



Boonah State High School

Assessment Policy

2026

(Correct as at 31 January 2026)

RTO Number: 30235

ASSESSMENT POLICY

Scope

Boonah State High's assessment policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

Purpose

Boonah State High is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Boonah State High's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

PROMOTING ACADEMIC INTEGRITY

Boonah State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at https://boonahshs.eq.edu.au/Pages/default.aspx and in the school prospectus. All questions regarding this policy should be directed to the Principal.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1</p>	<p>Boonah State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity course.</p>
<p>Due dates Section 8.2.1 Section 8.2.7 Appendix 1 Appendix 2</p>	<p>School responsibility</p> <p>Boonah State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 2 each semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met for senior subjects • be clear to teachers, students and parents/carers

	<ul style="list-style-type: none"> • be consistently applied • be clearly communicated by the end of Week 2 each semester • give consideration to allocation of workload.
<p>Due dates</p> <p>Section 8.2.1</p> <p>Section 8.2.7</p> <p>Appendix 1</p> <p>Appendix 2</p>	<p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their diaries • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>Applying for an extension for drafts:</p> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department (HOD) and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. <p>Applying for an extension for final assessment:</p> <p>In case where students are unable to meet a final due date, they will:</p> <ul style="list-style-type: none"> • inform the classroom teacher as soon as possible • junior students - apply for an extension with the subject area Head of Department • senior students - apply for an extension with the Guidance Officer, subject Head of Department • provide the school with relevant documentation (Request for extension due to illness and misadventure) • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the Guidance Officer, Director or Head of Department <p>All final decisions are at the Principal’s discretion. Refer to AARA information.</p>
<p>Submitting, collecting and storing assessment information</p> <p>Section 9</p>	<p>Assessment instruments will provide information about Boonah State High School’s arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via Boonah State High School’s academic integrity software, Safe Assign.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student’s folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is compliant with QCAA processes.</p>
<p>Appropriate materials</p> <p>Section 8.2.2</p>	<p>Boonah SHS is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

ENSURING ACADEMIC INTEGRITY

Boonah State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	<p>Policy and procedures</p>
<p>Scaffolding Section 8.2.3</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>Checkpoints Section 8</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Heads of Departments and parents/carers will be contacted if checkpoints are not met.</p>
<p>Drafting Section 8.2.5</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Submission of a draft:</p> <ul style="list-style-type: none"> • to receive feedback from the teacher, the final reasonable draft must be submitted via SafeAssign or hard copy where applicable by 3.05pm of the due day. • students may receive a detention for failing to submit a final reasonable draft. <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response

	<ul style="list-style-type: none"> • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be stored with a hard copy of the draft in the student’s folio. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed. Teachers will record the contact on OneSchool contacts and refer to the appropriate subject area Head of Department.</p>
<p>Managing response length Section 8.2.6</p>	<p>Students must adhere to assessment response length (written and oral) as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> ▪ All assessment instruments indicate the required word length or timed length of the response. ▪ Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. ▪ Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student’s submitted written response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> ▪ mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> ▪ allow a student to redact their response to meet the required length, before a judgment is made on the student work <p>and</p> <ul style="list-style-type: none"> ▪ annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. <p>Timed oral assessment:</p> <ul style="list-style-type: none"> ▪ for performances/orals/ presentations with set time limits, students must not exceed the maximum time as outlined in the assessment conditions. The teacher will only mark the evidence up until the maximum allowed time by the syllabus. <p>Note, however, that when marking student responses, schools cannot:</p> <ul style="list-style-type: none"> ▪ change the tool being used for making a judgement ▪ penalise students for submitting a response that does not meet the response length conditions by arbitrarily reducing their result. <p>Schools annotate the response to indicate the strategy and evidence used for responses that exceed the required length used to determine the result.</p> <p>Determining word length of a response</p> <p>Response requirements are expressed in syllabuses as a word length, duration of time, or page count and vary according to the technique and response type such as written, spoken/signed and multimodal or performance responses. Elements to be included in or excluded from the word length or page count or a written response are provided below.</p>

