



St Stephen's Catholic College
ASSESSMENT POLICY
Years 7 - 12

Revised January 2017

Philosophy of Assessment

Quality education is the entitlement of every young Australian. The college curriculum should be designed to enrich children's lives and to help prepare them to participate fully in society and the workplace. Assessment is the process of gathering information about student learning, especially in relation to curriculum goals.

Assessment should be integral to the curriculum that students follow and should not narrow or distort the experience of schooling. An appropriate and discerning college curriculum should encompass equally appropriate and discerning assessment procedures. The latter should not drive the former.

Key Principles of Assessment

1. *Any form of assessment should be integral to the curriculum and designed to inform, support and improve learning outcomes.*
2. *The cornerstone of authentic assessment and reporting should be the well-being of the student.*
3. *Assignments, examinations and other pieces of assessment should be suited to the developmental level of the students and provide options which cater for different student abilities.*
4. *The provision of an assessment calendar is designed to assist students with developing study and work habits, enabling them to take increasing responsibility for their own learning and meeting a range of short and long term commitments.*

Section 1 – Assignment Procedures for Students

Assignments are included as an integral part of both learning and assessment programs in most subjects. Assignments are **compulsory**. Absence from school does not remove responsibility for the completion of assignments.

1. Students will be given adequate time to plan and complete assignments. Details of all assessments scheduled for each term, in all subjects, will be collated and published.
2. Students will receive clear guidelines about assignments including due dates and other conditions of assessment. **Assignments must be submitted on the due date, adhering to the conditions stated on the assessment task.**
3. Students should use the assessment calendar to plan for the term and be aware that a conflict of due dates is not sufficient grounds to apply for an extension. It is the responsibility of the student to seek assistance from the teacher.
4. Extensions of time beyond the due date **may** be granted by the Curriculum Leader in consultation with the subject teacher provided that applications for an extension are made in writing, using the appropriate form, two school days prior to the due date. Request for extension forms can only be accessed through the subject teacher.
5. If a student is absent on the day the assignment is due, arrangements must be made to have the assignment hand delivered to the school office or submitted electronically via the subject teacher's email, **no later than 3pm** on the due date. Parents need to contact Student Services on the day to explain the circumstances regarding the absence. For senior students, non-submission must be supported by a medical certificate.
6. Late submission of assignment.
 - a. Late submission of an assignment will result in the issue of an appropriate consequence. The consequence may include but is not limited to: lunch time detention, activities detention or after school detention.
 - b. Submission of an assignment after the due date must be **made directly** to the subject teacher.



- c. Parents will be notified regarding the late submission of assessment by the subject teacher using either the student record book (years 7 to 10) or notice of late submission form (years 11 and 12).
 - d. Assignment tasks received after the due date will be marked, commented upon and credited towards the completion of the course, **BUT** the result will not be credited towards a student's level of achievement for the subject; teacher monitoring of research notes, drafts etc. will be used to award a level of achievement when an assignment has been submitted after the due date. Teacher judgment of student achievement is made on what is available on or before the due date. However, the completion of assessment past the due date is essential for students to meet course requirements and school expectations.
7. Failure to acknowledge direct quotes from reference sources or material that is not the student's own work is plagiarism. Parents will be notified of the incident and the intended consequence. Students will be marked only on the work that is theirs, which, depending on the extent of the plagiarism, will affect their overall mark.
 8. Incidents of collusion in the production of an assessment item will be penalised at the discretion of the Curriculum Leader in consultation with the Deputy Principal, Curriculum.

Drafting

Several assessment techniques require students to draft responses both as part of the process of developing the response and as a strategy to improve the quality of the response.

The purpose of viewing student drafts is to provide students with feedback so that improvements can be made to the response. Drafting is a consultation process, not a marking process. Teachers will not award a notional result or level of achievement for a task in draft form.

Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review.

