

DOMINIC COLLEGE

A Catholic School in the Salesian Tradition



HOMEWORK, TASK SUBMISSION AND ACADEMIC INTEGRITY POLICY

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Related Documents	Assessment and Reporting Policy Assignment Cover Page Style Guide Student Diary

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1. OUR PHILOSOPHY

Dominic College is a Catholic school in the Salesian tradition. The policies of the College, underpinned by the Gospel values, serve to promote the wellbeing, dignity and uniqueness of each human person.

The four central pillars in the Charter for Salesian Schools encapsulate our founder Don Bosco's vision and guides the College in all aspects of school life. Accordingly, Dominic College is:

- A HOME that welcomes
- A PARISH that evangelises
- A SCHOOL that prepares for life
- A PLAYGROUND where friends meet

Guided by our philosophy, the purpose of this policy is to communicate the importance of homework, task submission, academic integrity and the College's academic expectations.

2. RATIONALE

Homework and the submission of learning tasks provide evidence of academic achievement and progress. The information gathered is used to recognise and respond to student achievement and provide feedback to deepen learning.

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural opportunities, and employment where appropriate.

The submission of learning tasks provides teachers with evidence of learning and aims to promote self-management and pride in student achievement.

Dominic College is committed to promoting academic integrity across the College in all subject areas. It is the responsibility of the College to make students aware of the ethical considerations relating to academic integrity and teach them how to acknowledge sources of information correctly.

3. PURPOSE OF HOMEWORK

- Allows for review of and reflection on learning – for practising, extending, and consolidating work done in class.
- Fosters lifelong learning – establishes habits of study, concentration, and self-discipline.

- Strengthens home-school links – reaffirms the role of parents/guardians as partners in education.
- Challenges, extends, and supports students.

4. TIME EXPECTATIONS FOR HOMEWORK

Students may be required to complete homework for different subjects which will be communicated by the relevant teacher. Below is a guide only:

Year Level	Average Time Allocation
Prep-Year 2	15-20 minutes daily reading
Year 3 and 4	1 hour on average per week
Year 5 and 6	1.5 hours on average per week
Year 7 and 8	2-4 hours on average per week
Year 9 and 10	3-5 hours on average per week

If students are spending more time than expected on homework on a regular basis, it is recommended that an appointment is made to speak with the relevant teacher.

5. HOMEWORK EXPECTATIONS AND RESPONSIBILITIES

TEACHERS	STUDENTS	PARENTS/GUARDIANS
<ul style="list-style-type: none"> • Ensure homework is purposeful and relevant to curriculum and life. • Communicate clear expectations. • Set homework that is developmentally appropriate for the student. • Do not set tasks that require students to learn concepts for the first time, unless it is pre-reading or viewing for a concept that will be taught in class during the next lesson. 	<ul style="list-style-type: none"> • Be familiar with the Homework, Task Submission and Academic Integrity Policy. • Keep track of due dates of homework and learning tasks in the Student Diary. • Complete homework in the timeframe allocated. • Bring a note in the diary from a parent/guardian if homework was not able to be completed. • Catch up on missed work. • Speak to their teacher to arrange an extension if they are unable to 	<ul style="list-style-type: none"> • Support the College's Homework, Task Submission and Academic Integrity Policy. • Provide a working environment which supports productive homework outcomes. • Help children balance and prioritise the amount of time allocated to homework, recreational activities, co-curricular activities and managing part-time employment with a recommended

<ul style="list-style-type: none"> • Provide access to all resources needed to complete homework. • Check homework as necessary and provide timely and practical feedback and support. 	<p>complete homework by the due date.</p> <ul style="list-style-type: none"> • Seek assistance when difficulties arise. 	<p>maximum of 15 hours per week.</p> <ul style="list-style-type: none"> • Contact relevant teachers to discuss any problems their children are having with homework. • Alert the College to any concerns which may need to be considered when homework is being set.
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6. SUBMISSION OF WORK (INCLUDING HOMEWORK)

The teacher is responsible for setting learning tasks (assessments, formative tasks and homework) to provide evidence of learning for assessment, feedback and reporting. For further information, refer to the Assessment and Reporting Policy.

