



Charleville State High School

ASSESSMENT POLICY

2015

Version	Modified By	Status	Date
1.0	Narelle Morris (HOD Senior Schooling)	Draft	3/4/11
1.1	Sebastian Kohli (HOD Senior Schooling)	Draft	4/9/14
1.2	Sebastian Kohli (HOD Senior Schooling)	Draft	17/6/2015

Contents

1.0 Aim	3
1.1 Background principles	
1.2 Relevant Legislation and Policy	3
1.3 Roles and Responsibilities	4
1.4 Assessment	5
1.4.1 Purposes of Assessment	5
1.4.2 Assessment Techniques and Recording Instruments	5
1.4.3 Reporting	6
1.4.4 Parent Teacher Interviews	6
2.0 Failure to Comply	7
2.1 Late Submissions of Student Responses to Assessment Instruments	7
2.2 Non-Submissions of Student Responses to Assessment Instruments	7
Information for Students: Consequences for Not Submitting Assessment	8
2.3 Failure to maintain academic integrity	9
2.3.1 Plagiarism	9
2.3.2 Other forms	9
2.3.3 Determining Severity	9
2.1.3.1 Major cases	10
2.1.3.2 Minor cases	10
3.0 Exams	11
3.1 Attendance at exams	11
3.2 Non-Attendance at exams	11
4.2.1 Inability to attend an exam	11
4.2.2 Failure to attend an exam	11
3.3 Cheating	10
4.0 Assignments	12
4.1 Drafting and monitoring policy	12
4.2 Submission of assignment	12
4.2.1 Absence on due date of assignment	12
4.2.2 Assignment extensions – requested by students	13
4.2.3 Computer failure	13
4.2.4 Unforeseen inability to submit on due date of assignment	13
Information for Students: Procedure for Seeking Extensions	14
4.3 Assessment scheduling, drafting and collection summary	15
5.0 Assessment Procedures for EALD student	16
6.0 Special consideration	16
Information for Students: Procedure for Seeking Special Consideration	17
Appendix A - Application for Special Consideration	18
Appendix B - Application for Extension	19
Appendix C – Non submission of draft	21
Appendix D – Non-submission of assessment n- Assignment	22
Appendix E – Non-submission of assessment - Exam	23
Appendix F – Assessment monitoring report	24

1.0 Aim

This policy has been developed to inform students, parents, and teachers of the key principles and assessment requirements at Charleville State High School. The aim is to maximize student accountability, and to ensure students have the opportunity to demonstrate what they know and can do. The process is designed to ensure fairness to all students carrying out assessment tasks. This policy outlines the procedures for submission of work and completion of all assessment items in years 7 - 12.

1.1 Background Principles

It is mandatory at Charleville State High School, that students complete and submit sufficient assessment items to be eligible for credit for any semester unit for each subject being studied. Completion of assessment items (both formative and summative) means that students must do all the work as set out in the work program or study plan for a subject, as indicated by the timelines communicated through coversheet and in assessment calendars and timetables. The quality of work submitted must indicate every attempt has been made by the students to satisfy the specific assessment criteria and thereby meet course requirements. Results will form part of the student's assessment for the subjects and semester units being studied leading to overall levels of achievement being awarded for certification.

1.2 Relevant Legislation and Policy

- P-12 Assessment Policy, QCAA, 2014
https://www.qcaa.qld.edu.au/downloads/approach/qcaa_assessment_policy.pdf
- Late submission and non-submission of Student Responses to Assessment Instruments in Authority and Authority-Registered subjects – QCAA (A-Z Moderation July 2014)
https://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf
- Special Provisions for School-based Assessments in Authority and Authority-registered Subjects – QCAA (A-Z Moderation July 2014)
https://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf
- Strategies for authenticating student work for learning and assessment – (A-Z Moderation July 2014) https://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_a-z.pdf
- Curriculum framework for Education Queensland schools: Years 1-10 Assessment: Policy and Guidelines
- Australian Curriculum, Assessment and Reporting Authority
<http://www.acara.edu.au/assessment/assessment.html>
- Subject area syllabus documents – QCAA <http://www.qcaa.qld.edu.au/670.html>