Drafts may take a variety of forms as negotiated with the subject teacher. These forms, which can be department specific include, but are not limited to:

- Completed written responses
- Meeting checklist requirements
- Consultation processes with teachers
- Practical work in progress
- Detailed outlines or intentions
- Annotated notes

Drafts in Year 7-12 are **mandatory** across all key learning areas. Teachers will place a priority on the drafting process and will provide feedback, which will be consistent across subject departments, to students with an appropriate time (as per department guidelines) for the student to make corrections and improvements. Feedback will be determined according to each year level and will build independence through to Year 12.

Non-submission of drafts will incur a consequence as determined by the college's drafting process policy. If a draft is not submitted, parents will be contacted (*see email templates in the appendix*) and made aware of the non-submission of the draft. A late submission of a draft (submitted after 3pm on the day it is due) will allow the student to receive only verbal feedback and generalised class feedback that is accessible to all students.

All extended written drafts will be uploaded to Turnitin via Canvas. Some teachers may also require a hardcopy of the draft for review



Section 2 – Examination Procedures for Students

1. Students will be required to attend school for all examinations and class tests at the scheduled time. **No student is permitted to sit for an examination before the scheduled date.**
2. If students are absent on examination dates, they will sit for the examination upon their return, in their next scheduled lesson.
 - a. Year 7 to 10 students who are absent during examinations because of illness or other extenuating circumstances must provide a note from parents upon their return to school. Students should be prepared to sit the examination from the next scheduled lesson on their return to school. Concerns or issues should be directed to the subject teacher and/or the Curriculum Leader.
 - b. Year 11 and 12 students who are absent during examinations because of illness **must provide a medical certificate.** Students who do not attend examinations and have not provided a medical certificate or been given an extension **will still need to sit the examination at the earliest possible time.** A notation will be made on their profile that the examination was completed after the scheduled time. Concerns or issues should be directed to the Curriculum Leader and /or Deputy Principal, Curriculum. Should a student miss a test during the exam block period enquires should be directed to the Assistant Principal, Administration.
3. Students in all year levels are required to remain in the examination room for the entire duration of the examination.
4. Special circumstances affecting a student's examination performance should be discussed with the Deputy Principal, Curriculum.
5. An incident of cheating by students under test conditions is a serious offence which will be penalised at the discretion of the Curriculum Leader in consultation with the Deputy Principal, Curriculum.

Section 3 – Reporting

1. Students and parents/carers will receive an interim report at the end of term one and written reports indicating their son/daughter's results for semester one and two.
2. Parent/teacher interviews are conducted formally at least twice a year. However, parents are welcome to make an appointment with individual teachers at any stage throughout the year.
3. At the end of each semester, overall achievement in a subject, when reported, will be shown on an A to E scale. The rating represents the student's achievement in the subject at a particular time. Students who are verified and have an Individual Educational Plan, or students who have completed modified assessment tasks, will receive a level of achievement that reflects their particular circumstances.

Appendix One:

QCAA Documents

- P-12 assessment policy, July, 2014
- QCAA assessment glossary, July 2014
- The A-Z of Senior Moderation, July 2015, <http://www.qcaa.qld.edu.au/2132.html>
- Special provisions policy for school-based assessment in Authority and Authority-registered subjects; The A-Z of Senior Moderation, section 1.2
- Student late and non-submission policy statement; The A-Z of Senior Moderation, section 1.1

Coverage of work to obtain a unit of credit



To complete a semester unit of any given Authority or Authority Registered Subject during the senior phase of learning, the QCAA requires a student to:

- I. Demonstrate sufficient coverage of work
- II. Complete adequate assessment

SSCC regards 'Sufficient Coverage of work' to include coverage of the specified unit of work and completion of most aspects of the unit of study. To complete adequate assessment, a student is required to complete prescribed assessment items connected to a unit of an Authority or Authority Registered Subject. Students who do not demonstrate adequate coverage of work or do not adequately complete scheduled assessment will not be credited for a unit of a course of study during the senior phase of learning, unless they are eligible for a special provision as defined by QCAA policy.

