TULLY STATE HIGH SCHOOL

SCHOOL ASSESSMENT POLICY

VERSION 1.07

The following document has been produced in conjunction with the:

- QCE and QCIA Policy and Procedures Handbook 2019 v1.2 as published by the Queensland Curriculum & Assessment Authority
- Curriculum framework for Education Queensland schools: Years 1-10 Assessment: Policy and Guidelines published by the Department of Education, Queensland Government
- Foundation to Year 10 Curriculum published by the Australian Curriculum, Assessment and Reporting Authority

This document includes hyperlinks to important supporting documentation that provides further reading if required.

This document is due to be reviewed annually to ensure currency and adherence to legislation and relevant authority policy.

Date of next review: 11th December 2020

Officers Responsible: *Deputy Principal – Senior School*

Deputy Principal – Junior School

Head of Department – Senior School

Head of Department – Junior School

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KEY MEMBERS OF STAFF

Richard Graham
Principal
✉ the.principal@tullyshs.eq.edu.au

Mark McLoughlin
Deputy Principal
Senior School
✉ mmclo8@eq.edu.au

Rebekah Bidois
Deputy Principal
Junior School
✉ rbido1@eq.edu.au

Sally Chilcott
Guidance Officer
✉ schil27@eq.edu.au

Robyn Sloan-Orlandi
Head of Department
Senior School
✉ rsloa5@eq.edu.au

Leandra Willis
Head of Department
Junior School
✉ lwill416@eq.edu.au

Coralie Gunn
Head of Department
Inclusive Practices
✉ cgunn10@eq.edu.au

Joel Saunders
Head of Department
Engagement &
Wellbeing
✉ jsaun175@eq.edu.au

Nancy Grainger
Head of Department
Teaching & Learning
✉ ngrai4@eq.edu.au

Kathleen MacDonald
Head of Department
English
✉ kmac15@eq.edu.au

Danielle Furmage
Head of Department
Maths & Industrial
Arts
✉ dbeve10@eq.edu.au

Darrin Timms
Head of Department
Science & Innovation
✉ dtimm8@eq.edu.au

Nadine O'Farrell
Head of Department
Humanities & Creative
Arts
✉ nofar1@eq.edu.au

Leith Paton
Head of Department
Health Sciences
✉ lpato9@eq.edu.au

OVERVIEW

This policy encompasses the administering of assessment items in Years 7 to 12, including the processes and procedures involved with block exams each semester.

Purpose

The function of this policy is to outline the procedures and processes pertaining to students and their associated school activities in Years 7 to Years 10 and Years 11 & 12, including International Students. The policy outlines:

a. Assessment Requirements
b. Exam Procedures

For Year 11 & Year 12 students

This policy has been developed in conjunction and accordance with Queensland Curriculum and Assessment Authority Assessment Policy and Procedures Handbook 2019 v1.5 Section 7 and Section 8.

For Year 7 to Year 10 students

This policy has been developed in conjunction and accordance with the Curriculum framework for Education Queensland schools: Years 1-10 Assessment: Policy and Guidelines published by the Department of Education, Queensland Government

Key Policy Documents

- QCE and QCIA Policy and Procedures Handbook 2019 v1.2. The QCE and QCIA policies and procedures handbook (*2019*) v1.1 is available to teachers, principals and other school staff via the new Noticeboard application in QCAA Portal
- Curriculum framework for Education Queensland schools: Years 1-10 Assessment: Policy and Guidelines
- Australian Curriculum, Assessment and Reporting Authority - http://www.acara.edu.au/assessment/assessment.html
- Subject Area Syllabus documents QCAA - https://www.qcaa.qld.edu.au/senior/senior-qce
- The Education (General Provisions) Act (*2006*)
- Student Code of Conduct as published by the Department of Education, Queensland Government (*2020*)
- The Commonwealth Disability Discrimination Act (*1992*)
- The Commonwealth Disability Standards for Education (*2005*)
- Education Services for Overseas Students Act (*2000*) - https://www.legislation.gov.au/Series/C2004A00757
- National Code of Practice for Providers of Education and Training to Overseas Students (*2018*) - https://www.legislation.gov.au/Details/F2017L01182
- Department of Education International documents;
  - Welfare Policy
  - Attendance Policy
  - Course Programs Policy
  - Transfer Policy
  - DEI Initiate Suspension and Cancellation of Enrolment Policy
  - Student Initiated Deferred Suspension and Cancellation of Enrolment Policy.

Implementation procedures

Refer to the following appendices for carrying out the intent of these procedures:

Appendix 1 – Request to Change Subjects for Year 11 & Year 12 students
Appendix 2 – Handing in Written Assessment Items
Appendix 3 – Referencing and acknowledging sources
Appendix 4 – Exam block procedures
Appendix 5 – Commencement of exam script
Appendix 6 – AARA application flowchart
Appendix 7 – Application for AARA/ Extension Form

GENERAL CONDITIONS

Assessment Schedule

A schedule of due dates for assessment will be provided for all subjects at the start of each term via the Assessment Calendar. This will include due dates for drafting (for some subjects where required), checking and final submission/ completion. The assessment schedule will be published on the School Website and available to the students in hardcopy.