When setting learning tasks for submission, the following will guide the process:

- Learning tasks must be connected to the written curriculum.
- Learning tasks must be varied to allow for different learning styles and should provide challenge for students to extend themselves.
- Relevant due dates must be communicated and give an appropriate amount of time for the learning tasks to be completed. If a new due date needs to be negotiated, students must be given at least 1 week notice.
- Learning tasks should be in line with student's individual learning plan where relevant.
- In 7-10, a common assessment task must use the assessment task template and include details of the task, presentation requirements, due dates and assessment rubrics.

7. CONSEQUENCES FOR NON-SUBMISSION OF WORK (INCLUDING HOMEWORK)

Teachers will ensure that learning tasks (including homework) are regularly checked for completion.

- If a student does not complete a learning task as required by the teacher, a record will be made in the student diary or on SEQTA.
- If a student persists in not completing a learning task, then teachers will contact parents to discuss the matter. A face-to-face meeting may be required to find a resolution to the problem.
- The student may be required to resubmit the learning task as prescribed by the teacher.
- If the learning task submitted on the due date is incomplete the teacher will assess what has been presented.

- If the student is concerned about completing a learning task on time they should speak to the teacher before the due date to negotiate an extension. A note from a parent must be provided to explain any extenuating circumstances (prolonged absence or educational/sporting trip approved by the Deputy Principal).
- If the student does not submit the assignment by the due date, and they did not previously seek an extension due to extenuating circumstances, they will receive a lunchtime detention and will negotiate a NEW due date. The student must communicate the reasons for non-submission to receive the support required to complete the task. Teachers must inform parents/carers of their child's non-submission and the reasons articulated, and record in SEQTA.
- If the student does not submit before the NEW due date, an afterschool detention will be issued. The student will complete the task during this time and be assessed on what is submitted by the end of the detention.
- Failure to submit any evidence of learning will result in 'N' for the learning task on SEQTA. Failure to submit will also be reflected in the Expectations Report at the end of term.
- Appendix 1 illustrates the process for submission of learning tasks.

8. ACADEMIC INTEGRITY

Dominic College is committed to promoting academic integrity across the College in all subject areas. Academic integrity refers to the ethical principles and values that guide the submission of a learning task. It involves a commitment to honesty, fairness, and the responsible use of information and ideas.

Academic honesty is a value that encourages students to act responsibly by ensuring that their submissions are original and authentic.

DEFINITIONS

Academic Misconduct: A behaviour (either deliberate or inadvertent) that results in a student gaining an unfair advantage in one or more assessment components.

Examples:

- Copying another writer's work without acknowledgement;
- Allowing your work to be copied or completed by another person;
- Duplicating work to meet the requirements of more than one assessment;
- Making up data for an assessment; or
- Taking unauthorised material into an examination room.

Plagiarism: Plagiarism occurs when students fail to acknowledge that the ideas, words or work of others are being used. It occurs when:

- Work and/or ideas are paraphrased and presented without a reference;

- Work is copied either in whole or in part;
- Designs, codes, or images are presented as the student's own work;
- Film, television, and podcasts are not acknowledged; or
- Phrases and passages are used verbatim without quotation marks and/or without a reference to the author, a web page or source material.

Collusion: Collusion occurs when a student works with others to produce work, which is then presented as the student's own work, or the work of the others. When working without the authorisation of a teacher, collusion includes:

- Allowing others to copy work or sharing answers to tasks;
- Writing or editing work for another student(s); or
- Offering to complete work or seeking payment for completing work for other students.

Cheating: Cheating occurs when a student gains an unauthorised and unfair advantage leading to improved outcomes. This includes, but is not limited to:

- Unauthorised access to an exam, answer key or other graded assessment;
- Copying the work of another person or source;
- Using unauthorised notes, communication devices, or viewing another student's work during a quiz, test, or exam.