Students who have legitimate reasons for exemption such as medical reasons, significant trauma or special circumstances (accredited Student Exchange program in Year 11) will generally receive a *special provision* as recommended by the QCAA. **Unless special provision is granted by the Principal or Deputy Principal, all assessment items for a prescribed unit and sufficient coverage of work must be completed before a Level of Achievement can be assigned.**



ASSESSMENT PROCEDURES

Philosophy of Assessment

Quality education is the entitlement of every young Australian. The college curriculum should be designed to enrich children's lives and to help prepare them to participate fully in society and the workplace. Assessment is the process of gathering information about student learning, especially in relation to curriculum goals.

Assessment should be integral to the curriculum that students follow and should not narrow or distort the experience of schooling. An appropriate and discerning college curriculum should encompass equally appropriate and discerning assessment procedures. The latter should not drive the former.

Key Principles of Assessment

1. ***Any form of assessment should be integral to the curriculum and designed to inform, support and improve learning outcomes.*** Assignments and exams should be justified on the grounds that they are the most appropriate means of developing or assessing skills or knowledge. They should be linked directly to the requirements of the schoolwork program and/or relevant curriculum documents.
2. ***The corner-stone of authentic assessment and reporting should be the well-being of the student.*** If an assessment procedure results in a serious diminishing of a student's sense of self-worth, then it is inappropriate. When the emphasis is on fair, accurate and honest descriptions of performance, it is possible to have a basis for positive development. This is not to suggest that assessment processes should not assist in identifying areas of concern. The goal is to promote improvement.
3. ***Assignments, exams and other pieces of assessment should be suited to the developmental level of the students, and provide options which cater for different student abilities.*** (Most subjects work on a continuous assessment model, using a range of modes, rather than major end of term and semester testing unless defined by Senior School Program)
4. ***The provision of an assessment calendar designed to assist students with developing study and work habits, which enable them to take increasing responsibility for their own learning, and to meet a range of short and long term commitments.***



Section 1 - Assignment Procedures

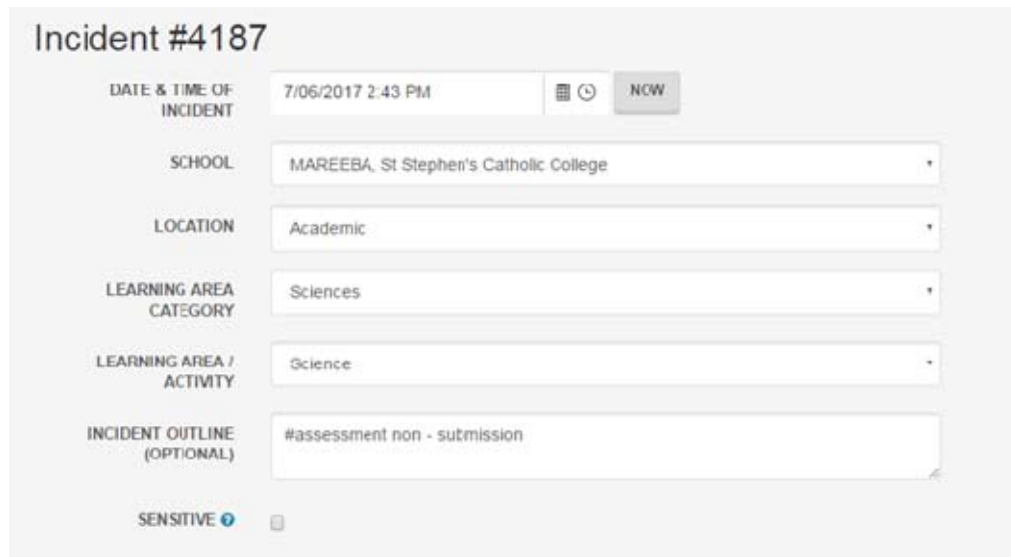
Assignments are included as an integral part of both learning and assessment programs in most subjects. Assignments are **compulsory**. Absence from school does not remove responsibility for the completion of assignments. Students will have fully met course requirements only when assignments and other tasks are completed, or an exemption from them is granted by the Middle Leader Curriculum or Deputy Principal and this will occur only in very special cases where there is a valid reason.

