



Policy Number	004
Implemented	2012
Evaluated	2021
Next Evaluation	2024
Evaluation Group	LT
Evaluation Frequency	Every 3 Years

## ASSESSMENT DEADLINES POLICY

### 1. RATIONALE

At Gleeson College it is imperative that all required work is submitted on time. The Assessment Deadlines Policy provides a clear understanding of the processes and procedures in place to support this.

### 2. AIMS

- 2.1. To clearly articulate Gleeson College expectations for the submission of required work.
- 2.2. To ensure the standard application of procedures and consequences for students who work outside the guidelines of this policy.
- 2.3. To fulfil the requirement set down by SACE Board that each school develop and publish a Deadlines Policy.
- 2.4. To promote justice and equity within Gleeson College.
- 2.5. To provide staff sufficient time to consider the quality of student work.
- 2.6. To support the management of workloads for students and staff.

### 3. BROAD POLICY

All summative work to be submitted by students will be given a deadline. Students must comply with the Assessment Deadlines Policy if the work is to be counted towards assessment.

This policy includes the Academic Support Program (ASP) which assists students to meet assessment deadlines. (Appendix 1)

### 4. GUIDELINES

- 4.1 Students must submit work by the due date. The Academic Support Program (ASP) may be used by staff if students do not meet the agreed checkpoints in an assignment.
- 4.2 All student work requirements will have a deadline, which is set by the teacher. Failure to hand in work requirements (or part thereof) by the deadline set by the teacher will result in an Insufficient (I) being given to senior students (Years 10 -12) and middle school students (Years 7 – 9) will follow the ASP. However, the assignment must still be completed and submitted by a new set date for feedback on/and learning.
- 4.3 Failure to hand in the work requirements by the new set date in these circumstances will result in a student meeting with the HL or LAL student and parent(s)/caregiver(s). The student will be placed on a work contract that describes assessment completion details required if the student wishes to continue a course of study at Gleeson College.

If a student is absent from school on the due date, they must still submit work electronically by the due date or for a hard copy the work must be submitted on the next day the student attends the College. This must be done as early as possible on that day prior to the start of lessons and regardless of whether there is a lesson in that subject on the day of return.

This assignment must be accompanied with communication from the parent/caregiver or doctor's certificate explaining the absence. Assignments must be submitted to the subject teacher or through Student Services.

- 4.4 Teachers are able to use their professional judgement and discretion to determine if work is able to be submitted in instances when a student returns to school after an absence that has not been for genuine reasons.
- 4.5 If a student arrives late or leaves early on any day that work is due, then they must still submit the work on arrival or before departure on that day.
- 4.6 Students must not submit plagiarised work. Plagiarism involves presenting the work of another author (student or published) as your own. If plagiarism is detected in a draft submitted by the student, teachers should, wherever possible, give no feedback other than to advise the student that one or more parts of the work have been identified as being plagiarised. The student then has the opportunity to revise the draft, including removal of any plagiarised material, and submit a draft for comment before the due date. A penalty for plagiarism should be determined by the teacher in accordance with the assessment rubric. If plagiarism is detected in the work submitted for marking, teachers should allocate a grade based on the work that is the student's own. As a guide, where the proportion of the work that has been plagiarised is more than 80% of the content, the student is likely to receive a result in the 'E' range or a result of 'I' no result (equivalent to a value of zero) if 100% plagiarised. A piece of work should not automatically be given a result of 'I'.
- 4.7 It is not acceptable for students to submit work electronically for teachers to print, unless their teacher has requested that work be submitted in such a way. Students must print their work at home or at school prior to the due date.
- 4.8 Students must have all assignments backed up on a storage device, their home drive, school workspace and / or emailed to their school email account. It is recommended that students have numerous backups of their work in the event that difficulties arise with their original document.
- 4.9 Misadventures related to technology are not sufficient grounds for not meeting deadlines. The outcome of these circumstances are at the discretion of the teacher.

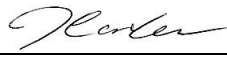
## **5. BASIS OF DISCRETION**

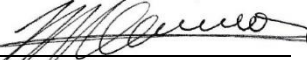
Obviously, there will be extenuating circumstances for some students, at times, for example, there may be illness, a death or trauma in the family. In these cases, extensions may be granted, provided they are reasonable and do not infringe on the rights of students who have met the original due date.

