Assessment Policy

Purpose

Tully State High School 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 the completion for the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).

For Year 11 & Year 12 students

This policy has been developed in conjunction and accordance with Queensland Curriculum and Assessment Authority (QCAA) Assessment Policy and Procedures Handbook.

For Year 7 to Year 10 students

This policy has been developed in conjunction and accordance with the Curriculum framework for Education Queensland schools: K- 12 Curriculum, assessment and reporting framework (K-12 Framework).

Principles

Tully State High School expectations for teaching, learning and assessment are founded within the principles of academic integrity and excellence.

Assessment includes a range of tools which may include any examination, practical demonstration, performance or product that allows students to demonstrate the objectives described by the syllabus. Assessment must 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.

Contents

Promoting academic integrity

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

Location and communication of policy

The school assessment policy is located on the school website at https://tullyshs.eq.edu.au/curriculum/senior-secondary . Questions regarding this policy should be directed to the Deputy Principal – Senior Secondary.
To ensure the assessment policy is consistently applied, aspects of the policy will be frequently reinforced at.
- interviews
- during Senior Education and Training (SET) planning
- when the assessment schedule is published
- when each task is handed to students
- in the school newsletter and by email in response to phases of the assessment cycle.

Expectations about engaging and learning and assessment

Tully 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.

Students are expected to:
- 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.
To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.

Due Dates

Tully State High School is required to adhere to the QCAA's policies for gathering evidence of student achievement on or before the due date.

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 3.

The assessment schedule will:
- 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
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 3 each semester
- give consideration to allocation of workload.

Students are responsible for:
- recording due dates
- 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.

In cases where students are unable to meet a due date, they will:
- inform the head of department and classroom teacher as soon as possible
- provide the school with relevant documentation, e.g. medical certificate
- complete an application for extension
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

All final decisions are at the principal's discretion. Refer to AARA information below.

Submitting, collecting and storing assessment information

Assessment instruments will provide information about Tully State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, must be submitted by their due date and, where appropriate, via the School's academic integrity software.

Draft and final responses for all internal assessment will be collected and stored in each student's assessment folio. Live performance assessments will be recorded and stored as required (for QCAA processes). All evidence used for making judgments is stored as described in the Tully State High School Moderation Cycle Standard of Practice.

Appropriate materials
Tully State High School is a supportive and inclusive school. Materials and texts are chosen with care in this context by students and staff.

Ensuring academic integrity

Tully 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

Scaffolding

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:
- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

Checkpoints

Checkpoints will:
- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.

Teachers will use these checkpoints to identify and support students to complete their assessment.

Heads of departments and parents/carers will be contacted if checkpoints are not met.

Drafting

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, misadventure or non-submission for other reasons.

Feedback on a draft is:
- 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 submission of a draft (unless approved by Head of Department).

Feedback on a draft must not:
- compromise the authenticity of a student response

- 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.

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.

Parents and carers will be notified by phone call or email about inadequate or non-submission of drafts and the processes to be followed.

- 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.

Managing response length

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.
- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:
- mark only the work up to the required length, excluding evidence over the prescribed limit

or
- allow a student to redact their response to meet the required length, before a judgment is made on the student work

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and
- annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

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.		

Submission of Assessment

Assignments

All Assignments/Projects are due by 3:00pm on 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.
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 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.

Exams

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 Access Arrangements and Reasonable Adjustments (AARA), including illness and misadventure'* 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 by the relevant Deputy Principal in consultation with the student and relevant Head of Department – Student Services.

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. Extensions for assessment items are only to be granted by a Head of Department – Student Services and/or a member of the School Executive Team in consultation with the class teacher.

Authenticating student responses

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

Tully 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 their own work, procedures for managing alleged academic misconduct will be followed.

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
- submit a draft
- submit the final response in hardcopy to their class teacher and ensure a copy of the submitted assessment is kept personally
- 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

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)

Applications for AARA

Tully State High School is committed to reducing barriers to success for all students. In year 11 & 12 AARA's 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 school principal/principal's delegate manages all approval of AARA's 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
- matters of the student's or parent's/carer's own choosing
- matters that the school could have avoided.