1. In the first week of each term, subject teachers through the Curriculum Leader will provide details of all assessments planned for that term in all subjects. This information will be collated and published. Any change of published assessment dates will need to be negotiated with the Curriculum Leader and communicated to the Deputy Principal.
2. Senior subjects that have examinations occurring during the college's scheduled 'Exam Block' should have due dates for assignments **no later than one week prior to the exam block**. Subjects that do not have a scheduled examination occurring during the exam block may have assessment due before the commencement of the exam block.
3. All conditions relating to the assessment, including drafts (see section 1: Assignment Procedures for Students) and the format of feedback must be clearly stated on the task sheet. All assignments must also have a statement about the authenticity of the work that is signed by the student.
4. Students should be given adequate time to plan and complete assignments. It is preferable for assignments to have built-in stages that allow drafting and monitoring of the student's progress. Where this staged process is used, each stage should have a due date that is checked off by the teacher.
5. Students will receive clear guidelines about assignments. These guidelines include:
 - a. a clear explanation of the task, purpose and audience
 - b. information on how to research materials for the assignment
 - c. a guide to assist completion of the task.
6. For major assignments teachers recognise the following factors:
 - a. assignments are to have a basis in the subject's class work with an appropriate balance of **class-time** and **home time** will be given to complete the assignment
 - b. students need access to teacher assistance
 - c. syllabus requirements may dictate the length of assignments
 - d. the length of assignments will usually increase during the course
 - e. availability of resources.
7. Teachers must be aware that some students may come from non-English speaking backgrounds **or have other special needs**. These students may face a disadvantage when completing the assessment task. Consideration in the form of extra teacher assistance with the task or an alternate task or task length may be given when deemed appropriate. Any adjustment to conditions must be made in consultation with the Curriculum Leader.



8. It is imperative that teachers **contact parents, by phone or email in addition to a notation in the Student Record Book**, when it is apparent that assignment work is not making significant or satisfactory progress and drafts have not been submitted.
9. Extensions of time beyond the due date may be granted by the subject teacher in consultation with the Curriculum Leader.
 - a. Applications for an extension are to be made in writing using the “Application for Extension Form”, two school days prior to the due date. Forms can only be obtained directly from the subject teacher. Students are to show evidence of the work already drafted when the application for extension is made.
 - b. An extension may be granted where a significant reason exists such as extended absence due to illness (medical certificate supplied), bereavement or other circumstances of hardship. Printer or computer faults do not constitute a valid excuse for late or non-submission of work.
 - c. Students who are granted extensions are not penalised for late assignments, where an extension to the due date has been granted, provided assignments are completed and submitted on or prior to the extended due date.
 - d. If a teacher is approached re: an extension by parents, *listen sympathetically* and mention College policy regarding the protocol about requests for extensions. Refer the request to the Curriculum Leader to contact the parent, if there is a concern. In the event the request is not accompanied by a **reasonable explanation**, the Middle Leader Curriculum needs to:
 - i. state the reason for the policy; be sympathetic but state that due to the reasons given, it is difficult to grant an extension
 - ii. outline the implications of granting an extension, if there is not a valid reason as outlined above – fairness, equity, encouraging responsibility
 - iii. ask for parental support with this policy
 - iv. if the parent is still concerned, contact the Deputy Principal, Curriculum
 - v. adopt a courteous manner at all times.
10. **Assignments must be submitted on the due date to the subject teacher as stated on the task sheet.** The due date and method of submission (electronic, hard copy etc) will be written clearly on the front of the task sheet.
11. If a student is absent on the day the assignment is due:
 - a. Arrangements are to be made to have the assignment delivered to the school on the due date either in person or electronically (eg.via office email) by 3pm.
 - b. Parents need to contact student services or the Pastoral Leader on the day to explain the circumstances regarding the absence. For senior students, medical reasons would need to be supported by a medical certificate.
12. Late and non-submission of an assignment
 - a. Late and/or non-submission of assessment is identified as an act of non-compliance (major).
 - b. Will result in the issue of an appropriate consequence. An assessment detention equates to a 25 minute lunch time detention under the supervision of a timetabled Curriculum Leader.