Students are to email their teacher to ask for and determine the terms of an extension. Once an agreement is reached, the teacher records the extension on SEQTA ensuring the parent is also included in the notification. . Students must seek approval for extension at least 24 hours before the assignment is due, not on the due date. Should a teacher decide to approve an extension for a whole class, this should be discussed and finalised with the class at least 24 hours prior to the due date.

## 6. EVALUATION

The Leadership Team is responsible for the evaluation of this policy which will take place every 3 years. The policy should be considered by members of the Leadership Team as the key team within the College for Planning, Policy and Review. They may wish to seek opinions and expertise from other staff, parents and students as to the effectiveness of the policy.

Signed  Principal or delegate Dated: 23/06/2021

Signed  Chairperson of Board or delegate Dated: 23/06/2021

*This Policy now replaces all previous versions and evaluations of this Policy originally implemented in 2012 and subsequently updated in 2021*

## APPENDIX 1 ACADEMIC SUPPORT PROGRAM (ASP)

### AIM

The ASP is aimed to support students to complete all assessment to a C grade or higher, by the due date. This is now formed with two distinct processes, Learner Support and Organisation Support. Learner Support is initiated at a check point(s) before the final due date of an assignment, in the form of a formal submission to SEQTA, or a progress check in lesson.



Academic Support is to support satisfactory completion of summative assessment. It importantly also involves a conversation with the student regarding how they can more effectively engage in their learning.

### PREAMBLE

It is understood that teachers are best placed to support student achievement in terms of work completion. The Academic Support Program is designed to support staff and students but is not intended to replace good teaching practices including:

- negotiating deadlines
- negotiating extensions
- strategies which support student understanding
- differentiation of tasks
- strategies which support the wellbeing or needs of students
- homework club or keeping students in at recess or lunch
- effective communication and relationship building.

### ASP in the Middle School:

“The consequence of not doing the work is doing the work.”

Students in the middle school will be expected to complete all work to a C- standard or better even after the due date has passed. After the due date only a C- can be achieved even though the work may be of a higher standard.

### ASP in the Senior School:

The ASP applies until the due date. The **Assessment Deadline Policy** applies from the due date. Please read the Deadline Policy in conjunction with the ASP.

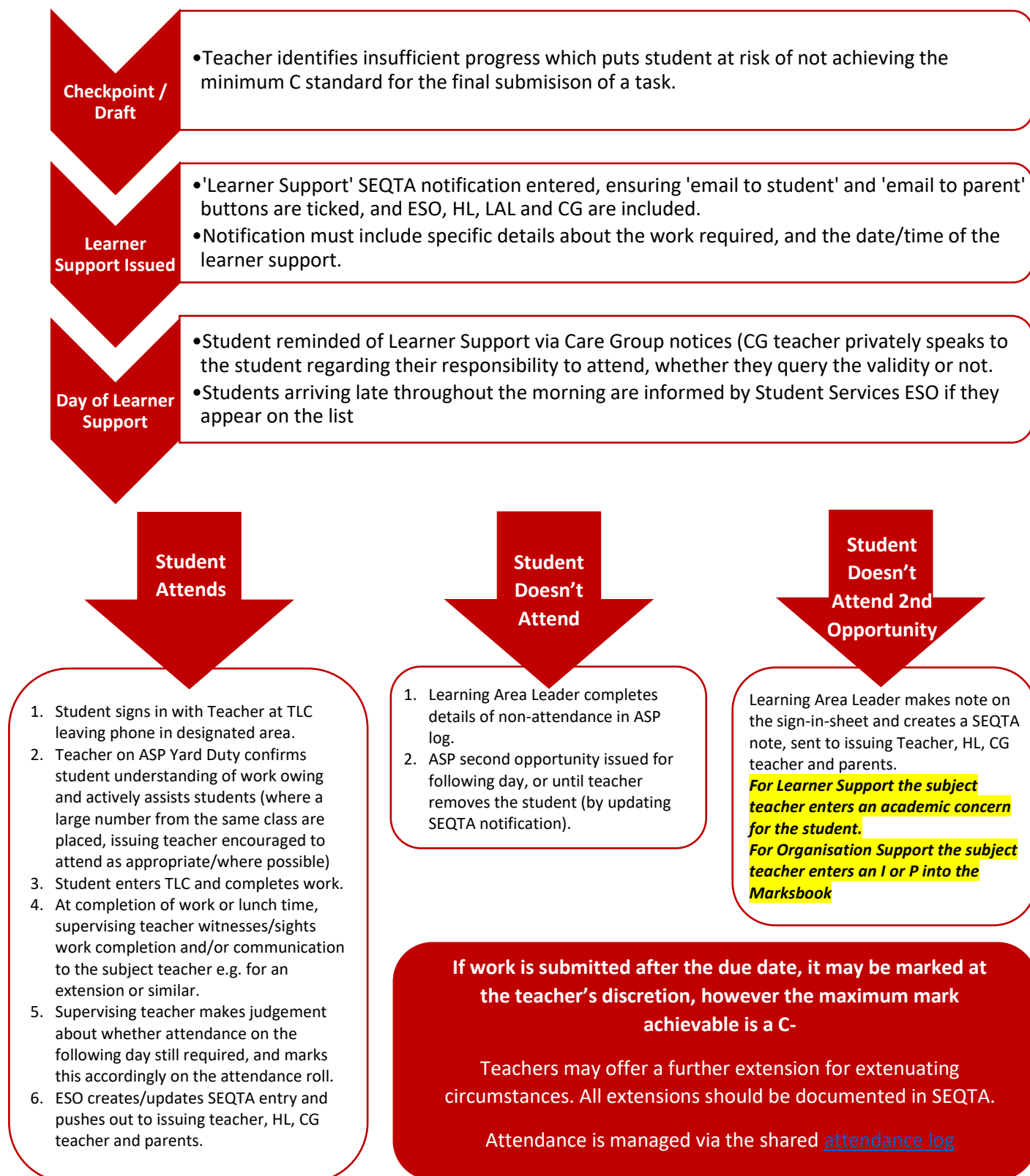
# Academic Support Program – Semester 2, 2021