Intellectual Property: The law recognises that authors have exclusive rights over their creations such as music, literary and artistic works, designs, discoveries, and inventions. Copyright, trademarks, and patents may also cover these creations.

Authentic Authorship: Where an individual's work and those in a group have been appropriately recognised.

Collaboration: Legitimate collaboration is an important part of learning whereby students are encouraged to share ideas and understanding. Legitimate collaboration means that students participate actively in contributing to their own and other's learning and they appropriately acknowledge the work of members of the group. Collaboration is often at the direction of the teacher or dictated by the learning task.

Artificial Intelligence (AI): Any students suspected of using AI to complete a task will follow the procedure as outlined in Appendix 2. As AI and the ability to detect AI develops, this policy will be reviewed.

9. ACADEMIC INTEGRITY EXPECTATIONS AND RESPONSIBILITIES

TEACHERS	STUDENTS	PARENTS/GUARDIANS
<ul style="list-style-type: none"> ● Cultivate academic skills such as essay writing, note-taking and the appropriate use and acknowledgement of sources, including referencing and citation techniques as stipulated in the College Diary or as generated through the SLASA Online Referencing Generator. ● Explicitly state the consequences of breaching the Academic Integrity Policy. ● Explain the meaning of Plagiarism, Collusion, Cheating, Intellectual Property, Authentic Authorship and Collaboration. ● Design student work tasks that minimise the likelihood of breaches of the Academic Integrity Policy. 	<ul style="list-style-type: none"> ● Ensure their work is authentic and original. ● Submit work to the best of their ability and highest academic standards following the prescribed method of referencing; ● Seek clarification if unclear of task requirements and due dates. ● Take proper care to safeguard their work to ensure it has not been copied. 	<ul style="list-style-type: none"> ● Support their child to submit all drafts and final assessment by the due date. ● Inform the relevant teacher of any difficulties relating to the completion of assessment items.

10. PROCEDURE FOR INVESTIGATING A BREACH OF ACADEMIC INTEGRITY

- The Teacher meets with the student to discuss the suspected breach. The student will have an opportunity to respond.
- The teacher considers the student's response (if any) to the allegation and meets with the Subject Lead Teacher providing a detailed and accurate record of the response.
- The Subject Lead Teacher and Teacher decide if the breach was deliberate or unintentional.
- Below are some examples that may be considered when reaching a decision:

- a. The student is from an educational background/learning support where different norms apply for the acknowledgement of sources
 - b. The student had received a prior warning about plagiarism, cheating or collusion, or has been disciplined previously for a similar offence
 - c. The students in the cohort were given clear instructions and examples. The student was in attendance, received written information and knew that the use of material without acknowledgement was unacceptable
- The Teacher records notes on SEQTA regarding the breach including the student's response.
 - If a deliberate breach is established, the Subject Lead Teacher reports the matter to the relevant Director and provides evidence of the suspected breach. They then confer to decide an appropriate consequence for the breach under the categories of Minor or Major Offence as stipulated below.