- i. Year 7 and 8 – Two assessment detentions.
 - ii. Year 9 and 10 – Two assessment detentions.
 - iii. Year 11 and 12 – Two assessment detentions and a meeting with the DP Curriculum
- c. **Parents** will be **notified** regarding the late submission of assessment by the subject teacher using the student record book (years 7 to 10) or notice of late submission form (years 11 and 12) on the day the assignment is due. Teachers should also make contact with parents via email or phone.
- d. It is the **subject teacher's** responsibility to record incidents of late or non-submission of assessment using the Student Behaviour Support System (SBSS) no later than 4pm on the day the assessment is due.
1. Create incident – Academic, #assessment non-submission



Incident #4187

DATE & TIME OF INCIDENT: 7/06/2017 2:43 PM

SCHOOL: MAREEBA, St Stephen's Catholic College

LOCATION: Academic

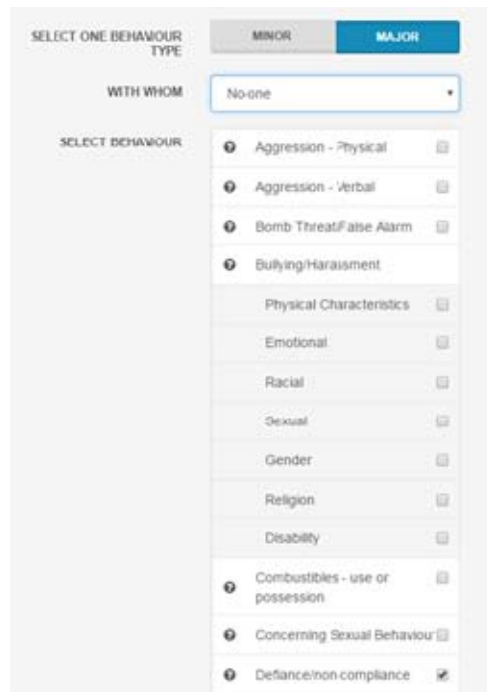
LEARNING AREA CATEGORY: Sciences

LEARNING AREA / ACTIVITY: Science

INCIDENT OUTLINE (OPTIONAL): #assessment non - submission

SENSITIVE

2. Select behavior -Major non-compliance



SELECT ONE BEHAVIOUR TYPE: MINOR MAJOR

WITH WHOM: No one

SELECT BEHAVIOUR:

- Aggression - Physical
- Aggression - Verbal
- Bomb Threat/False Alarm
- Bullying/Harassment
- Physical Characteristics
- Emotional
- Racial
- Sexual
- Gender
- Religion
- Disability
- Combustibles - use or possession
- Concerning Sexual Behaviour
- Defiance/non compliance





3. Select the response

Specify the Student's responses within the context of this incident.

DE-ESCALATE	<input type="checkbox"/> 1. Essential Skills Classroom Management
	<input type="checkbox"/> 2. Withdrawal
PROBLEM-SOLVING	<input type="checkbox"/> 1. Teacher-Student Conversation
	<input type="checkbox"/> 2. Mediation/Peer Mediation
	<input type="checkbox"/> 3. Investigate
	<input type="checkbox"/> 4. Teacher-Student-Parent Conference
	<input type="checkbox"/> 5. Request Further Support
RESTORATIVE	<input type="checkbox"/> 1. Restorative Interview
	<input type="checkbox"/> 2. Apology/Restitution
	<input type="checkbox"/> 3. Community Service
	<input checked="" type="checkbox"/> 4. Detention Recess
	<input type="checkbox"/> 5. Restorative Conference
	<input type="checkbox"/> 6. Behaviour Monitoring Card
FORMAL SANCTIONS	<input type="checkbox"/> 1-2 day suspension
	<input type="checkbox"/> 3-10 day suspension

4. When assessment has been submitted add date of submission to record.

Incident #4187

DATE & TIME OF INCIDENT	7/06/2017 2:43 PM	  NOW
SCHOOL	MAREEBA, St Stephen's Catholic College	
LOCATION	Academic	
LEARNING AREA CATEGORY	Sciences	
LEARNING AREA / ACTIVITY	Science	
INCIDENT OUTLINE (OPTIONAL)	#assessment non - submission assessment submitted 8/06/2017	

- e. **Curriculum leaders** will supervise students who receive an assessment consequence during a designated lunch time (Wednesday and Friday). As a consequence students will be required to attend two Assessment Support Group (ASG) sessions. A schedule of duty will be determined based on the assessment calendar for that term. They will update SBSS and record student attendance and determine if students have



outstanding detentions. Once a response to the incident has been completed the # locator will be removed by the ASG supervisor.