Year 7 to 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/carer, student, curriculum Head of Department and Head of Inclusive Practices.

Applications for extensions to due dates for unforeseen illness or misadventure

Students and parents/carers must contact the Head of Department – Student Services as soon as possible and submit the relevant supporting documentation.
Copies of the documentary evidence template, extension application and other supporting documentation are available from the school website.

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.

Managing non-submission of assessment by the due date

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.
The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.
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:

- provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this, this includes drafts that have been collected and/or check point work that has been completed
- 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.

In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.

Internal quality assurance processes

Tully State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- 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.

All marks for summative internal assessments for General subjects are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review

Tully 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.

External assessment administration

External assessment is developed by the QCAA for all General and General (Extension) subjects

Refer to the *QCE and QCIA policy and procedures handbook* ([Section 10](#)) and follow the *External Assessment (EA) — administration guide* for processes, roles and responsibilities of the EA coordinator, teachers and students.

Managing academic misconduct

Tully 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. Students may inappropriately and falsely demonstrate their learning. The following table includes some examples of academic misconduct.

Types of misconduct	
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 their 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.
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.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • 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 without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
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.
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. This also includes significant input through the use of Artificial Intelligence sources (ChatGTP etc)

Procedure

For authorship issues
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.

For all instances of academic misconduct
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.

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 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.

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.1.2 and Section 8.2.1). Where appropriate, the school's behaviour management policy will be implemented.

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 Procedures
Appendix 5 – Use of Artificial Intelligence
Appendix 6 – AARA application flowchart
Appendix 7 – Application for AARA/ Extension Form

Appendix 1 – Yr 11 & 12 Subject Change Form

Subject Change Application   Years 11 & 12

Student Name: _____ Y**ear: 11 | 12**

This document must be fully completed and a new timetable issued before attending another class.

STEP 1		
Current Subject		
Teacher	Signature:	
Head of Department	Signature:	
Comments:		
Step 2		
New subject		
Head of Department	Signature:	
Comments:		
Step 3		
Approval required	Name:	
Parent / Caregiver	Signature:	
Notes		
ATAR eligible prior to change	Yes	No
ATAR eligible after change	Yes	No
QCE Literacy achieved	Yes	No
QCE Numeracy achieved	Yes	No
QCE / QCIA on track	Yes	No
Senior Secondary Head of Department | Deputy Principal	Signature:	
	Date:	
OFFICE USE ONLY	Signature	Date
OneSchool – timetable changed		
QCAA – Student Management changed		
SharePoint – Assessment Results updated		

QCE (Queensland Certificate of Education)

To receive a QCE, you must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

What is ATAR?

The ATAR (Australian Tertiary Admission Rank) is the standard measure of overall school achievement used in all Australian states and territories. It is a rank indicating a student's position overall, relative to other students.

The ATAR is expressed on a point scale from 99.95 (highest) to 0, in increments of 0.05. ATARs below 30 are reported as '30.00 or less'.

ATAR Eligibility

To be eligible for an ATAR, a student must have:

- Satisfactorily completed an English subject
- Completed five (5) General subjects OR four (4) General subjects plus one (1) Applied subject or VET course at AQF (Australian Qualification Framework) Certificate III or above
- Accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's five best subjects.

ATAR Calculation

The ATAR is calculated by combining a student's five best subject scaled scored. Scaled scores will be derived from a student's subject results as reported to QTAC (Queensland Tertiary Admission Centre) by QCAA (Queensland Curriculum and Assessment Authority), using a process of inter-subject scaling.

VET (Vocational Education and Training)

When selecting a VET subject, it is important to understand the operational aspects of a certificate course.

VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give students the knowledge and skills needed to work in a particular job.

Students at Tully SHS can undertake VET:

- School studies delivered by TSHS as an RTO (ID number 30448)
- Enrolling in a qualification with an external RTO – VETiS (Vocational Education and Training in Schools) funding may be available or fee-for-service arrangement
- A school-based apprenticeship or traineeship.

