



6-AP

Assessment Policy

Stage 6



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Introduction

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- provide opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- enable students to demonstrate what they know and can do.
- clarify student understanding of concepts and promote deeper understanding.
- provide evidence that current understanding and skills are a suitable basis for future learning.

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students and parents. Reporting can involve a combination of these methods.

Students at Billabong High School are being assessed on what they understand, know and can do.

Assessment for learning is a key principle that guides teaching and learning at Billabong High School. Students reflect on their learning in a manner that informs their future studies. Formative and summative assessment is used to measure skills and levels of understanding and equip students and teachers with data to inform the future direction of learning activities.

The assessments set for a course are intended to measure a student's level of achievement and to ascertain if the individual student has achieved the outcomes specified for the course.

The process of assessment serves three purposes:

1. it enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, for example, practical, research and oral skills.
2. it caters for a 'self-contained' element such as fieldwork, which occurs as an isolated part of the course.
3. it increases the accuracy of the final assessment of student achievement of outcomes by using a number of measures.



Assessment Components

The New South Wales Educational Standards Authority (NESA) places certain requirements on some courses including:

- mandatory components and weightings.
- mandating certain tasks in some courses.
- capping the maximum number of formal assessment tasks to three in Year 11 and four in Year 12.
- capping the number of formal written examination tasks that mimic the HSC examination to one per course and introducing a maximum weighting for them in Year 12 courses.

Within these bounds, the school determines the various tasks such as tests, assignments and projects on which assessments are based and the weighting allocated to each task.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. The school is able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions; however, only one formal written examination can contribute to a formal assessment schedule. Formal examinations are normally scheduled Term 3 for Year 11 and Year 12.

Tests of limited scope (which include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations. Tests may be scheduled throughout the year as part of a course assessment program.

Other types of assessment tasks may include but are not limited to:

- Oral presentations - prepared speech and/or seminar presented to the class.
- Fieldwork/Excursion reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines which may be completed individually or as a group.
- Design projects - projects designed and produced to meet a design problem.
- Portfolios - for example, accompanying documentation records for a design project.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First-hand investigations – original problem solving in Science using scientific method.
- Body of work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing/Listening task.
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities.
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance.



Reporting Student Progress

Billabong High School provides two written reports each year.

Achievement levels are recorded by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Outstanding Achievement	A	The student has extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.
Sound Achievement	C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Note that some courses have specific achievement level descriptions which differ from those included above.

Parents are welcome to contact class teachers, head teachers or year advisors at any time to discuss student progress.

Unsatisfactory progress including non-completion of homework, assignments or poor class participation by students will be communicated to parents if warranted.

Formal N-determination warning letters may be issued to students if they are not meeting the requirements for satisfactory completion of a course. These warnings are issued to give students the opportunity to remedy the issue causing concern.



Disability Provisions

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students according to procedures determined by the NESA. The coordinators of these applications are Head Teacher Learning Support and the Learning and Support Teacher. They will be able to provide Year 9 - 12 students with information on how to apply for disability provisions. Students who wish to apply for disabilities provisions should see the Learning and Support Teacher.

Parents are encouraged to contact Head Teacher Learning Support and the Learning and Support Teacher with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, for example, medical reports that confirm diagnosis of a particular condition; and hearing and vision tests should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/diagnosis will not change with time, for example, permanent vision loss, diabetes. Provisions for emergencies, for example, a broken arm, may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time.

However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.



Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (e.g. epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.



Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- (a) **followed the course** developed or endorsed by NESAs as per the relevant syllabus;
- (b) **applied themselves with diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- (c) **achieved some or all of the course outcomes.**

Students must also make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in courses where school-based assessment marks are submitted.

While NESAs do not set a minimum attendance requirement, at Billabong High School students who truant or who are absent without justification may not be considered to have met the course completion criteria.

Where it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, including VET courses, an N-determination warning letter will be issued by the school. Class teachers will speak to students who are being issued with a warning to outline the procedures which apply and consequences of not resolving the warning. A letter which outlines the process will be posted to the student's parent or guardian (if the student is under 18 years of age). An interview may also be arranged with the student and their parents or guardians.