1.3 Roles and Responsibilities

STUDENT It is the responsibility of the student to	PARENTS It is the responsibility of parents to:	TEACHERS It is the responsibility of teachers to:	HOD / ADMINISTRATION It is the responsibility of the HOD/ Admin to:
Participate in the program of instruction	Support student participation in the program on instruction offered by the school. Contact the school if you have any concerns.	Develop a teaching and learning program that meets the requirements of the approved work programme and aligns with QCAA syllabus and National Curriculum documents and assessment standards.	Oversee a teaching and learning program that meets the requirements of the approved work programme and aligns with QCAA syllabus and National Curriculum documents and assessment standards.
Receive assessment due dates and organise management plan for successful completion.	Note assessment due dates. Contact the school if you have any concerns.	Provide students with a course unit outline and an assessment outline including draft and due dates	Compile and publish assessment calendars for each semester, and distribute them to students and parents.
Complete all course requirements by the due date. Initiate contact with teachers concerning issues pertaining to assessment. In circumstances where illness or other extraordinary events prevent the submission of tasks, it is the responsibility of the student to contact the school and obtain appropriate documentation (i.e. phone call on due date & medical certificate on return). Make use of time provided for assessment work during lessons	Support students in the completion of course requirements by the due date. Initiate contact with teachers concerning issues pertaining to assessment. In circumstances where illness or other extraordinary events prevent the submission of tasks, it is the responsibility of the student to contact the school and obtain appropriate documentation (i.e. phone call on due date & medical certificate on return). Contact the school if you have any concerns.	Ensure that all assessment tasks are fair, valid and reliable and that tasks are fully explained. This will involve use of scaffold materials as well as discussion of task-specific criteria. Provide timely and appropriate feedback to students based on the standards for the subject. Provide sufficient time between distributing and collecting final tasks, support students in completing tasks on time.	Monitor program of instruction. Grant special consideration where appropriate. Notify staff where needed. Establish and maintain Senior Assessment Database; Communicate with parents and students when due dates and standards are not met, including sending letters home
Maintain records of submitted assessment and other course work that can be called upon if additional evidence or resubmission is required.		Follow school and faculty guidelines for the submission and storage of student responses. Record differentiation of tasks on requisite cover sheet.	Establish faculty guidelines for the submission and storage of student responses.
Seek feedback and guidance through the assessment task and submit drafts as required	Contact the school if you have any concerns.	Provide students with timely assessment feedback and guidance.	Monitor program of instruction and assessment process.
Ensure that all submitted assessment is the work of the students and can be verified as such. Suspicion of academic misconduct will be investigated by HOD/Administration and further action taken.	Support students in the completion of course requirements by the due date. Contact the school if you have any concerns.	Monitor student progress through the assessment task and note observations about progress. Contact home regularly when there are concerns about student progress and record these contacts on OneSchool	Suspicion of academic misconduct will be investigated and further action taken.
		Maintain accurate records of student achievement including profiling and anecdotal reports.	Establish and maintain faculty guidelines for the recording of student results.
Read report and take note of information. Seek feedback where necessary.	Read report and support student to make improvements identified. Seek feedback where necessary.	Meet school and external timelines for assessment and reporting. Inform students and parents of academic progress.	Support staff to meet timelines for assessment and reporting.

1.4 Assessment

Assessment is the purposeful, systematic and ongoing collection of evidence and its use in making judgments about students' demonstrations of learning outcomes.

The assessment process involves:

- providing students with opportunities to demonstrate learning outcomes/standards
- gathering and recording evidence about students' demonstrations of these learning outcomes / standards
- using the evidence to make overall judgments about students' demonstrations of the learning outcomes / standards.

1.4.1 Purposes of Assessment

Information obtained from assessment can be used for a variety of purposes including providing feedback on student progress and informing decision making related to student learning, and future planning of courses.

Assessment provides feedback on student progress when it is used to:

- provide ongoing feedback on the progress of individual students and groups of students in relation to learning outcomes throughout the learning and teaching process
- inform students, teachers, parents/carers, others in the community and/or school authorities about students' demonstrations of learning outcomes.

