



Policy

This policy outlines the obligations of Crusoe College relating to the completion of work by students, the assistance teachers provide inside and outside of the classroom, and parent/carer support outside of school.

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Section 1: Overview

At Crusoe College we aim to build a culture of learning where students.

- Have high expectations of themselves and meet work requirements from teachers in every session
- Continuously aim to improve their skills starting from their point of need
- Meet set deadlines for outstanding work including work in class, Key Assessment Tasks (KAT), and homework
- Are supported to meet deadlines should they not submit work to the required standard by the set deadline

Section 2: Responsibilities of staff and students

Learning in a partnership between the student and the subject teacher and family at home to support student growth. At Crusoe College, the expectation is that all groups play a part in this growth and have differing responsibilities.

Student Responsibilities

- Ensure you understand what is expected of the task and seek teacher assistance if you need it
- Make effective use of class time by engaging for 70/70 minutes to complete all classwork to the best of your ability
- Make effective use of class time to complete Key Assessment Tasks and exams (Year 9 & 10) to the best of your ability
- Manage time outside the class to complete the required structured homework to the best of your ability
- Be aware of due dates and make use of Compass to monitor work requirements and make use of allocated catchup classes
- Communicate with the teacher before the work completion deadline if you are unable to submit work for a legitimate reason and negotiate a new deadline
- Catch up on classwork missed due to absence eg. Music lesson, sports days, other excursions, illness

Subject Teacher Responsibilities

- Lesson plans are uploaded to Compass before each lesson begins using the Crusoe College lesson plan format
- Provide clear expectations of Learning Tasks such as Key Assessment Tasks and Semester Exams and realistic due dates. These must be on Compass and made visible to parents **with a due date at least 2 weeks** before submission of work is required
- Compass feedback comments must be made visible on Compass by the **Formal Feedback Point for each assessment cycle**.
- Work with students to negotiate new deadlines if they are unable to submit work for a legitimate reason, for example, medical conditions, extended approved absence
- Modify work as appropriate for diverse learners at their point of need
- Monitor effort in class and administer appropriate consequences if students do not meet learning goals.
- Provide support materials appropriate to the task in class resources on Compass (including links to secondary resources such as Google Sites and Google Classrooms).

Section 3: Work during regular class time

Structured classwork:

Crusoe College expects students to engage for 70/70 minutes in every class to the best of their ability. This takes into account student ability and diverse learners in classes.

Teachers are expected to record in a place clearly visible to students, including Compass the Learning Intentions using the template below.

Learning intention: Today we are learning to VERB....

Success Criteria: Students will be able to...

It is expected that students will take responsibility for their own learning by:

- engaging to their capacity for 70/70 minutes every lesson
- being aware of the minimum requirements for each lesson
- following up on feedback given by teachers
- seeking assistance when difficulties arise

It is expected that teachers will:

- clearly display the Learning Intention, Success Criteria and Exit Pass to the class at the beginning of and during the lesson using the college Learning Intention Template
- set differentiated, challenging and meaningful tasks to suit the students' learning needs including students with diverse learning needs
- give students enough time to complete this work in class
- develop strategies within the school to support parents/carers becoming active partners in student learning

It is expected that parents/carers will support their children by:

- developing a positive and productive approach to classwork
- talking to teachers about any concerns they have about the classwork

Section 4: Work outside regular class time

Note: This section doubles as the Crusoe College Homework Policy per DET requirements.

Structured homework:

The VCAA Handbook* stipulates that students in Years 11 and 12 need to do 2-3 hours of work outside of class per week, per subject to succeed in their Unit 1-4 studies. We must help students prepare for this rigor and consolidate their skills outside of class. Crusoe College has a structured homework program to assist students in consolidating content skills from class and enhancing time management skills outside of class.

[*VCAA Handbook link](#)

It is expected that students will take responsibility for their learning by

- being aware of the school's homework policy
- completing unfinished classwork at home in addition to structured homework
- discussing their homework expectations with their parents/carers
- accepting responsibility for the completion of homework tasks within set time frames
- following up on feedback given by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

It is expected that teachers will:

- ensure parents/carers are aware of the school's homework policy
- set differentiated, challenging and meaningful tasks related to class work to suit students' learning needs, including students with diverse learning needs
- give students enough time to complete homework, considering home obligations and extracurricular activities
- assess homework and provide timely and practical feedback and support in class
- record submission of homework via Compass and report on homework completion on Progress and Semester Reports
- help students develop organisational and time-management skills
- develop strategies within the school to support parents/carers becoming active partners in homework completion

It is expected that parents/carers will support their children by:

- being aware of the school's homework policy
- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- communicating with teachers about any concerns they have about the homework
- ensuring students keep a homework diary to manage time and deadlines
- ensuring there is a quiet study area for students to complete their homework tasks at home

Structured Homework guidelines

Years 7 & 8

Subject	Minutes per week
English, Mathematics	A task taking approximately 20-30 minutes per subject per week. This will be formally reported on in Progress Reports and Semester Reports.
All other subjects	Entire subject teams (e.g all Year 8 Science classes) may set a task taking approximately 20-30 minutes per subject per week. This will not be formally reported on in Semester Reports.

