



# **MORISSET HIGH SCHOOL**

## **ASSESSMENT PROCEDURES & PROTOCOLS**

### **YEARS 7 - 10 2025**



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## DOCUMENT HISTORY AND EVALUATION

| Version | Author                                         | Date                 | Approved                 |
|---------|------------------------------------------------|----------------------|--------------------------|
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# RATIONALE

The Morisset High School Assessment Procedures and Protocols Years 7 to 10 aims to provide consistency and fairness for all procedures related to assessment in Stage 4 and early Stage 5 studies at Morisset High School (MHS). Our approach is founded on three assessment practices – assessment for learning, assessment of learning and assessment as learning.

## AIMS

The Morisset High School Assessment Procedures and Protocols aims to provide consistency and fairness, for all assessment procedures, across Years 7-10. To establish an effective and successful assessment program, collaborative planning practices within faculties aim to ensure that:

- Outcomes are central to the decisions made about teaching, learning and assessment
- Evidence about student learning directly relates to the assessed outcomes
- Teachers use evidence to determine how well students are achieving in relation to the outcomes
- Teacher feedback and student reflection play an integral part of the assessment process, and
- Evidence of student achievement informs future teaching and learning.

## WHAT IS ASSESSMENT?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

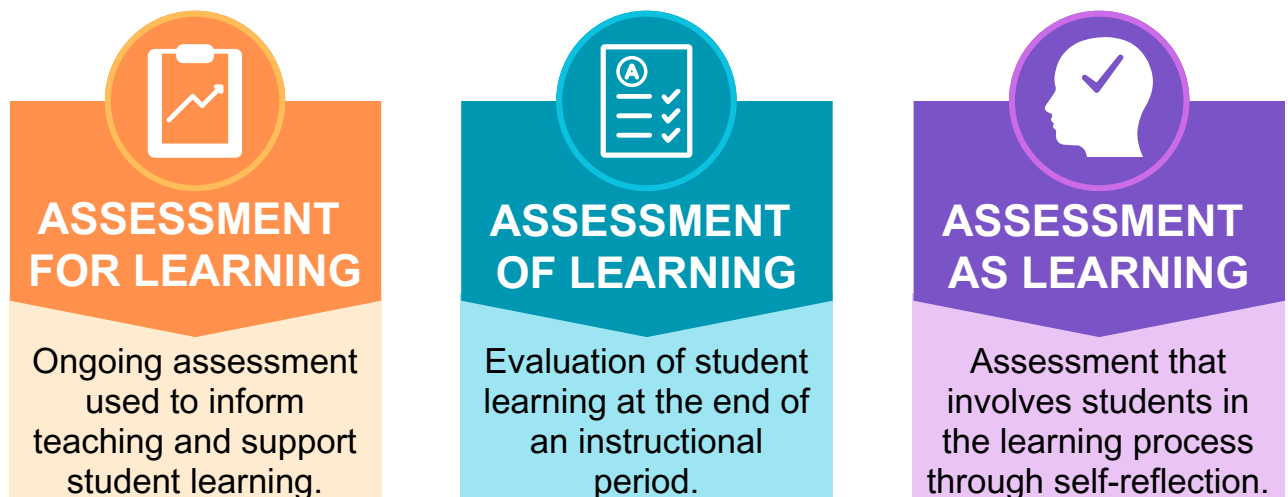
School-based assessment tasks may include activities such as examination, tests, written or oral assignments, practical activities, fieldwork, performance and projects.

### Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to outcomes
- Enables students to demonstrate what they know and can do, clarifying student understanding of concepts and promoting deeper understanding
- Provides evidence that current understanding is a suitable basis for future learning.

## PRACTICES

MHS is committed to three practices to assessment, assessment **for** learning, assessment **of** learning, and assessment **as** learning. See infographic below.