Assessment informs decision making related to student learning when it is used to:

- make decisions about student needs, the learning and teaching process and resource requirements
- guide the future planning of student, class and school learning and teaching programs
- discuss future learning pathways with students and parents/carers
- inform decisions about providing learning support to particular groups of students
- inform the future development of learning resources and curriculum materials.

Levels of Achievement, Effort and Behaviour awarded at reporting each term will be used to review enrolment, career and study planning at the beginning of Term 1, 2 and 3 by the HODs and Deputies.

Where students have completed four semesters of study in a subject but has not yet received a Senior Statement, students may revisit one or two semesters in a subject before the end of Year 12. This may occur when students complete four semesters of Authority or Authority-registered subjects by the end of Year 11 or midway through Year .

1.4.2 Assessment Techniques and Recording Instruments

Typically, a variety of assessment techniques and recording instruments is used to gather and record evidence about students' demonstrations of learning outcomes.

Assessment techniques may include:

- observation
- consultation
- focused analysis through in-class tasks, assignments and / or exams.

Self- and peer-assessment may also be used to gather evidence about students' demonstrations of

learning outcomes.

1.4.3 Reporting

Reporting is about communicating information on the results of assessment of student achievement. Students need feedback on their learning. Reports provide a summary of student progress and achievement at the end of term 1 and each semester. These reports complement feedback received during the year, such as detailed verbal or written comments, annotations on their work and face-to-face discussions.

Charleville State High School understands that parents / caregivers want reliable, regular and easy-to-read reports. They want to know whether their child is achieving above, below, or on par with expectations so they can help support and plan for their child's future learning.

Principles that guide reporting practices at Charleville State High School:

- School reporting is part of a cooperative relationship between school staff, parents, students and the community, which involves mutual responsibility, respect and trust.
- All students and parents are entitled to confidential formal and informal school reporting that is responsive to individual needs and used to plan future learning.
- School reporting acknowledges student achievement over the reporting period.
- School reporting identifies students' strengths and areas for improvement across a broad range of indicators, including curricular, other activities and social development within the school context.
- All parents should receive regular and clear reports on their child's progress and have opportunities to discuss their child's progress with teachers, from early in the school year.
- Each school community should have access to regular and easy-to-understand reporting on its school's performance against its mission, goals and education programs.
- School communities have access to information about school performance that uses clear, broad, agreed-upon indicators that avoid superficial comparisons of schools or sectors.
- For a student to be given an N on their report card, consultation with the school administration, showing supporting evidence, must occur.

Reports are provided for students and mailed to parents / caregivers at the following times:

- End of term 1
- End of term 2
- End of semester 2

1.4.4 Parent Teacher Interviews

Charleville State High School also provides opportunities for parents / caregivers to meet with teachers at Parent Teacher Interviews. These generally occur in the second week of term 2 and second week of term 3. Parents / caregivers are also encourage to contact teachers at anytime during the year if they have concerns or questions.

2.0 Failure to Comply

Students are required to complete and submit all assessment items as prescribed by the respective work program.

The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.

2.1 Late submission of student responses to an assessment instrument

In cases where students do not:

- Meet drafting requirements or deadlines, the classroom teacher must contact the parent/guardian of the student to ensure they are aware of this event, and the due date of the task. The teacher must take reasonable steps to ensure a draft is submitted and returned to the student in a reasonable timeframe. A letter to inform parents of this failure to comply with policy must (Appendix C) be sent home.
- submit a response to an assessment instrument by the due date, judgments should be made using available evidence on or before the due date. A letter to inform parents of this failure to comply with policy must (Appendix D) be sent home.

2.2 Non-submission of student responses to an assessment instrument

In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using available evidence on or before the due date. A standard can only be awarded where evidence has been demonstrated. In regard to non-submission of an assessment instrument, consideration needs to be given as to whether a level of achievement can be awarded for the semester where non-submission has occurred.

Insufficient evidence to make a judgement for that semester may appear on the internal report. Students will be required to submit the outstanding assessment item in order to receive credit for that semester. Students may not be awarded semester units in which there is insufficient coverage or inadequate assessment.

A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an "E" standard cannot be awarded where there is no evidence.

