish to apply for disability examination provisions should make an appointment with the Learning and Support team. The Learning Support team will organise the completion of the application form.
- c. The student will need to supply evidence of the student's disability examination requirements at the time of application.
- d. Students using disability provisions are unable to claim misadventure/illness for the same condition they have been given disability provisions for.

3.3 Student responsibilities

Students who have been awarded disability examination provisions are to check with the HT Teaching and Learning and inform classroom teacher. The arrangements for these provisions for upcoming tasks. This should be done when the notification for the task or the examination timetable has been distributed.

4. Malpractice in Assessment Tasks

4.1 Defining malpractice

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own.
- using material directly from books, journals, CDs or the Internet without reference to the source.
- building on the ideas of another person without reference to the source.
- buying, stealing or borrowing another person's work and presenting it as one's own.
- submitting work to which another person, such as a parents/caregivers, coach or subject expert has contributed substantially.
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- paying someone to write or prepare material.
- breaching school examination rules.
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment.

- contriving false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.

4.2 Managing Malpractice

- a. Issues of malpractice need to be:
 - Investigated by the Head Teacher of the respective course which should be completed within 5 school days from notification from the class teacher. During this process, parents/caregivers will be notified of the investigation.
 - Reported in writing to the school assessment committee with accompanied documentation.
- b. The committee will:
 - Advise the student(s) in writing of the lodgement of the issue.
 - Provide the student(s) with an opportunity to address the issue.
 - Deliberate a course of action and communicate this to the student, the student's parents/caregivers and the Head Teacher which should be completed within 5 school days.
- c. If the malpractice is proven, the assessment committee may consider a zero mark for that task. In some circumstances, the assessment committee may decide to invoke a different penalty appropriate to the seriousness of the offence.
- d. Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead may to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make no effort to gain knowledge, wording or content of the original task.

4.3 Strategies to ensure the authenticity of student responses to tasks.

Strategies that teachers can use:

- thoroughly briefing all students in relation to the requirements of each task.
- allocating class time to the planning of a response to a task.
- requiring that students maintain a process planner or journal to show how their response or project or work was developed.
- asking students to submit a task at critical points in its development.
- having students submit their original drafts in addition to their final work.
- incorporating student oral presentations on the progress of their work.
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

5. Formal Examinations

5.1 General examination procedures

- a. With the exception of project based courses, courses may include formal examinations as assessment.
- b. These examinations will be indicated within individual course assessment schedules.
- c. Time allocated to these formal examinations should be organised so as to ensure minimal disruption to teaching and learning.
- d. Students may not leave the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- e. Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items or carried in a clear plastic sleeve and checked by supervising staff.
- f. Mobile phones and smart watches are to be switched off before entering the examination room. Mobile phones and smart watches are to remain at the front of the examination hall, or in students' bags, for the duration of the examination. Failure to comply with this may result in the cancellation of the student's paper.
- g. Students are not to talk to or interfere with other students or their equipment once they enter the examination room.

5.2 Misconduct in formal examinations and other assessment tasks

- a. Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.
- b. All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the assessment committee as an issue of malpractice and may be awarded a zero for that task.

Statutory Declaration
OATHS ACT 1900, NSW, NINTH SCHEDULE

I, , of
[name of declarant] *[residence]*

do hereby solemnly declare and affirm that
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.....

[the facts to be stated according to the declarant’s knowledge, belief, or information, severally]

And I make this solemn declaration, as to the matter (or matters) aforesaid, according to the law in this behalf made – and subject to the punishment by law provided for any willfully false statement in any such declaration.

Declared at: on
[place] *[date]*

.....
[signature of declarant]

in the presence of an authorised witness, who states:

I, a.....
[name of authorised witness] *[qualification of authorised witness]*

certify the following matters concerning the making of this statutory declaration by the person who made it:
[please cross out any text that does not apply]*

- 1. *I saw the face of the person OR *I did not see the face of the person because the person was wearing a face covering, but I am satisfied that the person had a disability justification for not removing the covering, and
- 2. *I have known the person for at least 12 months OR *I have not known the person for at least 12 months, but I have confirmed the person’s identity using an identification document and the document I relied on was.

.....
[describe identification document relied on]

..... *[signature of authorised witness]* *[date]*

***** Witness to the declaration must not be related to the student applying for the appeal*****

Hurlstone Agricultural High School Illness / Misadventure Appeal

Closing Date for illness / Misadventure appeals:

The first day back at school immediately after the assessment task or due date for an assessment item.

Name:..... Student Signature:.....

Subject/Course:

Head Teacher:

Assessment Title:.....

Date of Notification:..... Due Date:.....

Details of appeal: *Please refer to the Stage 4 / 5 Junior Homework and Assessment Policy.*

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Please attach additional evidence such as a doctor's certificate

Head Teacher Response:

Return appeal to the student with a copy kept on faculty file.

Assessment Committee Response

Hurlstone Agricultural High School Stage 4 & Stage 5 Assessment Request for Special Consideration

Closing Date for Request for Special Consideration
Is before the assessment task or due date for an assessment item;

Name:..... Course:..... Year:.....

Subject(s)						
Teacher(s)						
Task No/Weighting						

To be completed by student - Reason for application

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DoE Extra Curricular Activity OR Religious Commitment	Details <input style="width: 100%;" type="text"/>	Supervising Teacher <input style="width: 100%;" type="text"/>
<input style="width: 100%;" type="text"/>		

Add additional information to support your application

Parent/Carer Signature:..... Student Signature:

Date: Date:

Response:

Head Teacher. _____

UPHELD – Alternative Date/ Task: _____

DECLINED – REASON: _____

Provide notes in the space above. Return appeal to the student with copies to faculty file.

Student Acknowledgment (student should complete relevant details below)

Name Roll Class Date Submitted/...../.....

This acknowledges the school's receipt of your Request for Special Consideration.

.....

Head Teacher to Whom Appeal is Submitted Name: **Signature:**