Below outlines our three key assessment practices:

| PRACTICES                            | DEFINITION                                                                                         | PURPOSE                                                                                    | KEY FEATURES                                                                                                                                                                                                                                                |
|--------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment for Learning (AfL)</b> | Ongoing, formative assessment used by teachers and students to guide instruction and learning.     | To improve student learning by identifying needs, giving feedback, and adjusting teaching. | <ul style="list-style-type: none"> <li>Happens <i>during</i> the learning process</li> <li>Involves feedback and questioning</li> <li>Helps students understand their goals and next steps</li> <li>Encourages teacher-student dialogue</li> </ul>          |
| <b>Assessment of Learning (AoL)</b>  | Summative assessment used to evaluate what students have learned at the end of a learning period.  | To make judgments about student achievement and report progress.                           | <ul style="list-style-type: none"> <li>Happens <i>after</i> learning is completed</li> <li>Used for grading, reporting, or certification</li> <li>Provides evidence of achievement</li> <li>Often in the form of tests, exams, or final projects</li> </ul> |
| <b>Assessment as Learning (AaL)</b>  | Students take responsibility for their own learning by reflecting on and assessing their progress. | To develop students' metacognitive skills and promote independent learning.                | <ul style="list-style-type: none"> <li>Encourages self-assessment and reflection</li> <li>Students monitor their own progress</li> <li>Fosters ownership and responsibility</li> <li>Builds lifelong learning skills</li> </ul>                             |

## KEY DIFFERENCES

| TYPE             | TIMING             | MAIN FOCUS          | WHO DRIVES IT?        |
|------------------|--------------------|---------------------|-----------------------|
| <b>AfL (for)</b> | During learning    | Improving learning  | Teachers and students |
| <b>AoL (of)</b>  | After learning     | Judging performance | Teachers/systems      |
| <b>AaL (as)</b>  | Ongoing/self-paced | Student reflection  | Students themselves   |

MHS Staff must ensure that they are subscribed to and read NESA Updates, taking action where required.

## THE COMMON GRADE SCALE AND STANDARDS REFERENCED ASSESSMENT

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.



**A****OUTSTANDING**

The student has an 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.

**B****HIGH**

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 to most situations.

**C****EXPECTED**

The student has an expected knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**D****BASIC**

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**E****LIMITED**

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.

## DETERMINING STAGE 5 GRADES

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/determining-grades/advice-stage-5/determining>

Staff will refer to NESA Advice on Determining Stage 5 Grades for all subjects.

### LEARNING SUPPORT

Students at Morisset High School are supported at all stages during their learning. The school learning and support team assists teachers to meet the educational needs of their students and to identify appropriate adjustments and accommodations that may be needed. Identification of a child with a disability or a learning difficulty can occur at any age or stage of the child's development. The process to access learning support assistance is:

- Look at the Disability provisions Link on Sentral (Main page, right-hand side) for students with an imputed disability.
- Issue Track on Sentral through the "Assessment LST provisions" Tab at least 2 weeks before the assessment notification is handed out to students.
- On reply, adjust where needed and then hand out notifications. Adjustments could include, but are not limited to, differentiation of tasks or support in summative assessments.

Adjustments made in consultation with a student's parents and carers are based on the personalised needs of the student.



## LIFE SKILLS

Years 7–9 courses based on Life Skills outcomes and content provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Students can, at any time, access Life Skills. The appropriate timing of the decision to access one or more of these courses is guided by the needs of the student and the collaborative curriculum planning process involving the individual student (where appropriate), their parents/carers, and their teachers.

For all Support class (SCAS) enrolments, this process is led by Head Teacher Malangba (Special Education Unit) in consultation with Deputy Principal Inclusion and Support.

For all mainstream enrolments, this process is led by Head Teacher Contemporary Learning in consultation with Deputy Principal Inclusion and Support.

## PRINCIPLES OF EFFECTIVE ASSESSMENT

At MHS, assessment is aligned with curriculum, teaching and reporting. NSW syllabuses provide the content, skills, values and attitudes that students at each stage are expected to learn.

### COLLABORATIVE PLANNING

So that the best learning outcomes are delivered, MHS faculties engage in collaborative planning to ensure that:

- The needs, strengths, goals, interests and prior learning of students are considered
- Consideration is given to the sequence and emphasis given to particular areas of syllabus content and how students will demonstrate their achievement of learning outcomes
- Adjustments are provided allowing equitable access to teaching, learning and assessment for all students
- Assessment directly relates to what students have been provided opportunity to learn and are supported with clear instructions outlining requirements and expectations
- Tasks allow students to demonstrate their level of achievement by engaging in deeper learning
- Notifications and assessment items use appropriate level of language and rigour and can be completed successfully within the given timeframe
- Students are provided feedback, in a timely manner, on how to progress towards improved learning outcomes
- Reporting processes, to students, parents/carers and other teachers, are aligned to what has been learned and assessed from the implemented curriculum.