Some changes may occur due to extenuating or unforeseen circumstances; students will be given adequate notice in writing by the relevant Head of Department (HOD) and/or Deputy Principal. Any changes to the assessment schedule must occur in consultation with the relevant Head of Department and Deputy Principal.

Drafting
For Year 11 & Year 12 students

Drafting is considered an important requirement that meets the QCAA requirements of authentication of the student's work (section 7.2 QCE and QCIA Handbook v1.5). Students are expected to take advantage of the drafting / editing processes relevant to the subject area. QCAA (section 7.2.2 QCE Handbook) permits the feedback only one draft per student. Students submission of a 'full final copy' at draft stage will assist in improving the quality of responses to assessment items.

For all students

In most subjects, students will be required to submit a draft copy of assignments at an agreed time prior to the submission of the final piece of assessment. The draft submitted should be of a final submission standard. This enables more authentic feedback to be provided to assist in the production of quality work. In instances where the draft piece is provided after the agreed time, verbal feedback may be provided by the teacher, depending on time and workload constraints.

For students who fail to submit a requested draft, a minor incident will be recorded on OneSchool, including contact records and referral to relevant Head of Department.

Providing feedback on a draft
For Year 11 & Year 12 students

Teachers provide feedback on only **one** draft of each student's response. Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response. Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.

For Year 7 to Year 10 students

Teachers can provide feedback in multiple ways throughout the assessment period. Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response. Feedback on a draft must not compromise the authenticity of student work. However, in Year 7 to Year 10 teachers may introduce new ideas, language or research to improve the quality and all student to expand on their responses. Similarly, teachers may indicate

some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.

For all students

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, instrument specific marking guide (ISMG), instrument-specific standards or syllabus standards. Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style (as per Appendix 3).

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- individual written feedback
- individual verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

Managing response length

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count.

Teachers:

- develop valid assessment instruments (appropriate for endorsement where applicable) of suitable scope and scale to allow students to produce a complete response within the required length indicated by the syllabus
- implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject
- provide students with examples of responses that are within the required length
- model how to edit a response:
    - to meet length requirements
    - for relevance to the task and objectives being assessed
    - to respond to draft feedback
- provide students with feedback if the draft response is longer or shorter than the required length
- implement a strategy if a student submits a response that exceeds the required length:
    - mark the student's response using information up to the required length

- indicate on the student's response where they have stopped reading/viewing

- note that the student's response has exceeded the required length.

Students:

- respond to draft feedback to manage the length of their response

- develop a response of the required length (neither significantly over or under the required length)

- document the length of their response using a word count, page count or time.

Elements to be included or excluded from the word length or page count of a written response are provided in the following table. Inclusions and exclusions outlined are consistent across all subject areas.

	Word Length	Page Count
Inclusions	All words in the assessment including: 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)	All pages that are used as evidence when marking a response
Exclusions	Title pages Contents pages Abstract Raw or processed data in tables, figures and diagrams Bibliography Reference list Appendixes* Page numbers In-test citations	Title pages Contents pages Abstract Bibliography Reference List Appendices*
*Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.		

ACADEMIC INTEGRITY

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. All students entering Year 11, must complete the QCAA Academic Integrity online course which can be found at www.myqce.qcaa.qld.edu.au

Staff also complete the academic integrity module found in the QCAA portal.

Strategies for establishing authorship

When developing an assessment instrument, Tully State High School will consider how student authorship of final responses will be established.

Teachers may:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside sufficient class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses.

Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- analyse final student responses using plagiarism-detection software, if available
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross marking if there is more than one class for a subject cohort.

Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses. Teachers:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work

- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students:

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to sign a declaration of authenticity
- submit a draft
- submit the final response in hardcopy to their class teacher and ensure a copy of the submitted assessment is kept personally if required
- participate in feedback conversations during and after the development of the final response.

Parents/carers:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of, and follow, the guidelines for drafting and providing feedback on a student response

Understanding academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Types of academic misconduct and examples of behaviours.

Type of misconduct	Examples
Cheating while under supervised conditions	A student: - 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 - utilises an unauthorised calculator within an examination (eg. graphics calculator) - 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.
Collusion	When: - 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 to another student.
Contract cheating/ significant contribution of help	A student: - arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response - pays for a person or a service to complete a response to an assessment - sells or trades a response to an assessment.

Type of misconduct	Examples
Copying work	A student: ▪ deliberately or knowingly makes it possible for another student to copy responses ▪ deliberately or knowing copies responses from another student ▪ looks at another student's work during an exam ▪ copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: ▪ 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	A student: ▪ invents or exaggerates data ▪ lists incorrect or fictitious references.
Impersonation	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. A student completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work with or without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.

For Year 11 & Year 12 students

Students who fail to maintain academic integrity will face disciplinary action which may result in the commencement of the cancellation of enrolment process, for example a *show cause* letter. If a student assessment demonstrates evidence of academic misconduct, this portion of the assessment submission will not be marked in accordance with the ISMG.

For Year 7 to Year 10 students

Students who fail to maintain academic integrity will be subject to disciplinary action as per the Student Code of Conduct. If a student assessment demonstrates evidence of academic misconduct, this portion of the assessment submission will not be marked in accordance with the criteria sheet.