Determining word length and page count of a written response

	Word length	Page count
Inclusions	<ul style="list-style-type: none"> ▪ all words in the text of the response ▪ title, headings and subheadings ▪ tables, figures, maps and diagrams containing information other than raw or processed data ▪ quotations ▪ footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> ▪ all pages that are used as evidence when marking a response
Exclusions	<ul style="list-style-type: none"> ▪ title pages ▪ contents pages ▪ abstract ▪ raw or processed data in tables, figures and diagrams ▪ bibliography ▪ reference list ▪ appendixes* ▪ page numbers ▪ in-text citations 	<ul style="list-style-type: none"> ▪ title pages ▪ contents pages ▪ abstract ▪ raw or processed data in tables, figures and diagrams ▪ bibliography ▪ reference list ▪ appendixes*
<p>* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

Authenticating student responses [Section 8.2.8](#)

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Boonah State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA) [Section 6](#)

Applications for AARA

Boonah State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook.

The Principal or Principal Delegate manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.4.5](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided

	<ul style="list-style-type: none"> • matters of the student’s or parent’s/carer’s own choosing • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the Head of Department, Principal or Principal’s Delegate as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the medical report template, extension application and other supporting documentation are available from the school website.</p>
<p>Managing non-submission of assessment by the due date or absent for an exam Section 8.2.7 Section 11.1.4</p>	<p>Teachers make judgments based on evidence of student work provided by the student for the purposes of authentication during the assessment preparation period.</p> <p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and draft. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, ‘Not-Rated’ (NR) must be entered in the Student Management system by the date published in the SEP calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject and may lose QCE credits in the senior school.</p> <p>Absent for an exam (AARA - unforeseen illness and misadventure) If a student is absent on the day of an exam, students and parents/carers must apply for AARA, contact the Guidance Officer, Head of Department, Principal’s Delegate and submit the relevant supporting documentation i.e. medical certificate. Students will complete a comparable assessment on the day of their return.</p>
<p>Internal quality assurance processes Section 9</p>	<p>Boonah State High School’s quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. <p>For senior students, all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
<p>Review Section 11.1</p>	<p>Boonah State High School’s internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>

External assessment administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p> <p>See also: <i>External assessment – administration guide</i> (provided to schools each year)</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 10) and follow the <i>External assessment – administration guide</i> for processes, roles and responsibilities of the EA coordinator, teachers and students.</p> <p>External assessment occurs in Term 4 Year 12, during October and November. The specific dates for external assessment are determined by the QCAA and made available on the QCAA website at the beginning of each year.</p> <p>The QCAA develops the external assessment and Senior External Examination timetable annually using finalised enrolment in subjects to:</p> <ul style="list-style-type: none"> • ensure students complete no more than two external assessments in one school day • minimise the number of timetable clashes for students <p>The school external assessment coordinator is responsible for communicating the external assessment timetable to students.</p> <p>MISREADING THE EXTERNAL ASSESSMENT TIMETABLE</p> <p>STUDENTS WHO MISREAD — AND THEREFORE DO NOT ATTEND, OR ATTEND LATE — THE EXTERNAL ASSESSMENT TIMETABLE SHOULD CONTACT THE SCHOOL EXTERNAL ASSESSMENT COORDINATOR AS SOON AS POSSIBLE. MISREADING AN EXTERNAL ASSESSMENT TIMETABLE IS NOT ADEQUATE GROUNDS TO SUBMIT AN APPLICATION FOR AARA OR ILLNESS AND MISADVENTURE (SEE SECTION 6: ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)). THE SCHOOL EXTERNAL ASSESSMENT COORDINATOR MUST CONTACT THE QCAA FOR ADVICE WHEN THIS OCCURS.</p> <p>Senior External Examination venues</p> <p>It is the role of Queensland schools, teaching centres and venues to host the Senior External Examinations (SEE) for their own students who are enrolled for tuition.</p> <p>Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar.</p> <p>External assessment roles and responsibilities for Students:</p> <ul style="list-style-type: none"> • read the information provided by schools, including the <ul style="list-style-type: none"> - External assessment timetable - External assessment student rules - Approved equipment rules • attend external assessment in which they are enrolled • attend the oral component for language subjects (administered at an external venue).

