



# Birdwood High School

## Birdwood High School Progress Markers and Deadline Protocols

To help students and teachers to manage workloads, schools set assessment deadlines. For assessment tasks or assessment types that are completed over an extended period of time, a number of dates are generally set at various stages of the development of the assessment task or assessment type. These are referred to as Progress Markers.

### Progress Markers

All teachers are expected to use Progress Markers to support the learning of students in their classes. These checks involve teachers setting a date a week or fortnight before an assessment deadline. The Progress Marker means that in that lesson the teacher checks all students' work and makes a judgement about the amount of work the student has done and whether it is enough to meet the deadline. This supports students to achieve their personal best by planning their work well in advance rather than the night before the deadline.

SCENARIO	RESPONSE
Student does not meet the Progress Marker.	The student is provided an opportunity to complete the work by the new date set. The subject teacher contacts home to follow up and considers suitable support and intervention strategies.  Teacher records notes on Daymap
Student does not meet a second Progress Marker in the same subject or task.	Teacher reviews the support and intervention strategies and discusses why the deadline has been missed again by the student. Teacher follows up with family and passes all contact information onto the Sub School Leader.  Sub School Leader checks with Student Wellbeing and Engagement team and reviews support and intervention strategies.  Student is provided a last chance to meet the Progress Marker before a family meeting is set.
Student does not meet final Progress Marker.	Student is referred to the Executive Leader who meets with the family to discuss student's re-engagement/withdrawal from the subject. The Executive Leader will inform subject teacher & Year Level Leader.

It is particularly important that all teachers set Progress Markers at intervals as milestones for long term assignments, such as the investigations in the SACE. It is essential that we track student progress to ensure that they all meet the requirements. A two-week assignment would have the Progress Marker at the end of the first week; a six-week assignment might have a Progress Marker at Week 2 and 4.

## Deadlines

Teachers need to ensure that the Progress Markers are completed above prior to initiating the steps below.

SCENARIO	RESPONSE
<p><b>STEP ONE</b></p> <p>Student does not meet the Deadline or does not attend a Summative Test</p>	<ol style="list-style-type: none"> <li>1. On the first occasion the student must bring a note from a parent or caregiver that explains the circumstances that led to missing the deadline.</li> </ol> <p>OR</p> <p>If no satisfactory explanation is provided to the teacher, then the student is referred to the Year Level Leader (Year 12 only)</p> <ol style="list-style-type: none"> <li>2. The student is required to complete the assessment or test in the next available lesson, SST or through a catch up session during lunch time.</li> </ol> <p><b><i>If the student does not complete the summative task or test then go to Step 3.</i></b></p>
<p><b>STEP TWO</b></p> <p>If the student:</p> <ul style="list-style-type: none"> <li>• Does not complete the work after point 2 in Step 1</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Does not meet a second deadline or misses a summative test in the same subject.</li> </ul>	<p>Student is required to present a medical certificate indicating that there were good reasons for missing the deadline. Teacher accepts medical certificate, negotiates an extension and completes necessary special provisions in partnership with Wellbeing Team or SACE Coordinator.</p> <p>OR</p> <p>If no medical certificate is supplied, then the student is referred to the appropriate Leader. The Leader will look at the circumstances of the student in a holistic sense and make a decision to grant an extension, develop a management plan to support the student. They will meet with the family to discuss the appropriateness of this subject to the student's pathway. They will inform subject teacher of outcome.</p>
<p><b>STEP THREE</b></p> <p>Student does not meet another deadline or does not attend another summative test in the same subject.</p>	<p>Student is referred to the Leader who meets with the family to discuss student's re-engagement/withdrawal from the subject. The Leader will inform subject teacher &amp; Sub School Leader.</p>

There are occasions when an extension of an assessment deadline can be approved for a valid reason. The Special Provisions in Curriculum and Assessment Policy outlines some of these reasons. For the school assessment component of the SACE, the school is responsible for granting extensions to assessment deadlines. Acceptable grounds for extension are determined by the school. In terms of special provisions, the school makes its decisions with reference to the Special Provisions in Curriculum and Assessment Policy.