Submission and Completion of Assessment Item

▪ All due dates for assessment items are to be strictly observed
▪ A hard copy needs to be submitted to the student's class teacher before the required deadline
▪ All assignments need to be submitted in hard-copy to their relevant teacher before 3:30pm on the due date.

Students Applying for a Subject Change
For Year 11 & Year 12 students

Students in Year 11 and Year 12 who wish to change subjects or courses, regardless of program, need to complete a Request for Subject Change – Year 11 & Year 12 form (Appendix 1). This form needs to be approved by the relevant curriculum Heads of Department, the Senior School Head of Department and parent/ carer giver. When a subject change has been approved, the student will receive a new timetable and the required documentation will be placed in the student's file for QCAA reporting requirements.

For Year 7 to Year 10 students

Year 9 and Year 10 students who wish to change an elective subject can do so by discussing the requested change with the relevant Deputy Principal. The Deputy Principal will make this change based on a case by case basis. When a subject change has been approved, the student will receive a new timetable.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

The Queensland Curriculum and Assessment Authority (QCAA) and the Department of Education recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Schools use the information in this handbook to inform their decisions about appropriate adjustments and arrangements for Applied, Applied (Essential), General, General (Extension), Short Course and Senior External Examination assessments for students in Year 11 and Year 12 or all subjects for students in Year 7 to Year 10.

Access arrangements are action/s taken by the school so that a student with an eligible impairment, who may not be covered by the definition of disability, can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment (as a result of disability and/or medical conditions or other circumstances creating a barrier to the completion of assessment) can be assessed.

The *Disability Discrimination Act 1992* (DDA) and the *Disability Standards for Education 2005* (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

The following principles inform the decision the school will make about AARA. Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA.

- *Timeliness* — AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment. Schools identify and minimise barriers that prevent students from demonstrating their current knowledge and skills. Reasonable adjustments are made to assessment conditions to make assessment accessible for all students so that they have opportunities to demonstrate the assessed knowledge and skills.

- *Standards-based assessment* — the relevant exit or reporting standards are used to make judgments about student achievement. The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified. Achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.

- *Effects of AARA* — Schools consider the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work. AARA are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration. Schools consider the identified disability,

impairment and/or medical condition and the functional impact on the student's capacity to undertake particular requirements of an assessment. A student may not need or want adjustments for some assessment techniques or instruments, or may need different adjustments in different assessments.

- **_Flexibility_** — Schools review the AARA provided and assess whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.

For Year 11 & Year 12 students

Schools make decisions about AARA for Units 1 and 2. They ensure that for Applied, Applied (Essential) and General subjects, the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

For Year 7 to Year 10 students

All students access curriculum within a quality differentiated classroom. Specific relevant teaching strategies are used to meet the needs of diverse learners.

Some students may require supplementary or substantial adjustments. This may require a student to have an Individual Support Plan (ISP) or an Individual Curriculum Plan (ICP). If a student requires a high level of curriculum adjustments, an ICP will be developed in conjunction with the parent, student, curriculum Head of Department and Head of Inclusive Practices.

Eligibility for AARA

AARA are provided 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.

These barriers fall into three broad categories:

- Permanent
- Temporary
- Intermittent

The QCAA used broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social / emotional

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. For Year 11 and Year 12, students the QCAA will also consider applications for certain cultural obligations or personal circumstances.

Ineligibility

For Year 11 & Year 12 students

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

For Year 7 to Year 10 students

- unfamiliarity with the English language for an international student who has been in the country longer than 12 months
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

Reporting and approving AARA

For Year 11 & Year 12 students

Access arrangements and reasonable adjustments (AARA) for summative assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) syllabuses and Short Courses may be either principal-reported or QCAA-approved. Principal-reported AARAs are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student.

In approving AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, and for summative external assessment in General, General (Extension) and General (Senior External Examination) subjects.

Schools retain supporting documentation for principal-reported AARA. Schools may be required to supply a copy of supporting documentation as part of the quality assurance processes for AARA or as part of a review process. The QCAA publishes timelines for principal-reported AARA to enable schools to meet their reporting requirements.

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, summative assessment for Short Courses and

for external assessment in General, General (Extension) and General (Senior External Examination) subjects, as defined in the table below.

QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal.

Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Adjustments for which schools are required to apply to the QCAA:

Type of Assessment	Adjustment
Summative assessment – internal and external	▪ extra time and/or rest breaks
Summative external assessment or Senior External Examination	▪ extra time and/or rest breaks ▪ format of papers ▪ assistance ▪ assistive technology, including the use of a computer ▪ a reader and/or scribe ▪ a change of venue (changes to rooms should be recorded)

Further information around AARA conditions can be found in the attached information sheets and via the QCAA portal.

- ▪ Use of Computers
- ▪ Readers and Scribes
- ▪ Rest breaks

For Year 7 to Year 10 students

Access arrangements and reasonable adjustments (AARA) for students in Year 7 to Year 10 are reported to the relevant Deputy Principal for approval. Individual Support Plans (ISPs) and Individual Curriculum Plans (ICPs) are reported on via Semester Reports. All evidence and supporting documents are recorded in OneSchool against each student's profile.