A student who repeatedly fails to submit assessment for a subject could be deemed not to have met "substantial requirements of the course" as per the Education Act 2002, section 42, and could be removed from the subject. This subject would then not appear on the student's Queensland Certificate of Education, which may impact other requirements for further study and training. The Principal will make the final decision as to whether academic credit will be awarded.

Students who fail to submit assessment on three occasions will be required to show cause as to why their enrolment at Charleville State High School should continue.

Information for Students

CONSEQUENCES FOR NOT SUBMITTING ASSESSMENT

Failing to submit an assessment task can have significant repercussions on student achievement. Therefore it is preferable under all circumstances that students submit assessment **ON or BEFORE the due date.**

Consequences for failing to submit assessment by the due date may include, but not exclusive to the following:

1. The student may be required to attend an assessment catch-up session to secure course coverage.
2. The student may be required to submit additional assessment items to demonstrate appropriate course coverage.
3. Semester units of credit may be removed for that subject if there is insufficient evidence of course coverage. This may result in QCE ineligibility and/or failing to meet Tertiary Entrance requirements.
4. The student and parent may be required to attend an interview with a member of the Administration.
5. The student may face possible cancellation of enrolment for failure to engage in a program of instruction.

Other consequences may occur at the discretion of the school's administration.

2.3 Failure to maintain academic integrity

Failure to maintain academic integrity includes, but is not limited to, the following:

2.3.1 Plagiarism

Plagiarism involves representing another person's ideas or work as one's own. It may also include resubmitting one's own work for another assessment item.

Common forms of plagiarism include:

- direct copying, summarising, or paraphrasing another person's work without appropriate acknowledgement of the sources (such acknowledgment must take the form required by the particular discipline)
- using or developing an idea or hypothesis from another person's work without appropriate acknowledgement
- representing the work of another person as the student's own work
- copying non-word based material such as diagrams, musical score, audiovisual materials, art work, plans etc and presenting them as one's own work
- using another person's experimental results as one's own or without appropriate acknowledgment.

2.3.2 Other forms

Other forms of failing to maintain academic integrity include, but are not limited to:

- giving or providing for sale one's own work to another person, company or web-site etc for copying or use by another person
- misrepresenting, falsifying, misstating or fabricating data, for the purpose of assessment
- purchasing or otherwise obtaining assessment material through individuals, companies or web-based tools/services
- collusion or collaborating with others where not authorised in the assessment requirements.

2.3.3 Determining Severity

For dealing with cases of failure to maintain academic integrity, it must be determined whether the case represents a minor or major breach.

The HOD in conjunction with the classroom teacher, are responsible for determining if a case is minor or major.

The following considerations can be used to assist in assessing whether the breach is minor or major

- **Extent** – how much of the assessment item is in question (for example, a few sentences or several paragraphs); and what proportion of the entire unit does this assessment item represent
- **Level** – at what level is the student in their course
- **Knowledge** – the student's exposure to the accepted practices
- **Discipline** – what are the accepted practices in the student's discipline and the extent to which these practices have been made clear to the student

- **Recidivism** – whether the student has been found to have breached the principles of academic integrity in the past

2.1.3.1 Major cases

The classroom teacher must match the appropriate standards to the sections of the assessment item that can be verified as the student's own work, identifying the sections which have been plagiarised and disregarding them in applying the standards of the syllabus.

2.1.3.2 Minor cases

Minor cases of failing to maintain academic integrity include, but are not limited to:

- incidental plagiarism (inadequate, incorrect or inconsistent citation and/or referencing of sources, paraphrasing too close to the original)
- minor copying of material, such as copying up to a few sentences (note that this may sometimes be inadvertent, for example, if a student mistakes a verbatim transcript in their notes as their own words)

Where it is determined that a minor breach of academic integrity has occurred, the classroom teacher must match the appropriate standards to the student response according to the appropriate criteria for the assessment item, and provide an explanation if low marks have been given against specific criteria relating to appropriate referencing or acknowledgment of source material.

3.0 Exams

3.1 Attendance at Exams

Students must attend all tests and exams at the scheduled time.

