



## Submission of Assessed Learning Tasks and Plagiarism Procedures

The mission of Moama Anglican Grammar is *to provide a safe and inspiring educational environment that provides students with the skills and confidence to move forward in life*. The support of our students at Moama Anglican Grammar is a team effort. Members of the team include students, teachers and parents/guardians who all have a vital role in the learning experiences of our students. Working together to cater for the different abilities, interests and learning needs of our students is how we can assist students in our care to achieve their best.

### Submission of Assessed Learning Tasks Procedure

Two of Moama Anglican Grammar Core Values; *Encourage a Love of Life and Learning and Pursuit of Personal Best and Nurture Resilience and Independence* are fundamental to the development of our students taking responsibility for their own learning under the guidance and encouragement of our committed teachers and staff. Responsibility for learning requires students to take ownership of meeting due dates for set assessment (both Summative and Formative) tasks.

#### 1.0 Rationale and definitions

This procedure is designed to outline the steps which need to be taken by students if they find that an extension is required to assessment deadlines. It also outlines expectations in terms of due dates and how the submission of late assessment tasks will be dealt with by teachers.

- 1.1 Summative Assessment refers to set tasks that will be reported on and which are reported on in SEQTA (the schools reporting portal. SEQTA 'Engage' is for parental access). NOTE: Overall grades are based on calculations including weighted marks of Summative Assessment and teacher judgement based on Formative Assessment.
- 1.2 Formative Assessment is anything that informs teachers of student academic progress and can include oral and/or written (or typed) tasks.

#### 2.0 General Understandings:

The grounds for extension of submission of assessment tasks are to be determined by the school and will naturally represent a balance between compassion to an individual and fairness to the whole group of students involved.

##### 2.1 For Students

- 2.1.1 Students are expected to record due dates of assessment tasks and other learning tasks either in an electronic diary or in the school diary. These records should be able to be made available to teachers or Tutor Group teachers at any time.
- 2.1.2 Students seeking an extension should contact their teacher as soon as difficulty arises and it is evident that meeting the due date to submit an assessment or learning task could be jeopardised.
- 2.1.3 Sufficient grounds for an extension must be provided (e.g. note from parents/guardians, doctor's certificate depending on the year level).
- 2.1.4 If absent, because of sudden illness or circumstances beyond the students control or pre-arranged absence, on the day an assessment task is due the student must make other

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arrangements for the task to be delivered by parent or guardian to the relevant teacher (either electronically or handed in to the school office) if practical to do so.

- 2.1.5 Procrastination and disorganisation will not be considered valid reasons for missing due dates for submitting set learning tasks or assessment tasks.
- 2.1.6 Students acknowledge that meeting deadlines is an important skill, this is inclusive of understanding of assessment format and submission requirements.
- 2.1.7 Students want a fair and equitable policy that applies to all in each year level (bar exceptions for students on specific Individual Learning Plans and/or Support Plans).
- 2.1.8 Students understand that a Submission of Assessment Procedure is designed to support them in developing their organisational and time management skills.
- 2.1.9 Students understand that being independent and active learners is a life skill being developed within their education.
- 2.1.10 Students understand that they are technologically responsible for their learning tasks and technical malfunctions (including printing issues and/or computer malfunctions) shall not be acceptable grounds for an extension.
- 2.1.11 Students seek periodic feedback (at a pre-negotiated time that suits both parties) on set tasks from their teachers well before the due date. That is no less than two days prior to the due date.
- 2.1.12 Students are expected to keep evidence of progress (either hard copies or electronic copies) of their learning tasks and a backup (either hard copy or electronic) of the final set task.

## 2.2 For Parents

- 2.2.1 Parents recognise the ability to organise one's own learning tasks and meet deadlines is a valuable life skill.
- 2.2.2 SEQTA, amongst other reporting tools, will help parents to gauge the extent at which their student is developing these skills.
- 2.2.3 Technical malfunction, including lost learning tasks or printing issues are not considered appropriate grounds for extensions.
- 2.2.4 Parents support student's submissions of an assessment task on the day it is due if student is absent as in 2.1.4 above.

## 2.3 For Teachers

- 2.3.1 A culture amongst students of submitting learning tasks on time significantly reduces the time teachers are involved in correction and follow up of unsubmitted work.
- 2.3.2 Teachers, in conjunction with their Head of Faculty, set due dates and tasks that aim to give every student the opportunity to complete the task to the best of their ability and submit on time.
- 2.3.3 Teachers encourage students to develop their own system of recording/reminding themselves of deadlines and final due dates.
- 2.3.4 Teachers work with students to provide a learning environment that maximises the student's ability to submit learning tasks on time.
- 2.3.5 Teachers in the first instance will judge whether the student is capable of completing a set task and by the due date. The task may need to be modified and/or additional assistance provided in accordance with Individual Learning Plans and/or Support Plans if completion of a set task is to be realistic.