Years 9 & 10

Subject	Minutes per week
English, Mathematics Science Humanities	Semester 1: A task taking approximately 20-30 minutes per subject per week. This will be formally reported on in Progress Reports and Semester Reports.
	Semester 2: A task taking approximately 30-45 minutes per subject per week. This will be formally reported on in Progress Reports and Semester Reports.
VCE subjects - Health - PE - Specialist Maths - Foods	Students in VCE subjects must be willing to undertake approximately 2 hours per week of work outside of school to work to their capacity in this subject. VCE subject homework will not be structured on Compass, however, it is an expectation unfinished work in class is completed outside of school or students may not meet outcomes in the units.
All other subjects	Semester 1: Entire subject teams (e.g. all Year 9/10 Match Fit classes) may set a task taking approximately 20-30 minutes per subject per week. This will not be formally reported on in Semester Reports.
	Semester 2: Entire subject teams (e.g. all Year 9/10 Match Fit classes) may set a task taking approximately 30-45 minutes per subject per week. This will not be formally reported on in Semester Reports.

Supporting students to complete Structured Homework

Students at Crusoe College will have several supports in place, both proactive and reactive, to ensure they complete Structured Homework by the given due dates.

Crusoe Homework Club

All students can attend Crusoe Homework Club to support their completion of Structured Homework outside of school hours.

Crusoe Homework Club will

- be held twice a week in the GLC from 3:15 pm- 3:45 pm and appear on all student timetables
- ensure bus travelers and non-bus travelers are welcome to attend as long as they are completing school work
- give all students access to a motivating environment with access to computers to complete their work
- be supervised by teaching staff as part of their duty commitments

Students not submitting Structured Homework to the required standard

Students not submitting Structured Homework will be supported to do so by the following actions

Homework non-completion	Teacher action	Student action
First-time	Teacher has a one on one conference with the student asking what is stopping them from completing the task. The teacher modifies work next time if the student genuinely cannot engage with the tasks due to their learning needs.	Student explains if they cannot complete the work due to gaps in their knowledge or if they are simply refusing to. Student works to the best of their ability next time.
Second-time	Teacher enters a Compass post highlighting the "Not completing classwork/homework as required" box.	Students and parents see this post on Compass and via email. Students are encouraged to submit homework the following week and attend homework club to support the completion of the work.
Third-time	Teacher enters another Compass post highlighting the "Not completing classwork/homework as required" box.	Students and parents see this post on Compass and via email. Students are encouraged to submit homework the following week and attend homework club to support the completion of the work.
Subsequent non-submissions	Teacher calls home to discuss, with parents, further support for students to complete Structured Homework in addition to Crusoe Homework Club* *This may happen earlier at the classroom teacher's discretion.	
Optional	Teacher enrolls the student in a Lunchtime Detention session to provide time for the student to complete the unfinished Structured Homework.	Student attends Lunchtime Detention session and uses the time to complete the unfinished work with teacher support.

Section 5: Key Assessment Tasks & Exams

Key Assessment Tasks

Students in all classes of a given subject will complete the same summary Key Assessment Task (KAT), due at the same time. Modified KATs should be provided for students who are members of the programs listed previously. See Crusoe College Assessment Policy for more information.