3.2 Non-Attendance at Exams

3.2.1 Inability to attend an exam

i) Illness

If a student is ill and / or cannot attend a test or exam the following procedure must be followed:

- The school must be notified before the scheduled test/exam.
- On return to the school the student is responsible for reporting to the Head of Department to make alternate arrangements to sit for the test/exam.
- Proof of illness, a Doctor's Certificate must be produced on the student's return to school, after an illness which causes an absence for a scheduled test/exam to the administration.

ii) Prior Knowledge of absence

Students who know, prior to the respective date that they will be absent for a scheduled test must talk to the relevant HOD who will decide whether the student will be allowed to sit the same paper or a similar paper as negotiated with the classroom teacher.

iii) Exceptional circumstances

Exceptional circumstances will be considered by the Principal.

3.2.2 Failure to attend an exam

If students fail to attend scheduled exams/tests and do not comply with the conditions outlined above:

- Students will have the result recorded as a N (Non-Submit).
- Parents/guardians will be notified by Notification Of Student Failing to Attend Exam letter in Appendix E
- Students may need to respond to an 'Advice of Non-Compliance' letter depending on previous instances of Non-Submission. Responses must be made in writing, within 5 days of receipt and in a minimum of one A4 page.
- Student will be required to complete the exam/s on the first day of their return to school.

3.3 Cheating

If cheating/disruptive Behaviour is suspected during exams, the supervising teacher will sign the student script and collect that part of the exam that has been completed. The student is then to continue with the exam. The supervising teacher will write a OneSchool report and refer it to the relevant Head of Department to make a decision regarding the results for the exam. The Head of Department will make contact with the parents / guardians of the students to communicate the decision made about the level of achievement to be awarded for the piece of assessment.

4.0 Assignments

4.1 Drafting and Monitoring Policy

The following conditions and processes are to be following in issuing and monitoring assessment instruments:

- An allocation of “in class” time to work on the assignment
- An assignment sheet will be handed to all students, outlining what needs to be done to complete the assignment
- A criteria sheet that clearly indicates the criteria that the assignment will be assessed against and the relevant standards required for each level of achievement
- All assignments will be given a due date of “week beginning”. This gives the students the opportunity to hand the assignment in over the course of a week before 8.45 am on the Friday of that week.
- Teachers will notify parents about a student who may be having trouble with an assignment prior to the due date. This notification should give sufficient time for parental support.
- Teachers will keep a checklist on the progress of student’s work on assignments in class time using Appendix F - Assessment Monitoring Report or a similar document. Records of progress will be referred to when extensions are applied for.
- When an assignment draft is due, students must hand a copy of their written assignment to the teacher who will keep a record of submission. Alternatively students may submit an electronic copy of their written assignment. It will be returned with feedback to the student. If an assignment is not submitted the teacher will mark the draft copy and grade it as the final assessment piece.
- In reference to the draft submitted, teachers are to provide at least one set of feedback referring to the assessment task sheet and criteria. Teachers will indicate where attention is required. Students should take responsibility for their own proof reading and editing.
- If no draft work is submitted, the parent/guardian of the student is to be contacted and this contact recorded on OneSchool. The letter informing parent of a Non- Submission of a Draft Assessment is to be sent home (Appendix C).

4.2 Submission of Assignments

Students are able to submit written assignments before 8.45 pm on the Friday of the given week it is due. Students are not permitted to use class time to submit assignments.

4.2.1 Absence on Due Date of Assignments

Students who know they will be absent on the day an assessment item is due for submission must arrange for the item to be submitted before the listed due date or delivered to the school on that date.

4.2.2 Assignment extensions – requested by Students

There are only 2 grounds for an application for extension by students:

- **Illness:**
A medical certificate is mandatory for year 10, 11 & 12 students

- **Extenuating circumstances:**
 - Family excursions/vacations which necessarily occur in school time
 - Family activities of a very special nature requiring absence from school
 - Bereavement, family breakdown etc
 - Essential sporting/cultural commitments
 - Long-term illness of self or family member

To apply for assignment extensions students should follow the following steps:

- Collect Application for Extension form (Appendix B) from HOD Senior School
- Consult with relevant Head of Department and class teacher
- Have form signed by parents and return to HOD Senior Schooling
- Approval or non-approval granted

Extensions will be considered on a case by case basis.

No extensions will be granted on or after the due date.