In order for AARAs to be approved, the Deputy Principal – Junior Schooling must:

- ▪ be reasonably satisfied that the need for the AARA exists
- ▪ be able to provide evidence to justify the decision

Schools retain any relevant supporting documentation for approved AARAs.

Application and Notification Process
For Year 11 & Year 12 students

Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Early applications for all AARA are recommended to ensure timely decisions and confidence for students.

Applications submitted close to the due date for assessment should not be for known long-term conditions.

Schools must submit an AARA application to the QCAA (via the QCAA Portal) for students undertaking summative internal and external assessment in Units 3 and 4 of Applied and General subjects, and for assessment in General (Senior External Examination) subjects and Short Courses.

For more information see Section 6.5.1: Supporting documentation.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied and General syllabuses, and for assessment in General and General (Senior External Examination) subjects and Short Courses.

Timelines for principal-reported and QCAA-approved AARA

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments *and* General (SEE) subjects
Alternative format papers, e.g. braille large print	Due dates are determined by the school.	**Applications are due by the end of February in the summative year**. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal reported AARA)	For existing long-term and chronic conditions — applications are due by completion of Units 1 and 2. For all others, applications are due **as soon as possible** before the assessment event.	For existing long-term and chronic conditions — applications are due **by the end of Term 1** in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — applications are due **by the end of Week 5 Term 3** in the summative year.
Principal reported AARA only	Notification is due prior to the relevant confirmation event (see *Section 9.4.1: Confirmation process*).	Notification is due **by the end of Term 3** in the assessment year.

Supporting documentation

A school statement is to be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- a detailed overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment
- a description of how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment
- a list of the student's previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do.

Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.

The school statement should be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.

Except with the prior written agreement of the QCAA, applications for QCAA-approved AARA that are submitted by the main learning provider without an appropriate school statement will be declined until the appropriate evidence is provided.

Medical report
For Year 11 & Year 12 students

Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

The medical report must be completed on the QCAA's medical report template that can be accessed via the QCAA Portal.

The medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act* 2001), and who is not related to the student or employed by the school.

Schools contact the QCAA for advice if a student is unable to provide a medical report.

For Year 7 to Year 10 students

AARA applications require the submission of a medical report that provides:

- date of diagnosis and medical condition
- symptoms, treatment or course of action

Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

Non-attendance during internal assessment
For Year 11 & Year 12 students

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate or assessment supervisor as soon as practical. Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.

Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions.

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation via the QCAA Portal.

For Year 7 to Year 10 students

A student who is ill and unable to attend school for internal assessment should inform the relevant Head of Department or assessment supervisor as soon as practical. This may be before, during or immediately after the assessment session. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.

School Approved Absences

The school is able to approve assessment adjustments for predetermined absences from school for students. The school will consider planned school activities and refer to communication and calendars from key organisations to identify periods when students may be absent at approved activities and plan for these absences in the school's assessment calendar. If a planned absence affects multiple students within a cohort, then an adjustment to the due date for the entire cohort would be appropriate.

Examples of school-approved absences may include:

- School excursions that cannot be scheduled at another time
- School, district, regional, state or national representation for school-supported sport
- School, district, regional, state or national representation for artistic endeavours
- Student exchange programs
- Audition or entrance exams

The list of examples is not an exhaustive list and schools should seek advice from the QCAA in unusual circumstances before approving student absences, particularly if absences will have an impact on the completion of assessment.

For Year 11 & Year 12 students

In the case of a school approved absence relating to a student, the following actions will apply:

- for examinations – the school offers a comparable examination before the due date. The school is to implement processes that maintain the integrity of the original assessment for the remaining cohort. The school follows the required processes if a comparable assessment instrument is used for summative internal assessment in Units 3 or 4.
- for non-examinations — students are required to submit/present the assessment on or before the due date.

For Year 7 to Year 10 students

In the case of a school approved absence relating to a student, the following actions will apply:

- for examinations – the student will complete the assessment before the due date.
- for non-examinations — students are required to submit/present the assessment on or before the due date.

ASSIGNMENTS

Notice of Assessment

Students receiving assessment will all have the opportunity to receive the task on the same day. Students, who have the subject on the day the assessment is to be distributed, will be provided the task sheet during class time. Students, who do not have the subject timetabled for that day, will be able to collect their task sheet from the Curriculum Head of Department in their assigned staffroom.

Submission

All Assignments/Projects are due by 3:30pm on the due date. Assignments/Projects must be presented to the students' class teacher in response to requirements of QCAA 7.3.1 (*for Year 11 & Year 12 students*) unless a change to conditions form has been completed and approved prior to the due date. When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result will be awarded using evidence available on or before the due date e.g. class work, a draft, rehearsal notes, photographs of student work, teacher observations.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.

For Year 11 & Year 12 students

A table of possible principal-reported and QCAA-approved AARA is available in the QCE and QCIA Handbook section 6.4.4 for Year 11 & Year 12 students.

