



Deadline Policy: Years 7-12

Karcultaby Area School has endorsed the following policy to ensure that all students submitting work for assessment will be treated consistently and fairly. The school sets and applies assessment deadlines for school based curriculum subjects from Years 7-9 and works within guidelines of the SACE Board of South Australia for Years 10-12. The policy is based on the principles that:

- Realistic deadlines are set by teachers.
- All tasks are valued and completed within an appropriate time.
- All students manage their time effectively and accept responsibility for meeting the deadlines.
- All students are treated equitably and have similar timelines to complete work.
- Clear procedures are established to ensure that all students are treated consistently.

Staff Responsibilities and Information

1. KAS has adopted the following SACE Board policy statement for all year levels:
 - The grounds for extension are to be determined by the school and will naturally represent a balance between compassion to an individual and fairness to the whole group of students involved.
 - Work handed in by the due date should then be graded at face value for summative purposes.
2. Staff will make deadlines clear to students and stress the expectations the school has of students who are absent on a day when an assignment is due. Notify parents/caregivers of students not submitting summative tasks.
3. When students are absent on the day assignments are handed out, staff should make every attempt to inform students of the work required and the deadline.
4. Provide SACE students with a clear indication about the nature of assessment tasks in the assessment instruction (for years 7-10) or Learning and Assessment Plan (year 10 - 12). Notify students of any changes to assessment plans. Stage 1 & 2 assessment plans must meet SACE requirements.
5. SACE students must negotiate an extension to a due date within 24 hours. A note from a parent is usually required. Teachers of Year 7-10 subjects will negotiate extensions with students as appropriate (short-term absences will rarely be grounds for an extension on a long term assignment). At all year levels, when tasks are scheduled for completion over a long period, it is expected teachers will provide check points to monitor progress and hence avoid a deadline problem. These review points have the added benefit of maintaining a check on the authenticity of the work being done.
6. Stage 1 & 2 summative assessment tasks will in most cases have a draft due date at least 1 week before a final deadline. If a draft deadline is breached parents may be contacted by the subject teacher as soon as possible.
7. All Stage 1 & 2 summative assessment tasks will have deadlines outlined at the beginning of the year. Teachers moving a deadline will need to inform all students and parents.

Student Responsibilities and Information

1. Record deadlines in a student diary. Students absent on the date that a piece of work is due must make other arrangements for the work to be submitted to the subject teacher.
2. Make every attempt to find out what assignment deadlines have been set during any absence by checking with the teacher. If SACE students are absent for significant periods of time an application for special provisions may be appropriate. See Senior School Leader for further details. Parents/caregivers of students not submitting SUMMATIVE tasks will be notified.
3. Stage 1 & 2 students missing a deadline must report to Leadership in all study lessons until the assignment has been completed and handed in. If the student has not completed the missed assignment within 3 study lessons, the student will attend a case conference with their parents and the school.
4. At all year levels where students have reason to believe they will not be able to meet a deadline, it is their responsibility to negotiate with the subject teacher as soon as they recognise they will have difficulty. This must always occur prior to the set deadline. Short-term absences will rarely be grounds for an extension on a long-term assignment.

Special Provisions

Special Provisions for SACE Assessments are considered only within the following and must be formally applied for through the SACE Senior Leader or Principal in the following situations:

1. Short and long term impairment; whether physical (illness or injury) or emotional
2. Linguistics limitation in English language proficiency
3. Misadventure; when objectives cannot be varied in the school assessment and a student's performance or presentation was affected by an incident clearly beyond the student's control.

If a student provides evidence showing grounds for Special Provisions in Assessment, an alternative assessment task/s may be negotiated between the teacher and student with an appropriate/realistic timeline to ensure a student's overall subject assessment is not unduly jeopardised through not achieving the initial task or deadline.