- f. The **curriculum officer** will update the staff daily notices on the school portal using information from SBSS to notify students with outstanding detentions.
 - g. Submission of an assignment after the due date must be **made directly** to the subject teacher.
 - h. Assessment tasks received after the due date will be marked, commented upon and credited towards the completion of the course BUT the result will not be credited towards a student's level of achievement for the subject; teacher monitoring of research notes, drafts etc. will be used to award a level of achievement when an assignment has been submitted after the due date. Teacher judgment of student achievement is made on what is available on or before the due date. However, the completion of assessment past the due date is essential for students to meet course requirements and school expectations.
13. Failure to acknowledge direct quotes from reference sources or material that is not the student's own work is **plagiarism**. Incidents of plagiarism in the production of an assessment item will be penalised at the discretion of the Curriculum Leader in consultation with the Deputy Principal. Expected penalties for plagiarism would include notification of parents, redoing the work or equivalent work under supervision and a significant grading penalty. It is the subject **teacher's responsibility** to record incidents of plagiarism through the Student Behaviour Support System (SBSS) as soon as possible after identification of the incident.
14. Incidents of **collusion** in the production of an assessment item are classified as student non-compliance and will be penalised at the discretion of the Curriculum Leader in consultation with the Deputy Principal. Expected penalties for collusion would include notification of parents, redoing the work or equivalent work under supervision and a significant grading penalty. It is the subject **teacher's responsibility** to record incidents of collusion using the Student Behaviour Support System (SBSS) as soon as possible after identification of the incident.



Section 2 – Examination Procedures

1. Students will be required to attend school for all block examinations and class tests at the scheduled time. **No student is permitted to sit for a test before the scheduled date.**
2. If students are absent on test dates, they will sit for the tests upon their return, in their next scheduled lesson.
 - a. Year 7 to 10 students who are absent during exams because of illness or other extenuating circumstances, must provide a note from parents upon their return to school. Students should be prepared to sit the examination from the next scheduled lesson on their return to school. The teacher is responsible for the organization of 'catch-up' tests and should consult the relevant Curriculum Leader with regard to timing and location.
 - b. Year 11 and 12 students who are absent during exams because of illness **must provide a medical certificate.** Students who do not attend exams and have not provided a medical certificate, or been given an extension, **will still need to sit the exam at the earliest possible time.** The Deputy Principal is responsible for students who are absent for tests during class time. A notation will be made on their profile that the test/exam was completed after the scheduled time. Failure to complete more than one assessment task may mean that they will not complete the requirements of the course and therefore will not receive credit for that subject.
 - c. The Assistant Principal, Administration is responsible for the organization of 'catch-up' tests for Year 11 and 12 students who are absent during a supervised assessment in scheduled to occur during the exam block period. Assessment items should be labelled with the students name, the teacher name clearly identified (highlighted) and placed in the APA's pigeonhole on the day the test was administered.
3. Students in all year levels are required to remain in the examination room for the entire duration of the examination.
4. Special circumstances affecting a student's examination performance should be discussed with the Deputy Principal.



