



Policy

Due Dates and Submissions Policy

Summary

This policy sets out the framework, guidelines and obligations regarding the submission of assessment tasks.

Table 1: Document Details

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1. TITLE

SUBMISSIONS AND DUE DATES POLICY

2. PURPOSE

Assignment due dates are about fairness. This policy focuses on fairly setting due dates with the flexibility to consider special provisions when factors are beyond a student's control and may impact their achievement but also to outline consequences of assessment tasks not submitted or a due date not being met.

3. SCOPE

The SACE board provides guidelines with regards to due dates and this document outlines the systems and processes for adhering to due dates at Seaford Secondary College from years 7-12.

4. POLICY DETAIL

4.1 Submissions Expectations

- All tasks are to be uploaded to Daymap in a timely manner to give students the best opportunity to submit tasks to a high standard and meet deadlines.
- Draft and final due dates must be clear and published on Daymap (and in diaries where appropriate.)
- Consistent consequences will be outlined in this policy if due dates are not met without a valid explanation.
- Tasks should be handed out and started in lessons to facilitate class discussion and time given to ask clarifying questions.
- Clear task sheets with supporting documents (eg task clarification, formative tasks, proficiency scales, check lists, rubrics, and performance standards) must be uploaded to Daymap.
- A course outline/overview including assessment tasks and due dates must be uploaded to Daymap by the end of week 3 each semester.
- Tracking and Monitoring of students is required as part of the follow up (see below Tracking and Monitoring Process for SACE (updated 21 Jan 2020).



Role	Responsibility	Frequency
Subject Teacher	Review SACE results in LATs	Week 1 (each semester)
	Develop LAP and complete checklist then discuss summative tasks with LA leader	Week 2 (each semester)
	Upload course outline with dues dates and assessment tasks to Daymap	Week 3 (each semester)
	Grades published on Daymap by end of week 6 at latest, and ASAP after work submission	Ongoing
	Log onto SOL and check all students are enrolled in your SOL class list are eligible for a result	
	Complete 'SACE Results Review' and discuss progress of students	Each term
	Meet with individual students to discuss goals for improvement.	When required (especially reports and before interviews)
	If a student fails to achieve a C- or better in a summative task send a Daymap note to student, parent, and year level (YL) leader and LAT leader. If no parent acknowledgement of Daymap note, mail SACE alert home.	As required
	If subject attendance falls below 60% email year level leader	As required
Care Group Teacher	Follow 'Responsibilities of a 10, 11, 12 CG Teacher'	Every day
	Monitor Daymap notes for students at risk	As required
	Flag those students who have two alerts or more or attendance drops below 60% with year level leader and support them to initiate a parent meeting and develop a One Plan	As required
	Update One Plans	Week 4 (each semester)
	Ensure students complete Snapshot Review and Action Plan documents	Week 8 (each semester)
	Ensure students complete 'Snapshot Student Feedback Sheet', discuss improvements with 3 teachers and document.	Week 1 after reports published
	Support students to complete SACE planner and pre SATAC Application sheet including grade tracker	Each term
	Contribute to a year level team that supports every student to achieve SACE and transition successfully into rewarding post school options	Ongoing



Learning Area Leader	Meet with each SACE teacher in your learning area to reflect on 2019 results and adjust LAPs and tasks accordingly	Week 0 - 3
	Track that all subject teachers provide snapshots	Every term
	Track teachers uploading student grades to Daymap	Every term
	Meet with teachers to discuss progress of students and interventions	
	Ensure tasks are designed for flexibility, success and stretch	
	Parent conference arranged in collaboration with YL leader, and intervention agreed to and documented on Daymap	If student fails two summative tasks in one subject or if attendance drops below 60%
Year Level Leader	Set up Daymap to receive notes for students in your year	Beginning of year
	Track SACE alerts and attendance rates for students in each CG	Every 2 weeks
	Organise parent conferences when student at risk of non-completion	After two D/E grades or attendance drops below 60%
	Identify and document intervention strategies to be implemented for student	At parent meeting
	Share information on all students at risk, and subsequent intervention at Senior School meetings	At Senior School meetings
	Support Care Group teachers to support students and families	Ongoing
Senior School Planning Team	Monitor students identified by teachers as 'at risk' by year level and share strategies amongst leaders for successful intervention	Weekly
	Update SS tracking and monitoring google sheet leads to 100% SACE completion and employable pathways	



5. Due Dates

Responsibilities for Subject Teachers

5.1 Due dates are set by the teacher

- The subject teacher is responsible for the students' assessment and therefore responsible for setting appropriate due dates for both drafts and final submission.
- Due dates should be established when the assessment task is first set and uploaded to Daymap.
- Due dates should be set fairly to allow students to complete and submit the assessment task and support teachers to provide feedback on drafts and allow teachers to mark the assessment.