4.2.3 Computer failure

In the event that a student is unable to submit an assessment item on the due date due to the failure of a computer, or digital storage device, the student is to be awarded level of achievement based on the most recent draft work cited by the teacher according to the standards for the subject. If no draft work has been submitted, this policy will be applied as described in section 4.3 below.

Computer failure may be any instance of the failure of software, hardware, firmware or the transmission of digital information by any service, internal or external to the school or Education Queensland domain. It is the students' own responsibility to back up data in multiple places, including on the school network drive.

4.2.4 Unforeseen Inability to submit on Due Date of assignment

If a situation occurs suddenly that results in the student being unable to submit an assignment on or before the due date, then the respective Head of Department or Year Level Coordinator should be contacted on the day.

This will ensure that special consideration can be made available.

Such circumstances might include:

- Sudden, unpredictable illness/injury requiring medical attention
- Family bereavements
- Delicate family or personal circumstances

Each case to be treated on merit.

The student must submit the assignment task on the next day they attend school.

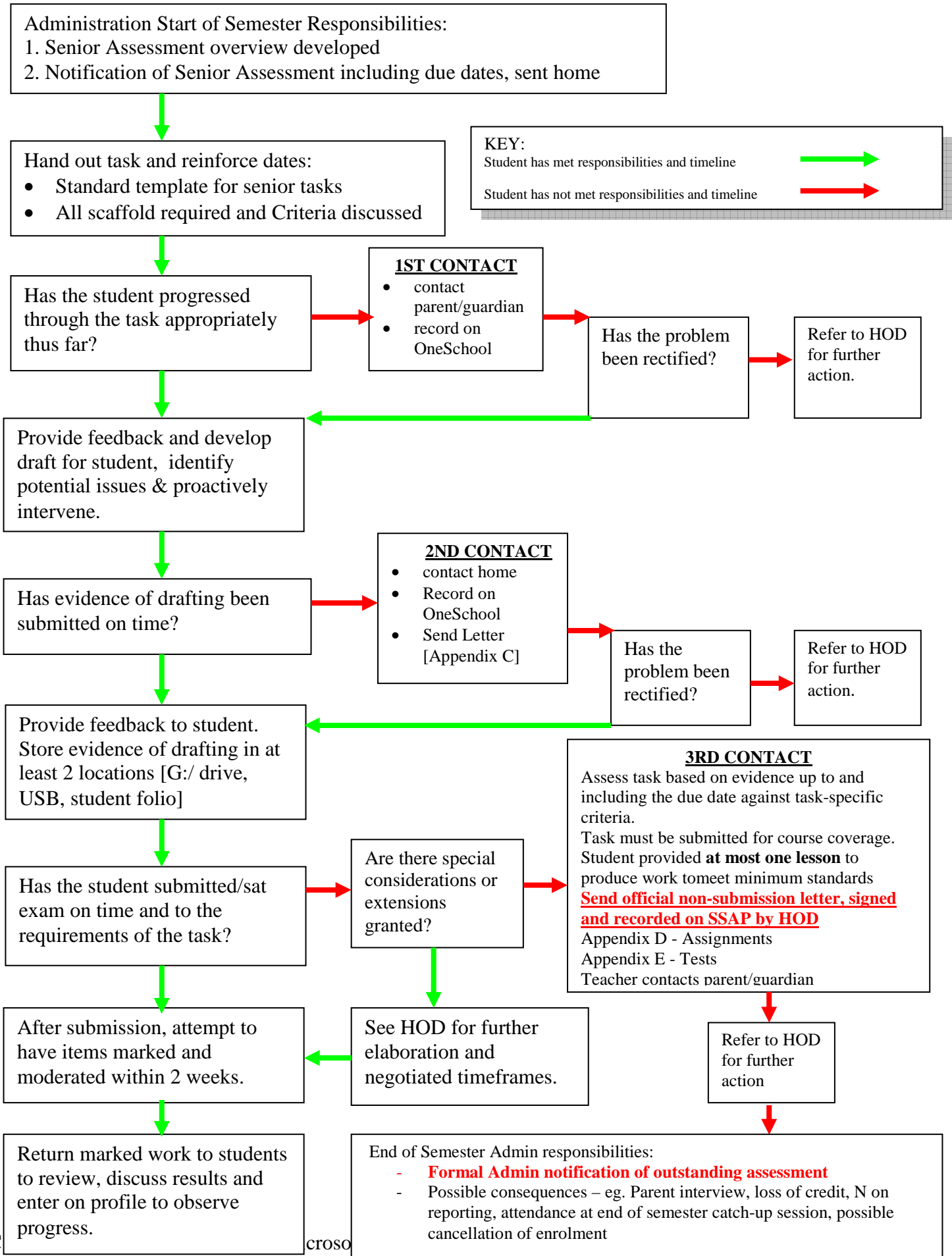
Information for Students

PROCEDURE FOR SEEKING EXTENSION

1. Student to access 'Application for Extension' from school website or collect from admin office. [see Appendix B]
2. Student to complete relevant sections of application.
3. Student/ Parent to provide appropriate evidence to support application.
4. Present application to relevant HOD Senior Schooling
5. Deputy Principal determines if application is successful through consultation with relevant HOD/s and Guidance Officer.
 - If yes – informs relevant school personnel
 - If no – informs student/ parents of reasons for refusal
6. Student submits alternate assessment item by new due date with completed application attached to front of assessment item.
7. Extension paperwork scanned and added to OneSchool as a contact.

Extension paperwork retained by HOD Senior Schooling in student folio in E Block.

4.3 Assessment scheduling, drafting and collection summary



5.0. Assessment Procedures for EALD students

- The principle of providing extra time for EALD eligible students and International students will be supported across the curriculum;
- Identify eligible students who will be on the current Support List for EALD
- Provide eligible students with extra time for completion of exams in assessment activities where there are significant demands of the English language required for either comprehending the activity or completing the task;