### COMPARABLE JUDGMENTS

Assessment provides data and evidence of student learning at every stage of the secondary curriculum. So that judgments about student learning and work are fair and comparable, MHS refers to the NSW Education Standards Authority school-based assessment guidelines:

- Evidence of learning is to be collected, when required, from a range of tasks and learning experiences and opportunities that are varied in nature (modes and conditions) and address a depth and breadth of content and skills.
- Assessments should provide multiple opportunities for students to demonstrate depth and breadth of their learning.
- Established standards such as the common grade scale.



# NATURE AND NOTIFICATION OF YEAR 10 TASKS

Students will receive an Assessment Task notification at least **two (2) weeks** prior to the submission date. For each assessment task, the notification will include:

- Clear indication of the outcomes being assessed.
- Details of the assessment task.
- Clear instructions to allow the assessment to be understood and completed.
- Specific nature of the task and method of submission.
- Due date and time (task may be submitted prior to due date).
- Marking guidelines/criteria (where applicable).
- Details of the school's non-submission of the task process.
- Submission and presentation instructions.

## ASSESSMENT SCHEDULING AND FORMAL ASSESSMENT NOTIFICATION TO STUDENTS

In years 7-10, all faculties have the flexibility to incorporate Assessment for, of, and as Learning in a manner that best supports student learning. The type and number of activities, tasks, or formal assessment notifications are determined at the faculty level, allowing each faculty to exercise professional judgment in aligning assessment practices with their teaching and learning programs.

Course Scope and Sequence documents should include a course assessment schedule. Teachers will record achievement of outcomes and assessments in Sentral Markbook.

## ASSESSMENT SCHEDULES/PLANS

Faculties must develop a schedule/plan of assessments for all courses within their scope and sequence.

Assessment schedules/plans must be reviewed throughout the year by faculty members, led by the Head Teacher Faculty and be made available at CPM Termly Checks by Deputy Principals.

## ADJUSTMENTS TO TASKS FOR STUDENTS WITH DISABILITY

Schools need to ensure that students with disability can access and participate in education on the same basis as other students, as required under the Disability Standards for Education 2005.

Some students with disability will require adjustments to assessment tasks in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- Adjustments to the assessment tasks, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination.
- Adjustments to assessment tasks, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions.
- Alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

All staff are required to ensure that teaching, learning and assessment are accessible to students with disability. In consultation with Head Teacher Faculty, Head Teacher Contemporary Learning staff must offer adjustments to coursework, assessment activities and tasks.



## FEATURES OF QUALITY ASSESSMENT

Quality assessment tasks are designed to:

- Focus on outcomes, presented in an assessment type appropriate for the outcome being assessed
- Give students an opportunity to demonstrate their level of achievement of the outcome in a range of different tasks
- Reflects the outcomes specified in the relevant syllabus
- Explicitly communicate assessment criteria and marking guidelines for each task linked to the outcomes by including wording of syllabus outcomes and relevant performance descriptions
- Clearly define grades achieved on individual tasks as reflected in the common grade scale. (A-E)

Quality assessment tasks rely on students getting meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance with the focus on improvement and personal growth.

## FORMAL ASSESSMENT TASK COMPLETION AND SUBMISSION

Students are expected to attempt all assessment tasks.

Tasks must be submitted by the due date listed on the assessment notification.

Year 10 students must sign the Assessment Register. Combined Years 9 & 10 elective subjects will follow Year 10 assessment requirements.

Students are required to back up assessment drafts to avoid technology issues. Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. Computer/printer problems alone are not sufficient grounds for a misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be resolved in a timely fashion. The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.

## EXAMINATIONS AND IN-CLASS TASKS

For examinations, class tests or in-class assessment tasks, it is expected that each student will bring the necessary equipment, including any special items indicated by the class teacher or as listed on the assessment notification.

Internet connected devices (including, but not limited to, phones and smart watches) are prohibited from the examination room and/or classroom at any time whilst an assessment is running, unless prescribed in the assessment task. Phones and smart watches that enter the examination room are to be turned off and stored in Yondr pouches in bags.

All teachers will be required to have a visible working clock for all timed assessment tasks.

In the event of an examination or class task being completed before the allocated time, students are expected to appropriately manage their behaviour so as to not interfere with other students undertaking the assessment. If students finish early, they are encouraged to review and edit their papers to use up the allotted time appropriately. With the exception of special circumstances, no student will be permitted to leave the assessment room early.