## 3.0 Consequences of Late Submission of Summative Assessment - Years 7-9 students

- 3.0.1 Year 7 to 9 is an opportunity for students to learn the skills needed to complete set learning tasks to the best of their ability and meet deadlines. Teachers use these foundation secondary years to build these skills with students by implementing strategies and supporting students in the classroom. To this end the following is recommended:
- 3.0.2 Discussion with relevant teacher and student immediately after class (if appropriate) or as soon as possible after the missed deadline to ascertain reason for initial non-submission.
- 3.0.3 A new submission date is to be negotiated between teacher and student.

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- 3.0.4 Notification of late task submission and new submission date is sent to parent/guardian via email (eventually in SEQTA using Direqt messaging).
- 3.0.5 If summative task is not submitted by student by the new negotiated due date the relevant teacher will inform the Year Level Coordinator (YLC) who will contact other teachers (of relevant student) to see if there is a pattern of late/non-submission of any learning tasks. If so, a phone call home to parent/guardian or a meeting between YLC, parent/guardian and student will be organised to discuss helpful strategies to meet third negotiated due date.
- 3.0.6 To meet course requirements (Outcomes) the task must be submitted by the student. If summative task is not submitted by the third negotiated due date a time will be negotiated after school when the student will complete the task under the supervision of a YLC/HoF/DP.
- 3.0.7 If a new due date is negotiated with student and met then the task will be graded as if completed by the original due date. If the task is handed in after the third negotiated due date then the task will be corrected for feedback purposes only and a relevant comment will be entered into SEQTA.

### 3.1 Consequences of Late Submission of Summative Assessment – Year 10, 11 and 12 Students

**NOTE: Submission of Summative Assessment for Years 11 and 12 are defined by NSW Education Standards Authority (NESA).**

**Years 10 and 11 students are eligible for a Record of School Achievement (RoSA) and therefore all summative task results are submitted to NESA.**

- 3.1.1 Prior to due date, discussion with relevant teacher and student if there is a valid reason why the Assessment Task cannot be handed in by the due date (there may be supporting evidence supplied e.g. note from parent/guardian and/or medical certificate). A new due date can be negotiated. Teacher to confirm negotiated due date with Head of Faculty and inform parent/guardian of the negotiated new date. The task will then be graded as though it was handed in by original due date.
- 3.1.2 Where a summative task has not been submitted by the due date, but evidence is provided (see 3.1.4 below) post due date that the failure to submit the task was due to illness or misadventure, the task will be accepted and graded without penalty on the decision of the relevant teacher and YLC in consultation with Head of Faculty, Head of Teaching and Learning and Head of Secondary School.
- 3.1.3 Students should submit appropriate evidence promptly on their return to school to their teacher who will forward a copy to the relevant YLC.
- 3.1.4 Acceptable evidence of illness will be a medical certificate. The exception for Year 10 is that a letter from parent/guardian will suffice as evidence of illness. Evidence of a misadventure will be a letter signed by a parent or guardian outlining the event(s) that prevented submission.
- 3.1.5 Summative Assessment tasks submitted late without notification and supporting evidence as outlined in 3.1.4 will be penalised as follows:
  - 3.1.5.1 Immediate reduction to a mark of ZERO (0).
  - 3.1.5.2 The relevant teacher will notify the YLC. A warning letter will be sent home from the Head of Secondary School along with a copy or description of overdue summative assessment task.
  - 3.1.5.3 The classroom teacher may also provide communication via email (eventually via SEQTA Direqt message) in relation to the late summative assessment task.
  - 3.1.5.4 If the summative assessment task is not submitted within one week from the date of the first letter, a second letter will be sent informing student and parent(s)/guardian(s) that the student is at risk of receiving an N grade for the subject. All summative assessment tasks must be completed to meet Year 10, Preliminary and HSC course requirements.

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3.1.5.5 If the summative work is still not received, a further week after the second warning letter, a third letter will be sent by the Head of Secondary School informing the student that they have been awarded an N grade for the task.

3.1.6 Further clarification on N determinations can be accessed via the NESA website: <https://ace.nesa.nsw.edu.au/ace-11007>

3.1.7 Occasionally a student may be exempt from completing a summative assessment task because of illness and/or misadventure. This decision will be based on relevant information from teacher, parent/guardian and/or specialist and made by the Head of Secondary School in consultation with Head of Teaching and Learning. Either the task will be discounted (left blank in SEQTA) or an indicative grade will be allocated for the task.

### **3.2 Students on a Modified Program may have amendments to the above as outlined in their Individual Learning Plan (ILP).**

**3.3** FORMATIVE Assessment Task extensions are to be managed by the relevant teacher in consultation with Head of Faculty.