- Teachers will be made aware of which students are eligible for extra time in each class/subject area;
- Students can apply for extra time in exam/test situations with at least two weeks notice, via the HOD Senior School;
- HODs and the EALD teacher or support staff member will make suitable arrangements for the administration of extra time;
- This extra time will be allocated on the basis of 15 minutes for every 60 minutes of testing, all or part of which may be used for extra perusal time or extra completion time. Where extra time has been granted, the approved application form will be attached to the criteria sheet showing a change of assessment conditions;
- Provide eligible students with appropriate paper-based dictionaries – Bilingual and/or English/English;

6.0 Special Consideration

The responsibility for making decisions about special provisions lies directly with the schools. Special provisions may be particularly relevant for students with specific educational needs. These needs must be considered in a proactive way — to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements. Each case must be considered on an individual basis and decisions reached through consultation.

Students in years 11 and 12, who may be eligible for special consideration are to be referred to the HOD Senior Schooling for the Application for Special Consideration form to be completed (Appendix A).

An exemption should only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument.

Information for Students

PROCEDURE FOR SEEKING SPECIAL CONSIDERATION

1. Student to access 'Application for Special Consideration' from school website or collect from admin office. [see Appendix A]
2. Student to complete relevant sections of application.
3. Student/ Parent to provide appropriate evidence to support application.
4. Present application to Deputy Principal.
5. Deputy Principal determines if application is successful through consultation with relevant HOD/s and Guidance Officer
6. Teacher retains Special Consideration paperwork with task in student folio. Paperwork scanned and added to OneSchool as a contact.

Appendix A

**CHARLEVILLE STATE HIGH SCHOOL
APPLICATION FOR SPECIAL CONSIDERATION**

Section 1	STUDENT TO COMPLETE	
	Name:	Date request submitted:
	Form Class:	Subject:
	Due Date of assessment:	Type of assessment:
	Reason for Special Consideration:	
	Documentary evidence attached: YES / NO	
	Student signature	Parent signature

Section 2	DEPUTY PRINCIPAL TO COMPLETE	
	Approved: <input type="checkbox"/>	NEW Date Due:
	Not Approved: <input type="checkbox"/>	
	Comments:	
	Deputy Principal Signature	

Section 3	HOD SENIOR SCHOOLING TO COMPLETE	
	Additional Notes:	
	HOD Signature	

Section 4	Entered on One school as scanned document and attached: <input type="checkbox"/>	Date: / /
	Signature	