Misbehaviour or inappropriate behaviour will not be accepted during assessment tasks. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption. An appropriate consequence for actions will be determined by the Head Teacher Faculty or Senior Executive following the MHS Behaviour Process.



Students are reminded of the malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.

## **TEACHER ABSENCE ON THE DAY OF A TASK**

When a class teacher is absent on the day an assessment task is due to be submitted or completed, the Head Teacher Faculty will make appropriate arrangements to facilitate assessment completion.

Depending on the nature of the task and other considerations including but not limited to the cohort, timing of assessment, etc. the task may go ahead as scheduled or be rescheduled.

Rescheduling of any task must be done with consideration of other faculty assessment schedules.

## **NON-COMPLETION AND NON-SUBMISSION OF A FORMAL ASSESSMENT TASKS**

Students are expected to attempt all assessment tasks to a satisfactory standard. Students need to be on time to class for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason the student must undertake the task in the remaining time. If a student does not have a valid reason for missing the formal task, the student will be required to complete the task for outcome collection, however, will receive a mark of zero or "E" grade for the total.

If lateness is for a valid reason and supported by evidence (e.g. Sentral Attendance), the student will be allowed the task length of time.

Teachers must issue an Academic letter of Concern for all students that fail to complete a formal assessment task by the due date. This contact will be made via email through Sentral.

## **NON-SERIOUS OR UNSATISFACTORY ATTEMPTS OF ASSESSMENT TASKS**

Assessments are designed so all students should be able to access the task. Class teachers, in consultation with their Head Teacher Faculty, will determine if a student has made a satisfactory attempt in completing their assessment task. When a submission has been deemed as a non-serious attempt, the teacher will engage in consultation with the student, family and Head Teacher and issue the student with an Academic Letter of Concern.

## **APPROVED ABSENCE AND EXTENSIONS**

If students know that they will be absent or require an extension for an assessment task due to personal or school commitments, they must give notice of their leave to their classroom teacher as soon as possible whether via letter from parent/carer, contact from parent/carer or explanation provided via PXP. Where possible, the task should be completed or submitted prior to the due date. In the event of the task not being able to be completed prior to the due date, the student must consult their classroom teacher. Communication directly from parents/caregivers will support this process, where appropriate.

### **Acceptable reasons to apply for an extension include:**

- School related business.
- Illness or injury where the nature of the illness or injury prevents the student's capacity to fulfil the task's requirements.
- Family bereavement.

### **Absence for Group Performances / Projects**

In the event of a group member being absent on the due date of a performance, if the remaining group members can complete the performance, then the performance is to go ahead. Refer to approved absence process for student absent from group performance.



## SUBSTITUTE TASKS AND ESTIMATES

When required, estimated marks, alternate tasks and substitute tasks will be determined in collaboration with the Classroom Teacher and the Head Teacher.

### Estimates

Estimated marks should be awarded based on a student's achievement of outcomes in the course and with consideration of performance in the course and through other assessment points. Estimates including the method in which an estimate is calculated will be determined by the classroom teacher in consultation with the head teacher.

## COMMUNICATION

### Feedback to Students

Students will receive feedback in either written and verbal modes regarding progress where appropriate. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made.

Where there is a formal assessment task, Teachers are to use explicit marking guidelines and common assessment grades that accompanies the student assessment notification to clearly identify where individual grades/marks have been awarded.

Teachers must:

- Assess the student's actual performance, not potential performance, and
- Provide students with feedback on their performance in each assessment task and indicate the student's grade and progress in the task, relative to the outcomes.

Teachers must provide timely and constructive feedback to students on their assessments. While specific timeframes may vary based on factors such as the complexity of the assessment task and the number of students, teachers are encouraged to aim for reasonable turnaround times. As a guideline, a turnaround time of two (2) weeks for marking and providing individual feedback is recommended.

## RECORDING ASSESSMENT MARKS FOR SCHOOL RECORDS

Assessment marks are to be entered on an electronic marks database (Sentral Markbook) on a regular basis. Management of data entry is at the discretion of the Head Teacher Faculty. Faculty and individual assessment records are to be available for Senior Executive at the faculty in-school CPM meetings.

## MALPRACTICE

### ACADEMIC INTEGRITY

Academic Integrity is a collection of positive values that allow the thoughts and work of an individual to hold meaning through a commitment to fairness and honesty in all academic endeavours. All work submitted in an assessment task must be a student's own work or acknowledged appropriately.