School Responsibilities and Procedures in Assessment

For each course, the school has developed an assessment program which:

- Outlines the requirements for satisfactory completion of the course.
- States the number and type of tasks to be completed during the year.
- Lists the schedule of tasks.
- States the weighting of each task.
- Clearly stated date of completion or due date of task.
- States the tasks used to determine assessment results.

Each assessment goes through a checking process by class teachers and head teachers for each subject.

This program will be distributed to each student in each course at the commencement of the academic year; that is, in Term 1 for Year 11 and in Term 4 for Year 12.

For each assessment task (including formal examinations), students will be given a written notification at least two weeks (ten school days) before the task is due indicating the task number, task weighting, due date, outcomes assessed, description of the nature of the task, marking criteria and an indication of the feedback to be provided. In addition, for examination periods, a written timetable will be issued at least two weeks prior to the commencement of the block.

For every assessment task, an Assessment Task Tracking Sheet (see Enclosure 1) will be used to record the details of the task. The sheet will be signed and dated:

1. by each student when they receive the notification for the task.
2. by the class teacher when each student submits the task. For formal examinations, a class list noting attendance at the examination will be included with the form instead of class teacher signatures.
3. by each student when the task is returned to them following marking.

No assessment tasks will be scheduled in the two weeks before or one week after an examination period for any subject for which an examination was completed. Assessment tasks should not be scheduled while students are scheduled to be on work placement.

Assessment tasks (other than class tasks) must be submitted on the due date by 9.00 am OR as specified on the assessment task notification. Students who submit tasks late will receive a mark of zero unless an illness/misadventure application is approved.

In circumstances where a student is ill or experiences misadventure on the day an assessment task is due or scheduled, the student must complete and submit an illness/misadventure application and notify the class teacher of the course by a phone call to the school.

Feedback, either written or verbal, will be provided to each student using, at a minimum the marking criteria for the task. Feedback will indicate what the student did well and how they can improve. Feedback should be given to students in the two weeks following the due date of the task to ensure relevance and explicit improvement.



Student Responsibilities and Procedures

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

Examination conduct requirements

Examinations and tests require students to work individually and make a genuine attempt to the best of their ability.

Examinations and tests are conducted under silent conditions for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist him or her or does not follow instructions from a teacher may have some or all of his or her paper not included for assessment.

Students may use the Senior Study or Library for study purposes during scheduled examination periods. Students must wear school uniform during examination periods.

Students requiring disabilities provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) should contact Head Teacher Learning Support or the Learning and Support Teacher for specific information.

Examination rules

Students are responsible for the correct reading of their examination timetable including the examination location.

Students should be prepared to commence examinations at the scheduled time. Students should arrive at least 10 minutes before the scheduled commencement time. Time will not be added for latecomers.

Students will not be able to leave the examination room before the scheduled finishing time of the examination.

All writing paper will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Students are to bring all writing equipment in a transparent bag.

The following items are the only items that are permitted during examinations:

- black pens
- lead pencils (at least 2B)
- erasers
- sharpener
- ruler in centimetres and millimetres
- non-programmable watch (which must be placed on the desk in clear view and not touched during the exam)
- water in a clear, unlabelled bottle.



For some examinations, students will be required to bring additional equipment (such as a non-programmable calculator). Students will be informed if there is specific equipment that they need to bring to an examination in the task notification.

The following items are specifically prohibited during examinations:

- electronic devices (except a non-programmable watch, and a calculator, if allowed), including mobile phones, programmable watches, communication devices, organisers, tablets, music players and earphones
- paper or any written material (including your exam timetable)
- dictionaries
- correction fluid and tape
- drinks other than water and food, except where disability provisions have been approved.

Any items which are prohibited may be placed inside the entry to the examination at students' own risk. Electronic devices must be switched off BEFORE entering the examination room.