MANAGING ACADEMIC MISCONDUCT

Boonah State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room. • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct</p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment. 	<p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	<p>Refer to the Boonah State High School's Student Code of Conduct for the most likely outcome for consequences of managing academic misconduct.</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses 	

	Types of misconduct	Procedures for managing academic misconduct
	<ul style="list-style-type: none"> looks at another student's work during an exam copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	
Impersonation	<p>A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</p> <p>A student completes a response to an assessment in place of another student.</p>	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>	
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an</p>	

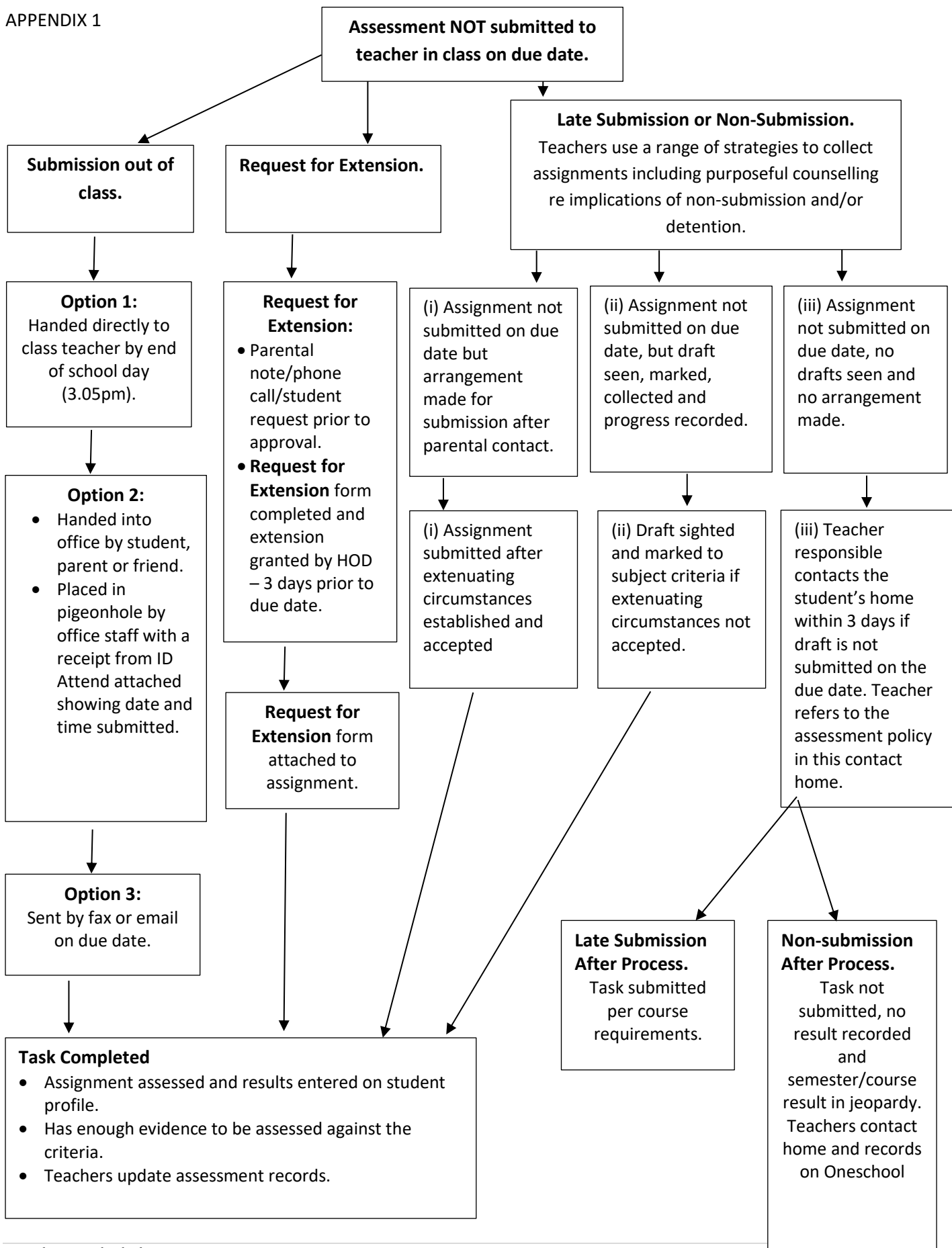
	Types of misconduct	Procedures for managing academic misconduct
	assessment instrument in the same or any other subject.	
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