For Year 7 to Year 10 students

The relevant Head of Department for Junior or Senior School makes the determination regarding submission and students eligible for AARAs including extensions to submission dates. Any appeals to Head of Department decisions need to be lodged in writing to the relevant Deputy Principal.

Late or non-submission

It is not appropriate to award a lower result, as a penalty for late or non-submission as evidence is to be matched to the relevant syllabus marking guides or standards.

For Year 11 & Year 12 students

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard
- For General and General (extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence
- For Short Courses, an E cannot be awarded when there is no evidence for that grade
- In all these cases, the only result that can be awarded is Not-Rated (NR).

For Year 7 to Year 10 students

- For all subjects, an E cannot be awarded when there is no evidence for that standard
- In all these cases, the only result that can be awarded is Not-Rated (NR).

For students who fail to submit a requested final copy of assignment, a minor incident will be recorded on OneSchool, including contact records and referral to relevant Head of Department.

Oral Presentations

In the interests of fairness and equity, the transcripts and other material for oral assignments are due in the first nominated lesson, regardless of when the oral assignment will be presented.

Submission Obligations

Assignments must be presented in the format indicated on the task sheet for the assessment item. If a student completes their assignment on a computer, the student will need to keep clear evidence to reasonably substantiate the completion of the assessment item in the event of technical difficulties.

Students Absent On the Day an Assignment Is Due

In instances where a student is absent from school on the day an assignment is due (eg. illness), it is the responsibility of the parent to make contact will the school's front office and inform the school of their child's absence. The parent is also required to inform the school how the student plans to submit the assignment to the school. The student can:

- Email the assignment directly to the class teacher or
- Provide a hardcopy to the school's front office

If no assignment is provided to the school before 3:30pm on the day the assignment is due, the class teacher will use any previously collated student evidence including draft/s provided to determine a result.

If no assignment is provided to the school before 3:30pm on the day the assignment is due and no student evidence has been provided to the class teacher, the student will be awarded a Non-Rate result for the assignment.

Completion

Students are to complete exams in the nominated lesson or nominated time in the exam block. Students who become aware (prior to the exam) that they are unable to sit the exam at the scheduled time, are required to complete an '*Application for AARA*' form (Appendix 7) including documentation that provides reasonable explanation for the absence. Approved AARA documentation must be submitted in portfolios with the relevant assessment item.

No student will sit an exam before the scheduled date unless there is an approved '*Application for an AARA*'.

Late

Students who arrive late to an exam will be permitted entry to the exam, but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.

Block Exams

A block exam period is scheduled when appropriate for junior and senior students. Please refer to exam block procedures (See Appendix 4).

Exam Obligations

Assessment must be presented in the format indicated on the task sheet for the assessment item. If a student completes their exam on a computer, the student will need to continually save their work to avoid loss of assessment in the event of technical difficulties. If a student on AARA requires access to a computer for exam completion, a device will be provided to the student.

Extensions

Requests for extensions of assessment timelines **should be made a minimum of 3 days prior to the due date** *(with the exception of illness or misadventure in which case the relevant AARA form will need to be completed).*

Any request for extension after the due date must be approved be the relevant Deputy Principal in consultation with the student and relevant Head of Department.

This process will be used by students who are aware of an impending 'known absence' on the due date for assessment where early submission is not practical, or is for the circumstances of bereavement, compassionate or exceptional grounds. Students must complete an '*Application for AARA*' form (see Appendix 7). Extensions for assessment items are only to be granted by a Head of Department or a member of the School Administration in consultation with the class teacher and student.

Students Absent For Examination in Unforeseen Circumstances
For all students

In instances where a student is absent from an examination due to unforeseen circumstances (eg. illness), it is the responsibility of the parent to make contact with the school's front office and inform the school of their child's absence from school and the examination. The parent also needs to advise of an expected return date to school when the child

would be able to sit a comparable examination. The school will then determine if the absence satisfies AARA of 'Illness and Misadventure' requirements as published by the QCAA.

Where the school determines that there are sufficient grounds for an AARA of 'Illness and Misadventure', the school will make contact with the parent to outline the required supporting documentation required and give a provisional date for the student to sit a comparable examination.

Where the school determines that there are insufficient grounds for an AARA of 'Illness and Misadventure', the school will make contact with the parent and outline the implications of their child missing the examination, which may include being Non-Rated for the examination.

SENIOR SCHOOLING

YR11 & 12 SUBJECT CHANGE FORM

STEP 1 – Request to change subjects

Student: _____ Yr Lvl: _____ Date: _____ Form Issued by: _____

CURRENT Subject: _____ Line: _____ NEW Subject: _____ Fac-

Assessment Results:

FIA1 ___ FIA2 ___ FIA3 ___ FIA4 ___

QCE Points: Yes ☐ No ☐

Approved: Yes ☐ No ☐ HOD Signature: _____

Approved by HOD: _____

Textbook: Yes ☐ No ☐ N/A ☐

Reason: _____

** Students who enrol in a certificate course after the start date are not guaranteed the qualification. A statement of attainment is issued for units of competency completed if the full qualification is not completed.