Students who are found with a prohibited item will have breached the examination rules. Penalties can include a reduction in available marks for the examination, receiving zero marks for the examination, and being considered to have made a non-genuine attempt and N-determination processes being followed. Further action, according to the school's student behaviour policy, may also be taken

Students who are unable to attend an examination due to illness or misadventure (for example, an accident) must telephone the school prior to the commencement time of the examination and leave a message for the relevant class teacher.

Students must complete an Illness/Misadventure Application Form (see Enclosure 2) and supply a medical certificate or other credible documentation related to the incident as soon as possible after the absence. The dates on the supporting documentary evidence must cover the entire period of absence.

Malpractice and non-serious attempts

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.



In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the Preliminary course and the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing.

In cases where a teacher believes that the student has made a non-serious attempt at a task, the matter should be referred to the head teacher in the first instance. If the head teacher agrees that the student has made a non-serious attempt at the task an N-determination warning letter may be issued and the student will be required to complete the task or a replacement task.

Students determined to have been involved in malpractice in relation to any assessment task, including exams, may expect to receive a zero mark for that task. Students who are determined to have made a non-serious attempt at an assessment task may also expect to receive a zero for that task. These students will be dealt with through the school's student behaviour policy. In incidences where malpractice occurs in a Year 12 course students may be added to the HSC Assessment Task Malpractice Register; this information will be monitored by the Deputy Principal.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination



- using non-approved aids or electronic devices during an assessment task or examination
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Submission of assessment tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Electronic issues including printer/computer failure and tasks not arriving by email, is not an acceptable reason for late submission of work.

Assessment tasks must be submitted on the due date by 9.00 am OR as specified on the assessment task notification. Students who submit tasks late will receive a mark of zero unless an illness/misadventure application is approved.

In circumstances where a student is ill or experiences misadventure on the day an assessment task is due or scheduled, the student must complete and submit an illness/misadventure application and notify the class teacher of the course by a phone call to the school.

Illness/Misadventure application

If a student is or will be absent from an assessment task, or is or will be unable to complete an assessment task by or on the due date, the student is to:

- contact the class teacher of the course concerned, and
- complete an Illness/Misadventure Application Form within the timeframes detailed below.

If the form is being complete before the task is due, it must be submitted to the class teacher at least two school days prior to the due date. If the due date has been missed, the form must be returned by 3.30 pm within five school days of the due date of the assessment task or your first day back at school (whichever is the later).

It is important this form is returned promptly to the class teacher so that a decision can be made.

The Illness/Misadventure Application Form is available digitally from the Billabong High School website under *Learning at our school* then *Assessment and reporting*: <https://billabong-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting.html>

Paper copies of the Illness/Misadventure Application Form can be obtained from the Deputy Principal or the student's Year Advisor.

When completing an Illness/Misadventure Application Form, students should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of the application.



The class teacher and head teacher will consider the application and accompanying evidence and make a recommendation on the outcome to the deputy principal for approval. The possible outcomes are:

- An extension of time is given (which may mean the task is accepted without or with a reduced penalty)
- The original or a substitute task is to be completed
- An estimate to be awarded
- Zero marks are to be awarded which may include N-determination warning procedures being initiated
- A combination of the above options (for example, a substitute task is completed as a guide to determining an estimated assessment mark)

The student will be informed of the decision within five school days of submission of the illness/misadventure application.

Supporting evidence

Billabong High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task. You should seek independent evidence on the same day of your assessment. The documentation that you provide must be current, specific to the date and time of the assessment task and submitted with your Illness/Misadventure Application Form.

For an illness. A medical certificate is required which covers the actual date of the assessment task and all subsequent absences until the task is completed.

In cases of misadventure. Evidence from other sources, for example, police statements and/or statutory declarations, explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

The student must attend school on the first day not covered by independent documentary evidence, that is, when well enough or circumstances allow. You will generally be required to sit the exam or task you missed on that day. Penalties will apply for absences not supported by an approved illness/misadventure application.



Appeals regarding assessment tasks

Students may submit an appeal in the following circumstances:

- Dissatisfaction with outcome of an illness/misadventure application.
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria.
- Concern regarding results recorded on a student report.