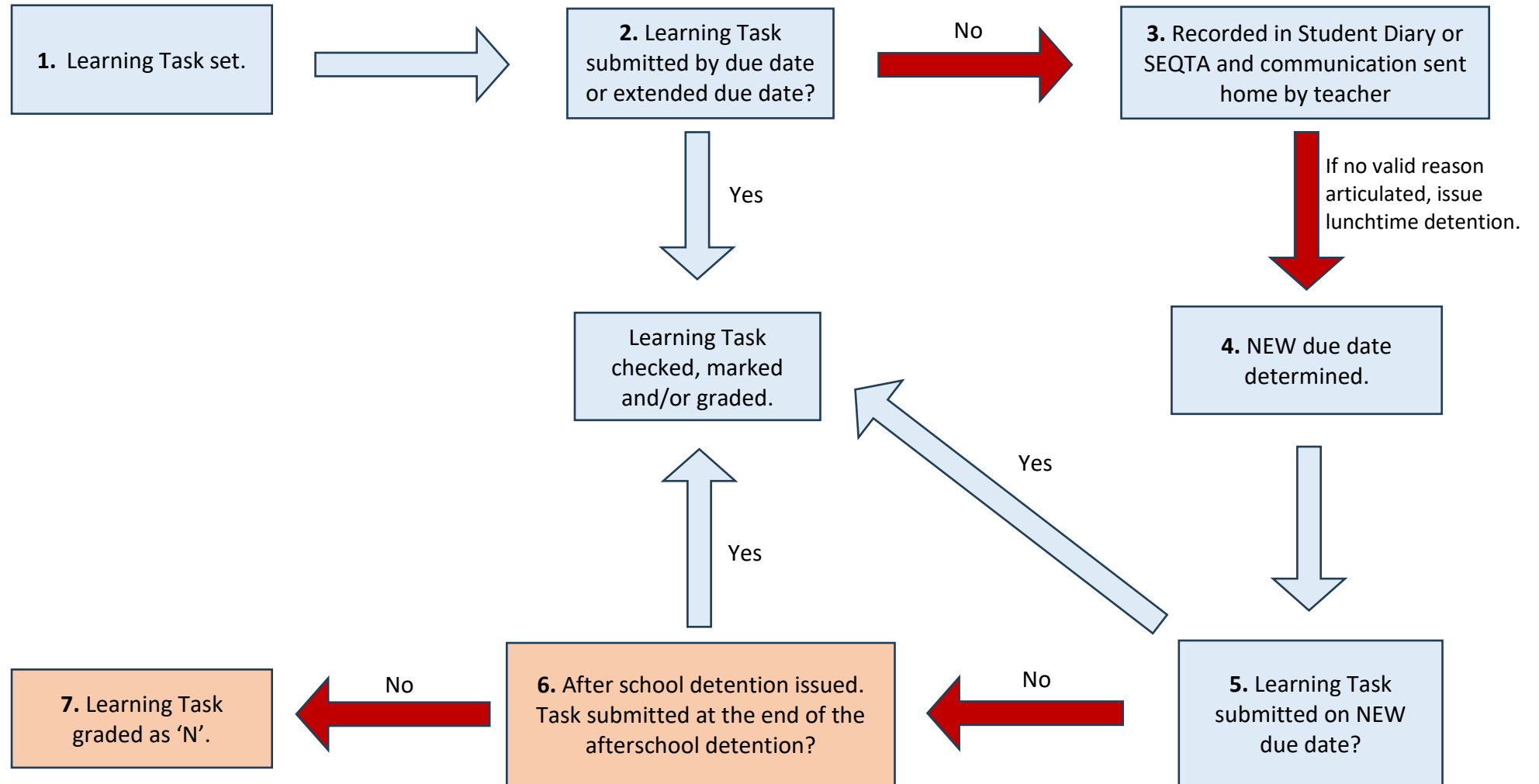
MINOR OFFENCE

Caution/warning given to the student as well as clear feedback and strategies on how to avoid academic dishonesty in the future. The teacher contacts the parents to inform them of the breach and consequences. All notes and communication entered in SEQTA. Student must resubmit and follow the 'Learning Task Submission Procedure' (refer Appendix 1). Any repeat offences will result in the student being issued a lunchtime detention and the student completing learning modules on Academic Integrity.

MAJOR OFFENCE

Lunchtime Detention issued and students complete learning modules on Academic Integrity. Director of Learning and Curriculum (Secondary) speaks with the student together with the teacher and the Subject Lead Teacher. The teacher contacts the parents to inform them of the breach and consequences. All notes and communication entered in SEQTA. Student must resubmit and follow the 'Learning Task Submission Procedure' (refer Appendix 1). Any repeat offences will result in an Afterschool Detention where the student will resubmit the task.

11. APPENDIX 1: LEARNING TASK SUBMISSION PROCEDURE



12. APPENDIX 2: ACADEMIC INTEGRITY PROCEDURE – SUSPECTED BREACHES