Appendix B - page 1

**CHARLEVILLE STATE HIGH SCHOOL
APPLICATION FOR EXTENSION**

Key information:

- **Extension applications MUST be made as soon as you know there will be an issue with being unable to submit assessment on time**
- **Parents, HODs, Teacher and Deputy Principal must sign and agree to the negotiated dates**
- **Extension applications must have supporting documentation for QCAA audit requirements and equity to all students**

Section 1	STUDENT TO COMPLETE	
	Name:	Date request submitted:
	Form Class:	Student ID No:
	Due Date of assessment:	Subject:
	Type of assessment:	
	Reason for Extension:	
	Documentary evidence attached: YES/NO	
	Student signature	Parent signature

Section 2	TEACHER TO COMPLETE	
	Work ethic during set preparation time:	
	Number of lessons missed:	
	General Comments:	
	Teacher Signature:	

(form to be taken to relevant curriculum HOD for discussion)

Appendix B - page 2

APPLICATION FOR EXTENSION

Section 3	RELEVANT CURRICULUM HOD TO COMPLETE	
	Approved: <input type="checkbox"/>	Revised Assessment Due Date:
	Not Approved: <input type="checkbox"/>	
	Comments:	
HOD Signature:		

(form to be taken to Deputy Principal)

Section 4	DEPUTY PRINCIPAL TO COMPLETE	
	Additional Notes:	
	Deputy Principal Signature:	

Section 5	Entered on One school as scanned document and attached: <input type="checkbox"/>	Date: / /
	HOD Senior Schooling Signature:	

Appendix C

Non-Submission of Draft Assessment

19 February 2016

Parent/Caregiver Name
Address
TOWN POSTCODE

Dear **Parent/Caregiver Name**

I am writing to inform you that **Student Name** has failed to submit the draft assessment task **STATE SPECIFIC ASSIGNMENT** for **STATE SUBJECT** on or before the due date, being **Due Date** .

Your student has failed to take advantage of opportunities to submit evidence so as to be graded.

These opportunities are:

- Using allocated class time
- Submitting a draft
- Accessing teacher support

Student Name's profile will record this assessment as N (Non-Submission) and could affect their final semester results.

The school's Assessment Policy is available on the school's website www.charlevilleshs.eq.edu.au or copies are available from the school office.

Teacher Name
Teacher

HOD Name
Head of Department

Appendix D

Non-Submission of Assessment

Failure to Submit Assignment

19 February 2016

Parent/Caregiver Name
Address
TOWN POSTCODE

Dear **Parent/Caregiver Name**

I am writing to inform you that **Student Name** has failed to submit the assessment task **State Specific Assessment Task** for **STATE SUBJECT** on or before the due date, being **Due Date** .

Your student has failed to take advantage of opportunities to submit evidence so as to be graded.

These opportunities are:

- Using allocated class time
- Submitting a draft
- Accessing teacher support

Student Name's profile will record this assessment as N (Non-Submission) and could affect their final semester results.

The school's Assessment Policy is available on the school's website www.charlevilleshs.eq.edu.au or copies are available from the school office.

Teacher Name
Teacher

HOD Name
Head of Department

Appendix E

Non-Submission of Assessment

Failure to Attend an Exam

19 February 2016

Parent/Caregiver Name
Address
TOWN POSTCODE

Dear **Parent/Caregiver Name**

I am writing to inform you that **Student Name** has failed to attend the assessment time for the test for **STATE SUBJECT** on or before the set date, being **SET DATE**.

Your student has failed to negotiate an alternative time to sit the test.

Student's Name will have to sit the test during the next lesson they are present, and must supply either a Medical Certificate or letter explaining their absence.

Without suitable documentation, **Student Name's** profile will record this assessment as N (Non-Submission) and could affect their final semester results and credit for this subject. This may impact their QCE and OP eligibility.

The school's Assessment Policy is available on the school's website www.charlevilleshs.eq.edu.au or copies are available from the school office.

Teacher Name
Teacher

HOD Name
Head of Department

Appendix F - Assessment Monitoring Report

Teacher						Date Distributed		
Subject						Draft Date		
Assessment						Due Date		
	First Name	Surname	Assignment			Comments	Letter Home	Phone call
			Draft	Final	Test			
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								