### MALPRACTICE

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. Suspected malpractice, including the unauthorised use of Generative AI, will be referred to the relevant Head Teacher for investigation. A zero mark will be awarded for any student who engages in malpractice.



## MISREPRESENTATION

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- Making up journal entries for a project, and/or
- Submitting falsified or altered documents, and/or
- Referencing incorrect or non-existent sources, and/or
- Contriving false explanations to explain work not handed in by the due date.

## PLAGIARISM

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own, and/or
- Using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- Building on the ideas or words of another person without appropriate acknowledgement, and/or
- Using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

## COLLUSION

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- Sharing answers to an assessment with other students, and/or
- Submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- Contract cheating by outsourcing work to a third party, and/or
- Unauthorised use of artificial intelligence technologies.

## INVESTIGATING SUSPECTED MALPRACTICE

Suspected malpractice is to be reported to respective faculty Head Teachers for review. In the case of suspected malpractice, students must demonstrate that all unacknowledged work is entirely their own.

Students must produce evidence that may include but is not limited to:

- Draft assessment work, particularly draft work submitted at defined check-in points with their classroom teacher, as evidence of individual work development
- Diaries, journals, notes, working plans, sketches, and/or progressive drafts to show the development of independent ideas
- Online document version history outlining the production of digital documents free of bulk "copy/paste"
- An explanation of work progression during formal interview
- Answering questions during formal interview regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.



Students found to have engaged in malpractice will be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher Faculty.

## REPORTING

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress. It is a core responsibility of teachers and a key phase of the teaching and learning cycle with the fundamental purpose of assessment and reporting to improve student learning.

Morisset High School's reporting procedures are designed to enable consistency in communicating information to a range of stakeholders about student learning, including a student's level of achievement and the progress they have made.

Check In reports are issued to all students twice a term and used to inform parents about students behaviours for learning.

Check In reports provide feedback to parents as related to a student's attitude towards learning, participation, effort in class and general behaviour in each subject.

Formal academic reports will be issued at the end of Terms Two and Four.

Formal academic reports at MHS will have the following components:

- Attendance information
- A comment outlining a student's areas of strength and areas for improvement

## STAFF AWARENESS OF THE ASSESSMENT POLICY

Awareness of the assessment policy is to be included in school-based induction programs to casual, temporary, permanent and practicum placement staff members.

Regular reference to the MHS Assessment Procedures and Protocols Year 7-10, is to be made at faculty meetings and whole school staff meetings throughout the year.

Any changes or modifications to the policy are to be immediately and explicitly communicated to staff.





SUCCESSFUL LEARNING - RESPONSIBLE LIVING

## YEARS 10 ILLNESS AND MISADVENTURE APPEAL FORM

Completed forms must be submitted to the relevant Head Teacher within three school days of a student's return to school. Students must be prepared to complete any missed assessment task the day after a medical certificate expires. In cases of prolonged absence impacting assessment, please contact the relevant Deputy Principal.

STUDENT NAME: \_\_\_\_\_ YEAR: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

**\*THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED\***

- |                                                                            |                                                                              |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="checkbox"/> Course, subject, task name and due date completed | <input type="checkbox"/> Classroom teacher comment completed                 |
| <input type="checkbox"/> Reason for appeal completed                       | <input type="checkbox"/> Parental/Carer signature and date completed         |
| <input type="checkbox"/> Details to support appeal completed               | <input type="checkbox"/> Student signature and date completed                |
|                                                                            | <input type="checkbox"/> Doctor's Certificate/Statutory Declaration attached |

Subject: \_\_\_\_\_ Task Name: \_\_\_\_\_ Due Date: \_\_\_\_\_

Reason for Appeal: ☐ Illness ☐ Misadventure

Details to Support Appeal:

\_\_\_\_\_

Classroom Teacher Comment:

\_\_\_\_\_

\_\_\_\_\_

Documentation Attached: ☐ Doctor's Certificate ☐ Statutory Declaration

Parent/Carer Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

Appeal Upheld: Yes or No

Decision:

- ☐ Alternative Task - Details: \_\_\_\_\_ New Due Date: \_\_\_\_\_
- ☐ Estimate - Method of Estimate: \_\_\_\_\_
- ☐ Original Task

Deputy Principal Signature: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