Procedures for assessment conducted under supervised conditions

1. Inform students of the **date of the test well in advance** and provide the relevant information about the **topics** to be revised, the **length** of the exam and any **materials** which must be brought on the day.
2. Set up the exam room in rows with all students facing the front of the room; have a **separate desk for each student** and ensure that there is an **aisle** between desks so that the teacher is able to move around the room during supervision.
3. If necessary, arrange to **move to another room** which is more suitable for the execution of the test. As a courtesy to other teachers who use the room, return it to its original state after the test. **Place the room change on notices.**
4. Before students begin the test, **check all materials including pencil cases.** Books and other material not being used for the test, should be placed on the floor next to the student's desk or in another area of the room inaccessible to students. **Any blank writing paper issued to or provided by students should be initialed by the teacher prior to the commencement of the test.**
5. **Remove any material** on the whiteboard or walls which may assist the students during the test.
6. Display **perusal, starting and finishing times** on the whiteboard. Ensure there is a working **clock** in the classroom.
7. It is wise to **mark the roll** so that any students who are absent for the test can be accounted for.
8. There must be **silence** in the room at all times. Students should be instructed to raise their hands if they have a question and wait for the teacher to respond to their request for clarification. **Any student who is incapable of following this request should be sent to the office.**
9. Students **should not borrow equipment during a test from other students who are also doing the test in the room.** It is a good idea to have some spare equipment as a back-up, but students should be given clear instructions prior to the test date about the materials required.
10. **Supervision should be effective**—supervisors are expected to move around the room and not sit down to do other work while the exam is in progress.
11. Should a student urgently require a toilet break, call the office for assistance so that someone is available to accompany the student to the toilet. **(Students should be informed of this procedure prior to the exam)**
12. Give students a warning that time is almost up in the last ten minutes of the test.
13. At the conclusion of the exam, ensure that there is **absolute silence until each test paper has been collected.** (Ensure that all student scripts are **named** prior to collection.) Take a stapler to the exam room and staple all student responses before collection.



Section 3 – Return of Work/Storage of Assessment Items

1. Students are to be shown marked work with feedback no later than three weeks from the date of submission.
2. Marked work, once shown to the students will be stored in a secure place (compactus in main staff room).
 - a. Years 7 to 10: Marked work is retained for the duration of the academic year; assignment work (minus task sheets) may be returned to students at the start of the following year or disposed of, in a secure manner, if students do not want to keep their work. Exams are not to be returned for security reasons.
 - b. Year 11 and 12: All marked work will be filed in individual student folios and stored securely for a period of time mandated by QCAA.

