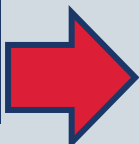


What is WORK ETHIC?

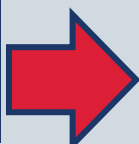
Work ethic reflects a personal set of values that determines how a student may approach their work. At Bass Coast College, **WORK ETHIC is demonstrated by:**
Completing assigned learning tasks, engaging with the student role in the BCC learning cycle, implementing feedback into work, remaining up to date with work, following subject conventions, taking pride in work and displaying perseverance within the subject.

What can students do to demonstrate success in this learning habit?



Demonstrate a high level of work ethic by taking ownership over your learning. Be productive during class and role model learning in the classroom. When faced with challenges, seek support from your teachers. Ask them questions and request feedback to improve your understanding. Take pride in work and persist when tasks are hard.

What can parents do to support their child's success in this learning habit?



Support your child's work ethic by helping them understand its importance. Role model this habit at home and take the opportunity to discuss your own approach to work ethic with them. Regularly check Compass learning task and associated due dates. Encourage your child to remain up to date with their learning when they are absent from school.

What will the school do to support students with this learning habit?



Teachers at Bass Coast College will support students with developing a strong work ethic by setting clear expectations in what is required to ensure success with their learning. This will be characterised using Compass lesson plans with stated learning intentions and success criteria. Teachers will also use 'learning tasks' on Compass to ensure students are informed about key learning tasks and associated deadlines.

How students are assessed for WORK ETHIC.

Progression Level	Descriptor
5	<ul style="list-style-type: none"> I always complete learning tasks to an exemplary standard and on time. I actively seek out and implement teacher feedback. I display perseverance in all class related activities. I use challenges and setbacks as a learning opportunity for improvement.
4	<ul style="list-style-type: none"> I complete learning tasks to the standard expected of me. I consistently submit tasks by the assigned or negotiated deadlines. I respond to teacher feedback. I demonstrate signs of perseverance and overcoming challenges as they arise.
3	<ul style="list-style-type: none"> I complete learning tasks to the standard expected of me. I mostly submit tasks by the assigned or negotiated deadlines. I am receptive of teacher feedback. I regularly use support to persevere and overcome challenges in learning. I demonstrate a capacity to take pride in the work completed.
2	<ul style="list-style-type: none"> I complete learning tasks to the minimum standard expected of me. I occasionally submit tasks by the assigned or negotiated deadlines. I rarely implement teacher feedback. I demonstrate little attention to detail and pride in the work completed.
1	<ul style="list-style-type: none"> I often have incomplete tasks or submit work well below the minimum standard. I require teacher support to engage in the learning process. I am not receptive to teacher feedback. I demonstrate very low attention to detail and minimal pride in my work.
<i>Insufficient evidence</i>	<i>Attendance is below 50% OR Student is a late enrolment to the class</i>