RELATED SCHOOL POLICY AND PROCEDURES

Refer to other school policies as appropriate:

- Student Code of Conduct
- appropriate use of electronic devices and resources policy
- internal moderation policy (including school procedures for endorsement and confirmation)
- teacher handbook

APPENDIX 1



Boonah State High School

APPENDIX 2 – Access arrangements and reasonable adjustments (AARA)

Absent on due date – Unexpected medical condition or accident	Absent on due date – Unexpected emergency (eg, family death, DV, trauma)	Ongoing medical condition or disability (including mental health)	Known conditions that impact learning (has an ISP in place on OS or is on AIMS) eg ADHD, Dyslexia, ID, ASD, SLI, dyspraxia, complex learning difficulties.	Extenuating circumstances (recent family hardship, family separation, eviction, etc.) that is significantly impacting student.	Family holiday
<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation – Medical certificate (use BSHS template) must be provided that includes the following details:</p> <ul style="list-style-type: none"> ▪ Diagnosed illness or condition ▪ Date of diagnosis, onset or occurrence ▪ Symptoms, treatment or course of action related to the illness or condition ▪ Explanation of the probable effect of the illness or condition on the student participating in the assessment 	<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation – (use BSHS template) any of the following written evidence from relevant independent professional, parent or other independent third party to be provided that includes:</p> <ul style="list-style-type: none"> ▪ Event ▪ Date of event ▪ Course of action relation to the event ▪ Explanation of the probable effect of the illness or condition on the student participating in the assessment 	<p>Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional.</p> <p>Documentation – school statement completed by the staff member most familiar with the needs of the student in relation to their medical condition or disability.</p> <p>And/or</p> <p>Medical report (use QCAA template) completed by medical practitioner (GP, psych, etc). Report should include:</p> <ul style="list-style-type: none"> ▪ Diagnosed of condition ▪ Date of diagnosis 	<p>Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional.</p> <p>Documentation –</p> <ul style="list-style-type: none"> ▪ School statement and/or ▪ Medical report and/or ▪ Education Adjustment Program (EAP) <p>Other evidence such as teacher’s observations or results from standardised academic testing can also be included.</p> <p>Adjustments can include (depending on condition): extension, alternative exam date, extra time on exam, pre-recorded oral response for a class</p>	<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation – (use BSHS template)</p> <ul style="list-style-type: none"> ▪ School statement ▪ Written evidence from relevant independent professional, parent or other independent third-party providing details of circumstances and identifying the level of impact the event has the student’s ability to complete assessment/exam. <p>Student to sit original exam or comparable exam on arranged alternative date.</p>	<p>Exam - No extension - Must sit comparable prior to departure. (Note: this does not apply to external exams)</p> <p>Assignment - No extension - Must submit prior to departure or submit online on due date.</p>

<p>Student to sit original exam or comparable exam on arranged alternative date.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by Principal or Principal’s delegate (DP).</p>	<p>Police reports or official notices are accepted. In the event of a death or significant trauma, an email from parent will also suffice.</p> <p>Student to sit original exam or comparable exam on arranged alternative date.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by Principal or Principal’s delegate (DP).</p>	<ul style="list-style-type: none"> ▪ Date of onset or occurrence ▪ Symptoms, treatment or course of action related to the condition ▪ Information about the diagnosed condition on the student participating in the assessment ▪ Professional recommendations regarding AARA <p>Adjustments can include (depending on condition): extension, alternative exam date, extra time on exam, pre-recorded oral response for a class presentation, use of a scribe or reader</p>	<p>presentation, use of a scribe or reader, use of assistive technology.</p>	<p>Student to submit assignment on alternative date – length of extension to be determined by Principal or Principal’s delegate (DP).</p>	
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