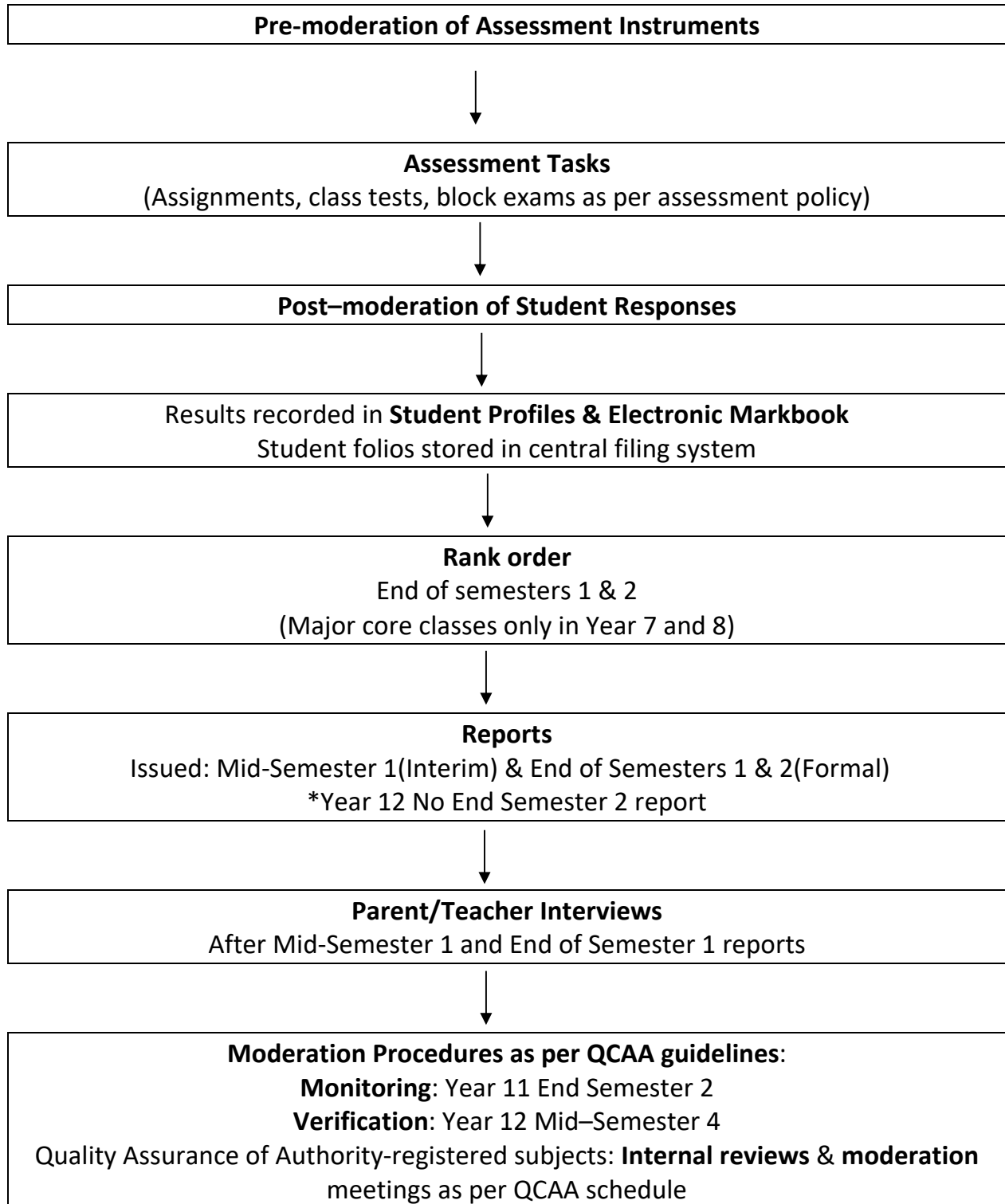
Section 4 – Reporting

1. Students and parents/carers will receive an interim report at the end of term one and written reports indicating their son/daughter's results for semester one and two.
2. Parent/teacher interviews are conducted formally at least twice a year. However, parents are welcome to make an appointment with individual teachers at any stage throughout the year.
3. At the end of each semester, overall achievement in a subject, when reported, will be shown on an A to E scale. The rating represents the student's achievement in the subject at a particular time. Students who are verified and have an individual educational plan or students who have completed modified assessment tasks will receive a level of achievement that reflects their particular circumstances.



Appendix

Assessment and Reporting Framework





Email Templates

1. Non-submission of draft

Dear _(Parent/Carer),

This email is to inform you of ___(student's name)___ insufficient progress in completing a draft for his/her ___(subject)___ assessment. A draft was due today and ___(student's name)___ was unable to produce work that would be considered satisfactory. Drafts at St Stephen's are considered compulsory so that students have the best chance of obtaining a high level of achievement. I would like to encourage ___(student's name)___ to ask for assistance where required.

If you have any questions, please do not hesitate to contact me regarding this email.

Regards

__(teacher's name)___

2. Non-submission of final assessment

Dear _(Parent/Carer),

This email is to inform you of ___(student's name)___ non-submission of his/her ___(subject)___ assessment. A final submission was due today and ___(student's name)___ was unable to produce work that meets the requirements of the task. Due to this non-submission and in accordance with QCAA Guidelines, work completed up until the due date will be used as evidence for a level of achievement for the task. Submission of assessment at St Stephen's is considered compulsory so that students meet course requirements. As a reflection process, the college will be requiring ___(student name)___ to attend 3 lunchtime detentions due to the non-submission of assessment.

If you have any questions, please do not hesitate to contact me regarding this email.

Regards

__(teacher's name)___

3. Absent on the draft date

Dear _(Parent/Carer),

This email is to inform you that ___(student's name)___ had a draft due today for ___(subject)___ . Drafts at St Stephen's are considered compulsory so that students have the best chance of obtaining a high level of achievement. If students are absent for a draft date they are still expected to submit the draft (electronically or hard copy) by 3pm to the school or directly to the subject teacher. Your student has failed to submit a draft which complies with the information presented above and it would be appreciated if you could follow up with this submission.

If you have any questions, please do not hesitate to contact me regarding this email.

Regards

__(teacher's name)___