**Learner Support** is for students who miss a checkpoint due date.

**Organisation Support** is for students who miss a final due date.

It is understood that teachers are best placed to support student achievement in terms of work completion. The Academic Support Program is designed to support staff and students, but is not intended to replace good teaching practices, including:

- negotiating deadlines and extensions
- strategies which support student understanding
- differentiation of tasks
- strategies which support the wellbeing or needs of students
- homework club or keeping students in at recess or lunch
- effective communication and relationship building



**Subject Teacher Responsibilities:**

Learner Support is initiated at a check point(s) before the due date of the assignment.

Subject teacher has a conversation with the student regarding required attendance at LS. Subject Teacher creates a Learner Support notification in SEQTA, and CCs in the student, parent, LAL, HL and CG teacher.

**Student Responsibilities:**

Students must submit all required work by the due date as explained in the Assessment Deadlines Policy. They must also comply with all checkpoints set by the teacher for summative assignments.

If the student does not meet a particular checkpoint, they will be supported through the Learner Support program at lunchtimes.

If the student completes the work prior to the Learner Support time allotted to them, they must still attend Learner Support for verification with the supervising teacher.

Students must comply with the Assessment Deadlines Policy.

**SUPERVISING STAFF MANAGEMENT PROCESS**

A student on LS or OS will report to the staff member on duty at the beginning of lunch in the TLC and the staff member will supervise the student in TLC. Students attending LS/OS may bring their lunch so as to maximise working time.

Where a large portion of one class is required to attend, it would be advantageous for the subject teacher or LAL to assist, where possible.

**If Student Attendance = Yes**

- ESO updates all parties by modifying the SEQTA notification. This will include whether the work was completed in that lunchtime and whether subsequent attendance is required.
- From this email the subject teacher will know if the student has attended or not.
- Any work completed by the student is either emailed directly to the Subject Teacher or a hard copy is submitted to the subject teacher by the supervisor.

**If Student Attendance = No**

- ESO updated all parties by modifying the SEQTA notification. LS is re-issued for the next day
- If a student fails to attend without an acceptable reason for the second time:
  - For Learner Support the subject teacher enters an academic concern for the student.
  - For Organisation Support the subject teacher enters an I or P into the Marksbook

**RECORDS OF ACADEMIC SUPPORT PROGRAM ATTENDANCE**

Student Services Administrator regularly emails LT the attendance record database of all the students who attend and those who do not attend the Academic Support sessions throughout the year.

Where a student has academic concerns recorded for the fourth time in a single term, a meeting will be arranged with the student and their parent/caregivers, by the House Leader or LAL as appropriate.

Attendance is managed via a shared [attendance log](#).