STEP 2 – Eligibility to change subjects

CURRENT Subjects & Results:	Year 11 Unit 1	Year 11 Unit 2	Year 12 Unit 3

VET Courses Completed or Being Studied:

_____

Student USI Number: _____

Any Previous Subject Changes in Senior: Yes ☐ No ☐

* ALL Unit objectives must be assessed at least once, and a satisfactory overall assessment result attained for QCE to be awarded.

ATAR student:	Non-ATAR student:	ATAR or Non-ATAR student:
☐ changing GENERAL subjects	☐ changing subjects	☐ applying for a Study lesson
☐ changing from GENERAL to APPLIED		
*Requires Approval from Deputy Senior Schooling, HOD Senior Schooling or Guidance Officer	*Requires Approval from Deputy Senior Schooling or HOD Senior Schooling or Guidance Officer	*Requires Approval of the Senior Schooling Deputy, HOD Senior Schooling & Guidance Officer

STEP 3 – Reason for Change/Parent Feedback

School Comments:

_____

Parent/Guardian Comments:

_____

Will the student ATAR Eligible? Yes ☐ No ☐ QCE Eligible? Yes ☐ No ☐

STEP 4 – Signatures Required for Approval

		Signature:	Full Name:	Date:
1	Parent/Guardian		_____	
2	Head of Department of Senior School		_____	
3	Guidance Officer or Deputy Principal		_____	

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APPENDIX 2 - HANDING IN WRITTEN ASSESSMENT ITEMS

As part of the teaching and learning process all students will complete assessment items for all courses of study they are undertaking.

Some subjects may require 3 Dimensional tasks to be handed in (e.g. Art, ITD) others may require physical performances to be conducted as an assessment piece (e.g. Drama, HPE). However, all subjects at some stage will require a written assignment to be submitted.

When completing a written assignment all students should follow the process below.

The Writing Process:

1. Brainstorming ideas (can be handwritten)
2. Drafting
3. Editing with and without teacher conferencing
4. Rewriting which takes on board the feedback supplied during conferencing (handwritten or typed)
5. Publishing your final copy in typed format. Please ensure you use appropriate font, spacing and sizing for the task. (eg. Essays should be size 12 Calibri / Arial and minimum 1.5 spaced).

Handing in your Submission:

1. Personalised Assessment Item cover sheet stapled to the front.
2. Final copy of your completed essay / task including authorship statement signed by student
3. Any drafts showing teacher conferencing
4. Any initial planning / brainstorming

When all items are put together in order they should **all be stapled together in the top left hand corner of the page (one staple only).**

Display folders or plastic sleeves are not necessary unless stated as part of the task requirements.

Finally hand it on or before the due date deadline of 3:30pm. Any requests for extension must be made to the relevant Deputy Principal with supporting evidence (e.g. Medical certificate) a minimum of 3 days prior to the due date.

APPENDIX 3 - ACKNOWLEDGEMENT OF SOURCES

Referencing

You use acknowledgement of sources to acknowledge **direct quotation, statistics** or **key ideas** from another person's writing that you use in your writing. Similar information taken from non-print sources such as a speech or a television program should also be sourced.

If you do not acknowledge the source of these ideas you will be guilty of plagiarism (taking and using another person's writing etc. as your own).

Referencing is a list of all sources used in preparing your essay or assignment. This list **must** include all books and articles noted in acknowledged sources throughout the piece of writing and **should** also include any other sources used in your research. The reason for the bibliography is to show the sources of your information and inform interested readers where they may find further information.

Plagiarism

Plagiarism is using another person's material for assignments, assessment and presentations without acknowledging them and referencing it in a bibliography. It is unacceptable and viewed as cheating. To avoid plagiarism always use "…" to enclose quotes and reference any material sourced from elsewhere in a bibliography.

Setting Out

Immediately after you:

- quote from a guest speaker or book in a piece of writing OR
- take an idea (not actually a quotation) and use it in a piece of writing OR
- quote statistics or figures in a piece of writing

You should give the following information in brackets before continuing your essay:

a. Author's surname
b. Date of publication
c. Page

e.g. (Jones, 1946, p.6) or (Smith, 2-5-'93, p.7)

This enables anyone reading your essay to check the source of your ideas. However, they will only be able to do this properly if you also complete a detailed bibliography with your essay or assignment. Acknowledgements must be able to be cross referenced with your bibliography.

APPENDIX 4 - EXAM BLOCK PROCEDURES

Preparation for Exams

- All materials required for the exam block are to be with the HOD Senior Schooling by due date advised by HOD SS
- All exams are to be stored in the locked filing cabinet in the Deputy SS office prior to the exam.
- All copying of test papers required (including at least 2 spare copies) is the responsibility of the faculty HOD or their delegate.
- 2 copies of the class roll/s – one to be sent to the HOD SS
- The HOD of each KLA will delegate the responsibility of the exam preparation as necessary.
- The HOD of the relevant faculty or their delegate will take exams and any required materials to the exam rooms as listed on the exam timetable 30 minutes prior to the commencement of the exam
- The staff member who is on the final session of exam supervision will organise the return of exam papers to the relevant HOD or lead teacher (delegate of respective HOD) at the end of each exam.