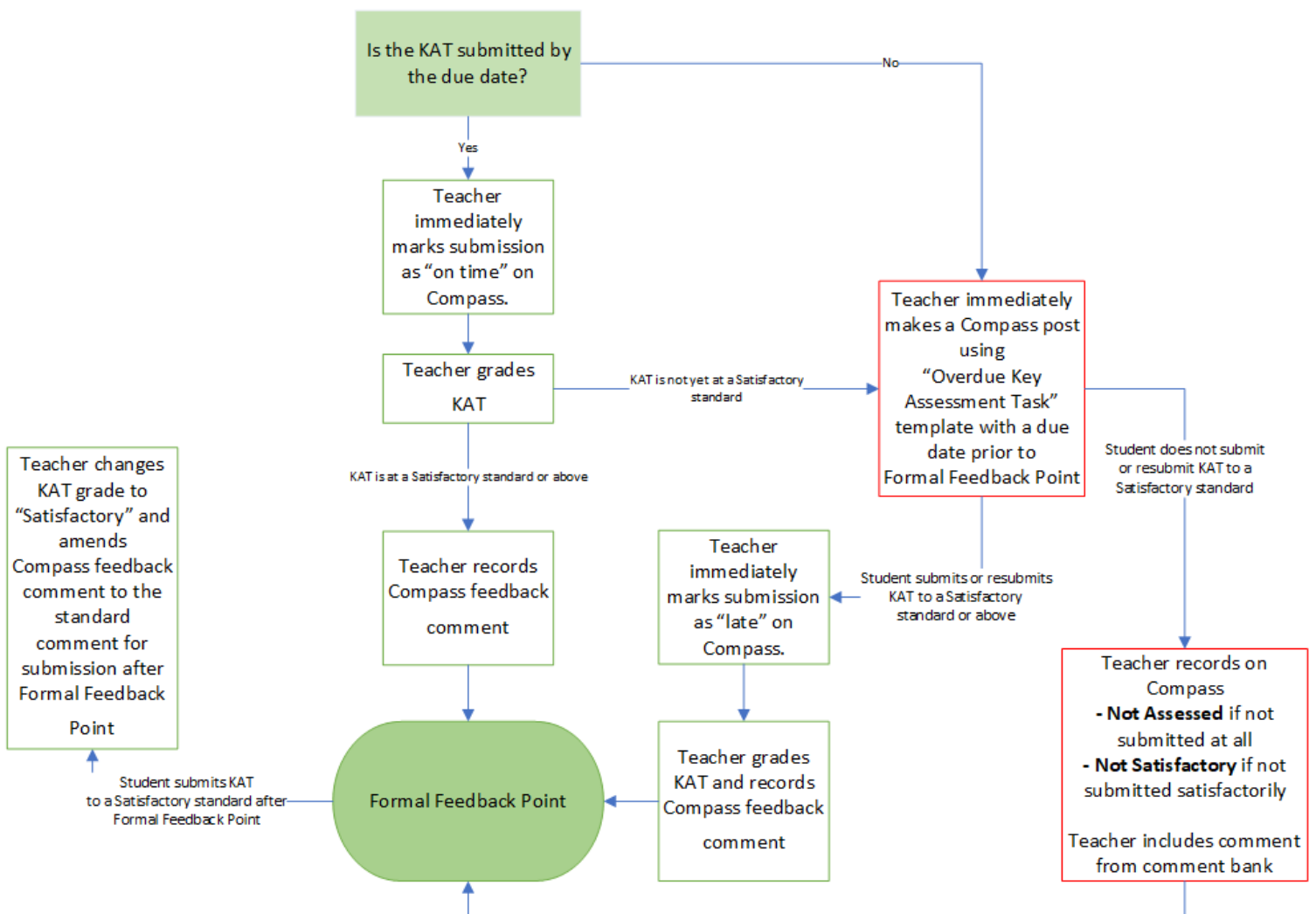
Formal Feedback Point

The Formal Feedback Point is a date, set in the school calendar, two weeks after the final due date for the current assessment cycle. Teachers must have Compass comments completed by this date to ensure timely feedback to students and parents.

Any work submitted or re-submitted after this date can only be graded Satisfactory or Not Satisfactory with a standard comment given on Compass.

Supporting students to complete Key Assessment Tasks

If a student does not submit a KAT or submits it below the minimum satisfactory standard teachers will follow the flowchart below to communicate to the student and their family of the next step.