The appeals procedure:

1. Consult the head teacher of the course within five days of receiving the determination of an illness/misadventure application, task result or report.
2. If you believe that your grounds for appeal were not appropriately addressed by the head teacher, you may refer it to the deputy principal providing copies of the assessment task notification, your attempt at the task and any other relevant information (such as the Illness/Misadventure Application Form). The deputy principal will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

School leave and assessment tasks

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education expects all students to attend school whenever instruction is provided. The Department of Education's position in relation to student leave is stated in the School Attendance Policy.

When student leave clashes with an assessment task

All assessments should be handed in or completed at the scheduled time unless students are affected by illness or misadventure. Students who expect to be absent from school due to leave must submit an Illness/Misadventure Application Form **AT LEAST ONE WEEK PRIOR** to the scheduled task. Failure to submit the form within this time, or failure to comply with task submission requirements, may result in penalties for non-completion and therefore the student may receive zero marks.

Year 11. It is expected that hand-in tasks due during the period of leave must be submitted prior to leave commencing or on the due date. Alternative arrangements may be approved by the Deputy Principal in exceptional circumstances through an Illness/Misadventure Application Form which is submitted at least two weeks prior to the leave commencing.

Year 12. NESA guidelines for HSC students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. All assessments must be completed at the scheduled time unless students are affected by illness or misadventure and an Illness/Misadventure application is submitted and approved.



What is *HSC: All My Own Work*?

HSC: All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

The *HSC: All My Own Work* consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

The program builds on existing programs in schools and provides flexibility in delivery. It also recognises the rapid growth in information available to students through the internet.

How is *HSC: All My Own Work* related to HSC eligibility?

To be eligible for the HSC, students must complete *HSC: All My Own Work* (or its equivalent) before they submit any work for Preliminary (Year 11) or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

What is included in the program?

The *HSC: All My Own Work* program is divided into five modules, each of which is organised around five or six focus questions. Each module includes:

- information, scenarios and quiz items
- a summary of key information, issues and strategies
- Frequently Asked Questions (FAQs)
- a list of resources for further information, including links to relevant websites
- a quiz (that includes all quiz items incorporated in the module).

A glossary of key terms used in the program can be accessed from each module as well as through the main menu bar.



ASSESSMENT TASK TRACKING SHEET

Yr 11 Yr 12 Subject: _____ Class: _____ Teacher: _____

Task Number: _____ Due Date: _____

Summary of task requirements: _____

Task entered on the Sentral Calendar: Yes No

Adjustments required? Yes No If yes, LAST/SLSO liaison? Yes No

Student names	AT notification received <i>(student signature)</i>	Date	AT submitted <i>(teacher signature)</i>	Date	Mark/feedback returned <i>(student signature)</i>	Date
1.						
2.						
3.						
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ILLNESS/MISADVENTURE APPLICATION FORM

STUDENT'S DETAILS

Given name(s)	Surname	Year
Student's signature	Parent/Guardian's signature	Date

TASK

Subject	Class teacher(s)	Head teacher
Assessment task number	Assessment task title	Assessment task due date

Why were you or will you be unable to complete or submit the task on the due date?

I have attached the following supporting documents:

Check the relevant Assessment Policy for what supporting documentation you are required to submit.

DECISION

Class teacher to discuss recommended action with the subject head teacher.

- | | |
|--|---|
| <input type="checkbox"/> Late penalty to apply | New due date: _____ |
| <input type="checkbox"/> Extension of time given | |
| <input type="checkbox"/> Zero marks to be recorded | <input type="checkbox"/> Original task to be undertaken |
| <input type="checkbox"/> Estimate to be given | <input type="checkbox"/> Substitute task to be undertaken |
| | N-warning letter to be issued: Yes/No |

Head Teacher Recommendation to Deputy Principal (Years 11-12) **OR Approval** (Years 7-10)

Name	Signature	Date

Deputy Principal Approval (Years 11-12)

Name	Signature	Date

Student advised of the outcome by the head teacher or the class teacher on _____.

A COMPLETED COPY OF THIS FORM IS TO BE RETURNED TO THE STUDENT AND ANOTHER KEPT IN THE MONITORING FOLDER.