Student Dress and Attendance

- Students attending school for exams, or to hand in an assignment, are to be in full school uniform. Any student who does not meet this requirement should be requested to follow the normal school process which may mean they are late for the commencement of their exam.
- Students need to sign the attendance roll before entering the examination room.
- Students who have been granted study leave for exam block are permitted to attend for exams only and are not required to sign in and out at the office/student services.
- Students who have outstanding assessment or classwork are required to attend school throughout the exam block and are expected to attend the senior schooling study room when not in scheduled exams.

Exam Procedures

- Arrive at the exam room no later than 15 minutes before the commencement of the exam.
- As an exam supervisor, you should familiarise yourself with the allowed exam procedures and materials, ensuring you adhere to these procedures.
- Use the board in the examination room to provide details to students regarding name of subject, time of exam (write perusal time, exam check points and time students can leave the exam)
- Ensure that if there is a clearly visible clock/s in the room that they are synchronized. If a room doesn't have a working clock, it is advisable to write ten minute increments of the exam times on the board and cross them off as they pass for students.
- Give all students a verbal time warning for the halfway point of the exam, as well as a verbal reminder at 30, 10 and 5 minutes left.
- Students who arrive late for their examination will not be granted extra time, but will be permitted to enter late and begin the exam.

Examination Materials

- Check student materials and implements for their exams on entry. Materials and implements should be in a clear pencil case, or plastic sleeve. Entrance to the examination room should not be permitted until this is presented to the examination supervisor.
- Students allowed to bring calculators, rulers or other larger implements, are advised that they must be clean and free of graffiti and writing. Stored memory must be cleared from calculators before entering exam rooms. Supervisors should make judgments about the permission of such implements and disallow them if necessary.

- Paper or books cannot be brought into any exam, unless it is an open exam, or an exam which requires notes. In the case where written or typed materials are allowed for completion of the exam, the examination supervisors are to check all materials.
- The usual school electronic device policy applies at all times.
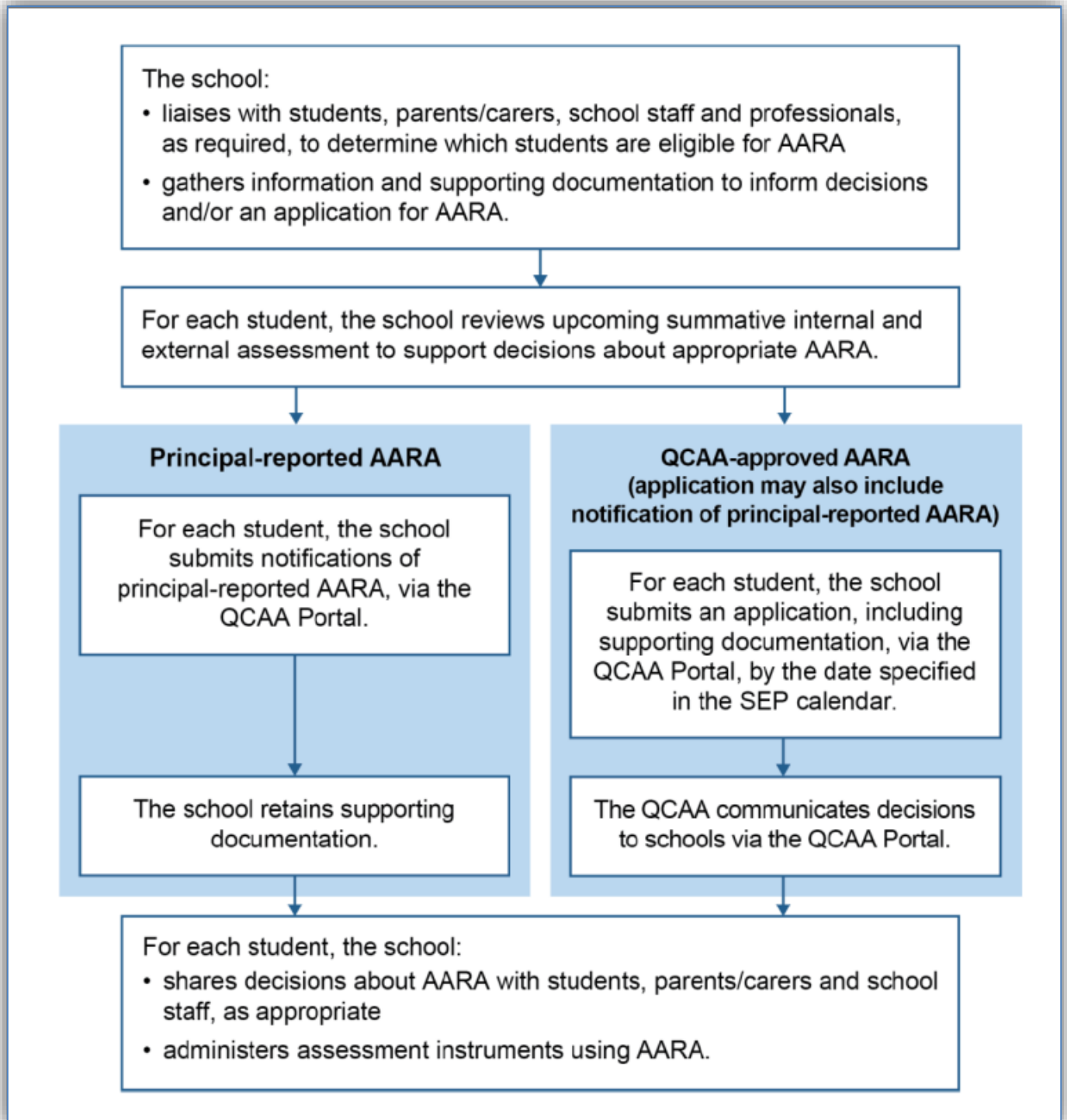
Student Examination Conduct