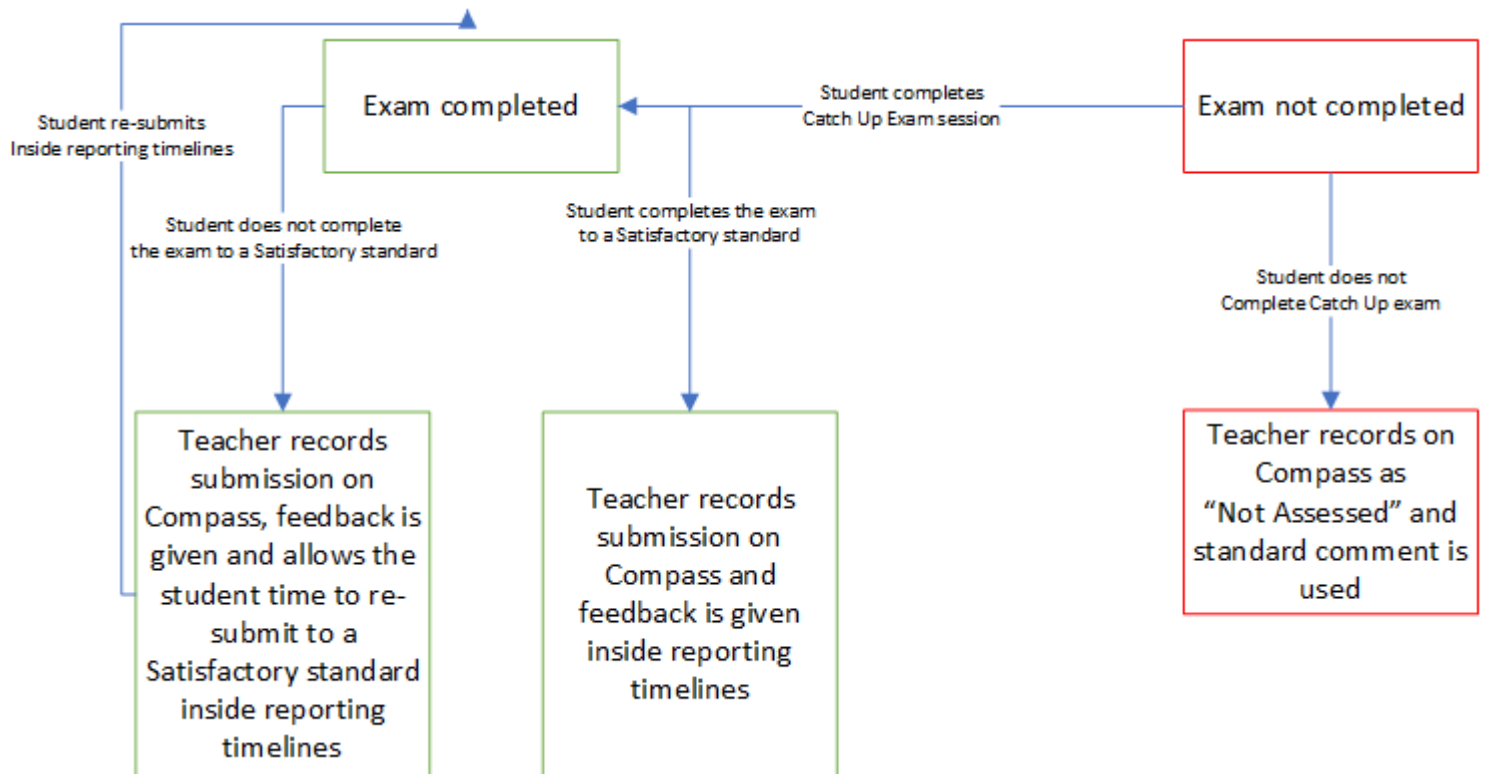


Years 9 & 10 exams

Students in all classes of a given subject will complete an exam at the end of each semester. Semester One exams will be in June and Semester Two exams will be in November.

Supporting students to complete Years 9 & 10 Exams

It is expected that students will complete all exams or book into Catch Up exam sessions to complete missed exams. In the event of extended absence, students must provide documentation to seek exemption from exams that may be approved at the discretion of the Principal or Assistant Principal.



Section 6: Graduation and Completion Rubrics

Crusoe College has expectations on all of our learners relating to our values of Respect, Endeavour, Aspiration and Learning. At the end of each year advisors make a judgement on the progress of students in their group using the

[Completion Rubric: Years 7-9](#)

[Graduation Rubric: Year 10](#)

The scoring system mentioned below will be used to make a judgement on progress for the year. If students would like to appeal a judgement based on a single disciplinary consequence or other unreasonable judgement they may appeal, in writing to the Principal or Assistant Principal stating why they believe their judgement should be changed. These decisions will be at the Principal or Assistant Principal's discretion

Completion Rubric: Years 7-9

Based on the rubric (link above) scores will be assigned and a judgement will be made of the performance of a student at the end of the year. Advisors will also make a preliminary judgement of progress during the mid-year reporting period.

Depending on the score each student will be awarded a level of indicator based on the table below.

Students in the Participation and Enrolment categories will meet with their Advisor and/or Community Leader following the reports being released in July or December to discuss their progress.

	Score per element	Total score
Completion with Commendation (Exceeds expected standard)	4	18-20
Completion (At expected standard)	3	12-17
Participation (Below expected standard)* *Meeting with advisory teacher required in July/December to discuss progress	2	7-11
Enrolment (Well below expected standard)* *Meeting with Community Leader required in July/December to discuss progress	1	6-10

Graduation Rubric: Year 10

Based on the rubric (link above) scores will be assigned and a judgement will be made of the performance of a student at the end of the year. Depending on the score each student will be awarded a level of indicator based on the table below. Advisors will also make a preliminary judgement of progress during the mid-year reporting period.

Depending on the score each student will be awarded a level of indicator based on the table below.

Students in the Participation and Enrolment categories will meet with their Advisor and/or Community Leader following the reports being released in July to discuss their progress.

	Score per element	Total score
Graduation with Commendation (Exceeds expected standard)	4	22-24
Graduation (At expected standard)	3	16-21
Participation (Below expected standard)* *Meeting with advisory teacher required in July to discuss progress	2	11-15
Enrolment (Well below expected standard)* *Meeting with Community Leader required in July to discuss progress	1	5-10