5.2 Due dates must be fair and reasonable

- Students should have input into setting the due dates where appropriate.
- Due dates can range from non-negotiable (eg exam) to a completely negotiable timeline. The degree of negotiation depends on the course and the assessment task in context.
- Depending on the assessment task, the exact due date may be set as a lesson, a time or a date and should be published on Daymap.
- Subject teachers will ensure that the needs of students are taking into account and scaffold the necessary organisational and research skills to encourage students to successfully submit work by due dates.
- Subject teachers will ensure that extended assessment tasks have a process and timeline that scaffolds students to complete the assessment in stages, including indicators of progress, collection of evidence of learning and opportunities for feedback during the duration of the task.

5.3 Due dates must be adhered to by both students and teachers

- A due date will be consistent across the school and no student will be advantaged or disadvantaged by any change to a due date.
- Agreed due dates may only vary for the class or individual, using special provisions.
- Students without approved special provisions must submit any work they have completed by the due date (eg a submitted draft may replace the final product for SACE and Australian Curriculum purposes)

5.4 Consequences for not meeting a due date

- If a year 12 student misses a subject due date, their home study can be revoked until the work is submitted.
- As a consequence for not adhering to due dates and for fairness, a penalty of **one band grade per week** will be deducted from the final grade until submitted (eg a B grade will drop to a C grade)
- An 'E Grade' will be given if some work has been submitted and there are no extenuating circumstances. If no work is submitted for a SACE subject, then an N grade should be recorded. Parents/caregivers must be informed.



5.5 Extensions

- Students are responsible for requesting an extension.
- Approved extensions to a due date must become the final due date.
- Refer to SACE Special Provisions guidelines on alternative assessment arrangements that may be more appropriate for individual students.
- Students who do not attain a C grade in SACE compulsory subjects must remain at school after transition to complete outstanding work and will be resulted the next year. Tasks that have been marked but not resulted should be forwarded to the LAT leader and included in SOL the following year.

5.6 Follow Up

- Failure to complete a compulsory task will lead to higher levels of intervention.
- Teachers add a note to Daymap under the category achievement stating the assessment that was missed and intervention applied. Teacher's record 'SACE Alert' or 'AC Alert' as a Daymap note stating incident and the intervention. Send a copy of the note to parents/caregivers.

6. Leaders responsibilities

6.1 House/Year Level Leader Responsibilities

- Generate SACE alerts and AC alert reports on Daymap every 5 weeks to identify students who are not meeting due dates.
- Assist in developing strategies for improving organisation and meeting due dates.
- Consider whether the student is eligible for Special Provisions or modifications.
- Support teachers with parent calls and meetings, particularly if students are not meeting deadlines across subjects.
- Adjust One Plan's with the student and parent perspectives, if possible. Mail copy to parent. Inform Learning Support Leader of parental agreement to enable publication of adjusted One Plan. Upload SMARTAR goals under student attachment.
- Monitor student's successes as well as failures
- Follow the SACE intervention process flowchart for senior school students

6.2 LAT Leader Responsibilities

- Ensure teachers have uploaded course outlines, tasks with assessment rubrics and due dates to Daymap by week 3 each semester.
- Provide additional support to teachers who have not met expectations
- Use termly GPA data to identify courses of concern and collaborate with teacher to identify issues.



- Support teachers and House/year level leaders to identify goals and strategies for SDPs

6.3 Additional Responsibilities

PARENT PORTAL

Parents have access to the parent portal to support students' learning and support them with organisation and time management.

7. MONITORING, EVALUATION & REVIEW

This policy will be subject to review every 3 years by the Leadership Team in consultation with relevant stakeholders, or earlier if required, complying with any change to school policy or applicable legislation, government or departmental policy.