- Any breaches of student conduct in the exam should be directed to the relevant Head of Department.
- Exam supervisors may make seating allocation changes that may be deemed necessary for the good conduct of the entire room.
- Enforce with students that silence only is allowed in the examination room, and seeking assistance is attained by raising your hand and waiting for a supervisor.
- Students must be aware that breaches of academic integrity will be viewed as serious. Such behaviour may result in academic penalties including failure of the examination or exclusion from some part of the program or course.

Examination Script

- This exam is for year _____ (Yr 7-12) _____(subject/s)
- The exam is of _____ minutes/hours duration and will commence at
- _____ and end at _____. This time is reflected on the board.
- The materials you are allowed in this exam are, _____
- _____ _____ _____ and should be placed on your desk or under your own chair at all times. Sharing of materials or implements throughout the exam is not allowed and may be seen as cheating.
- In this exam, written or typed notes are / are not allowed.
- All electronic devices must be switched off and left in your bags at the front of room this includes any electronic device that has messaging abilities (eg. Apple watch).
- If you have materials or implements that are not permitted in this exam with you now, please raise your hand.
- No talking is permitted during the exam and all students are asked to keep their papers flat on the desk. All students are to remain in their seat unless asked to move by one of the exam supervisors. Inability to follow these rules may be seen as cheating. Students must be aware that breaches of academic integrity such as cheating will be viewed as serious. Such behaviour may result in academic penalties including failure of the examination or exclusion from some part of the program or course.
- If you have a question or need to gain the attention of the exam supervisors throughout the exam, please raise your hand silently and wait to be attended to.
- Exam supervisors will give a verbal time warning for the commencement and halfway point of the exam, as well as reminders at 30, 10 and 5 minutes left.
- (*optional*) After the halfway point of the exam if you are finished you may exit the exam and proceed to _____, however there is no re-entry to the room. If you are finished and wish to leave the room you may do so after _____(time) by raising your hand and waiting to excused.
- No exam materials are to leave this room.
- This exam will commence with _____ minutes of perusal at _____. During perusal you are not permitted to write.
- You are not allowed to leave in the first 30 minutes of the exam or in the last 15 minutes.
- You may begin perusal now.

The school:
- liaises with students, parents/carers, school staff and professionals, as required, to determine which students are eligible for AARA
- gathers information and supporting documentation to inform decisions and/or an application for AARA.

For each student, the school reviews upcoming summative internal and external assessment to support decisions about appropriate AARA.

Principal-reported AARA

For each student, the school submits notifications of principal-reported AARA, via the QCAA Portal.

The school retains supporting documentation.

QCAA-approved AARA
(application may also include notification of principal-reported AARA)

For each student, the school submits an application, including supporting documentation, via the QCAA Portal, by the date specified in the SEP calendar.

The QCAA communicates decisions to schools via the QCAA Portal.

For each student, the school:
- shares decisions about AARA with students, parents/carers and school staff, as appropriate
- administers assessment instruments using AARA.

SENIOR SCHOOLING

APPLICATION FOR AN AARA/ EXTENSION FORM

STEP 1 – Student Details & Assessment Information

Student: _____ Yr Lvl: _____

Date of Application: _____ Form Issued by: _____

Subject Regarding Application: _____ Subject Teacher: _____

Have you had any previous reasonable adjustments/ extensions approved? Yes ☐ No ☐

Assessment Information

Type of Assessment: _____

Original Due Date: _____

How many lessons have been missed? _____

Proposed Due Date: _____

STEP 2 – Reasoning for Access Arrangement or Reasonable Adjustment

Category of Application: Cognitive: ☐ Sensory: ☐ Physical: ☐ Social/ Emotional: ☐ Illness/ Misadventure: ☐

Please provide an overview of reasoning behind this application

STEP 3 – Supporting Documentation

Please list supporting documentation that is attached with this application for Extension/ Reasonable Adjustment

☐ _____   ☐ _____
☐ _____   ☐ _____
☐ _____   ☐ _____
☐ _____   ☐ _____

STEP 4 – Signatures Required for Application Submission

	Signature:	Full Name:	Date:
1 Parent/Guardian			
2 Faculty Head of Department			
3 Head of Department Junior/ Senior School			

STEP 5 – Principals Delegate Approval

Application Approval: Yes ☐ No ☐

Arrangements/ Adjustments that will be put in place as a result if approved

☐
☐
☐
☐

Approved Extension Date (if applicable): _____

	Signature:	Full Name:	Date:
4 Principals Delegate Approval			

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