## **Plagiarism Procedure**

Two of Moama Anglican Grammar Core Values; *Honesty* and *Integrity* are fundamental to the development of our students taking responsibility of producing learning tasks that are all their own work under the guidance and encouragement of our committed teachers and staff. Responsibility of own learning requires students to know the difference between completing tasks that are their own work and tasks that are part or completely plagiarised.

### **4.0 Rationale**

The submission of set learning tasks (formative and summative) is an essential part of the learning process, and a vital way of assessing a student's understanding of a subject.

To meet the requirements for satisfactory completion of an assessment task (both formative and summative), students must submit completed learning tasks that are clearly their own. Apart from reference to, and use of, appropriate source material, *no part of a student's submitted task(s) may be copied from any other person or group's work (this includes copying part or all of information from websites or other electronic sources).*

**4.1** Plagiarism occurs when students fail to acknowledge that ideas and/or actual content of material have been borrowed/used and represented as the students own. This is an example of academic dishonesty. Specifically it occurs when:

- 4.1.1 Phrases and passages are used in a student's task word for word without quotation marks and without a reference to the author.
- 4.1.2 An author's work is summarised and presented without a reference.
- 4.1.3 Other students' task(s) is copied or partly copied.
- 4.1.4 Other people's designs and images are presented as the student's own.
- 4.1.5 Items for assessment are written in conjunction with other students (without prior permission of the relevant teacher).
- 4.1.6 A particular task has already been submitted for assessment in another subject.
- 4.1.7 Information has been copied from a website partly or completely and submitted as the students own.
- 4.1.8 Google translate has been used.

**4.2** Parents must be aware that the reworking, rewriting or development of their student's work can jeopardise a fair assessment of students work.

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- 4.3** It is recognised that students will assist each other with ideas and/or problems encountered when working through set learning tasks (including assessment) and discuss relevant issues with each other. This practice is encouraged. However, all assigned learning tasks are to be completed independently by students, unless directed specifically to do so by the teacher setting the task(s).
- 4.4** Teachers will provide students with a clear indication of the nature of assessment tasks uploaded onto SEQTA or Moodle at least two weeks prior to due date and notify students and parents of any changes to Summative Assessment Plans.
- 4.5** Teachers will provide opportunities throughout set tasks to check a student’s progress, and students must be able to display the progress of the relevant task to demonstrate authenticity of the content.
- 4.6** Should a teacher believe a student has submitted work that is in any way plagiarised then the following will be applicable:
- 4.6.1 Discussions will be conducted between student(s) and teacher of the subject.
  - 4.6.2 Parents will be notified via email (eventually via SEQTA Direqt message) of plagiarised work.
  - 4.6.3 The student(s) involved may be asked to resubmit the task re-worked.
  - 4.6.4 The grade for the task may be given an NA (not assessed). An NA is different to an N determination used for late submission of summative assessment tasks.
  - 4.6.5 The student(s) involved may be asked to sit a written or complete an oral examination relevant to the work requirements for the task plagiarised.
  - 4.6.6 The student(s) involved may have any result for the task cancelled and awarded a ZERO (0).
  - 4.6.7 The task must also be completed in accordance with 3.0 and 3.1 in this document.
- 4.7** All parties to any incident of plagiarism will be treated equally, unless it can be proven otherwise that the producer of the original task was not a party to the incident in any way.
- 4.8** Any consequences of plagiarism will only be imposed after consultation with the student(s), parent/s or guardian/s, the teacher involved, the relevant YLC and Head of Faculty in consultation with Head of Secondary School.
- 4.9** To know the difference between plagiarised and non-plagiarised tasks is a skill that students need to be taught. To this end, the consequences for students who plagiarise will be relevant to their year level and developed skills.
- 4.10** Students who are uncertain about what is required should consult their teacher. The following are hints to assist students to avoid plagiarism:
- 4.10.1 Students should take accurate notes, clearly distinguishing between their own ideas and the ideas of others.
  - 4.10.2 In notes, as well as in essays/extended responses, quotation marks should be placed around all material that is copied (including electronic copy/paste) directly, and the source noted.
  - 4.10.3 Any idea that is not the students own should be acknowledged in footnotes, even if it is paraphrased or summarised and does not appear in quotation marks.
  - 4.10.4 Even when receiving advice from fellow students, the final product should be a student’s own work and written (typed) in the students own words.

**5.0 All My Own Work**

All students entering into Preliminary and HSC courses must complete the online program “All My Own Work” (mandated by NESAs) to ensure understanding of what is required for the Stage 6 course of study.

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- 5.1** It is recognised that researching a variety of resources is an excellent way for students to support, review, evaluate and explore their own ideas and build on knowledge and understanding. To plagiarise is to stunt the academic growth of students and therefore cannot be tolerated.
- 5.2** It is also recognised that education of the right practises, to avoid plagiarism, when completing set tasks is the responsibility of the school, parents and students in partnership with each other.

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