Competency Based Assessment

Evidence is collected to determine if the student is 'Competent': that is, they meet the performance requirements of the course. A student may have multiple attempts to provide evidence. If a student completes ALL units, a **Certificate** is achieved. Alternatively, a **Statement of Attainment** is awarded for the individual units that were completed.

QCE Points

Certificate qualifications are awarded QCE points. The number of points depends on the level of the certificate, eg., Certificate II level = 4 QCE points, Certificate III level = up to 8 points. If the full course is not completed the student is awarded partial points depending on the amount of the course completed.

Duplication of QCE Points

The QCAA considers Applied subjects and VET qualifications at AQF Level 2 that have similar subject matter and learning goals to be duplication of learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and a VET qualification that has similar learning, credit for the QCE is determined by the QCAA. Students may enrol in a combination of courses; however, where duplication is identified, QCE credit will only accrue for one course, i.e., a maximum of 4 QCE credits. QCAA reviews the list of subjects and qualification annually.

USI

The Australian Government requires all students participating in vocational education qualifications to have a USI (Unique Student Identifier). To create a USI log onto - https://www.usi.gov.au

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 3:00pm. Any requests for extension must be made to the relevant Head of Department or 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 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 – Curriculum 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.
- A roll will be taken by the lead teacher 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 eLearning study room when not in scheduled exams.

Exam Procedures (Teacher)

- 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.

Appendix 5 – Use of Artificial Intelligence

Use of Artificial Intelligence tools in assessment tasks will be considered academic misconduct *unless* the assessment task specifically directs students to use AI in some capacity. If AI is expected to be used students must follow academic integrity procedures and declare the use of AI by:

- providing a written acknowledgment of the use of generative artificial intelligence
- specifying which technology was used
- including explicit descriptions of how the information was generated
- identifying the prompts used
- explaining how the output was used in your work.

A suggested format:
I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].
An example:
I acknowledge the use of [1] ChatGPT (https://chat.openai.com/) [2] to refine the academic language and accuracy of my own work. On 4 January 2023 I submitted my entire essay (link to google document here) with the instruction to [3] "Improve the academic tone and accuracy of language, including grammatical structures, punctuation and vocabulary". [4] The output (here) was then modified further to better represent my own tone and style of writing.

Tully State High School acknowledges Monash Univeristy for the AI processes above: OpenAI. (2023). *ChatGPT* (Jan 9 version) [Large language model] http://chat.openai.com/chat

All other use of AI will be dealt with as academic misconduct.
Examples of academic misconduct using generative AI tools can include:

- plagiarism – students using generative AI tools to complete their schoolwork (for example, essays, presentations, images, music, and other assignments) and then presenting this work as their own without attribution
- cheating – students using generative AI tools to help them cheat in assessments (for example, by using generative AI tools to produce responses to questions on tests and quizzes).

Authenticating student work

Teachers will reduce the risk of misconduct by designing assessment with consideration of AI tools and authenticating student work where misconduct is possible. Students are expected to share their work at each checkpoint and drafting timeframe to gain feedback and as an authentication strategy.
Teachers will raise academic misconduct with students whose work:

- is significantly different from the student's usual level of performance
- is not in the student's usual writing style
- contains inconsistencies, such as different writing styles or different text format
- is similar to the output from popular generative AI tools when provided with the assessment question.

Teachers may take other actions to ensure authorship if a student is at risk of misconduct. These include, but are not limited to:

• interviewing students to audit understanding of the content they are claiming authorship of
• using previous student samples to compare tone and style
• using AI detection tools where applicable.

Consequences of AI misconduct for Senior Students (10 to 12)

In the case of academic misconduct using AI students will then have 24 hours to resubmit draft work that is their own and can be authenticated by their teacher as their own.

Final assessment submissions will be treated as per the QCAA guidelines and only the sections that can be authenticated as the student's own work will be marked in order to provide the student a result.

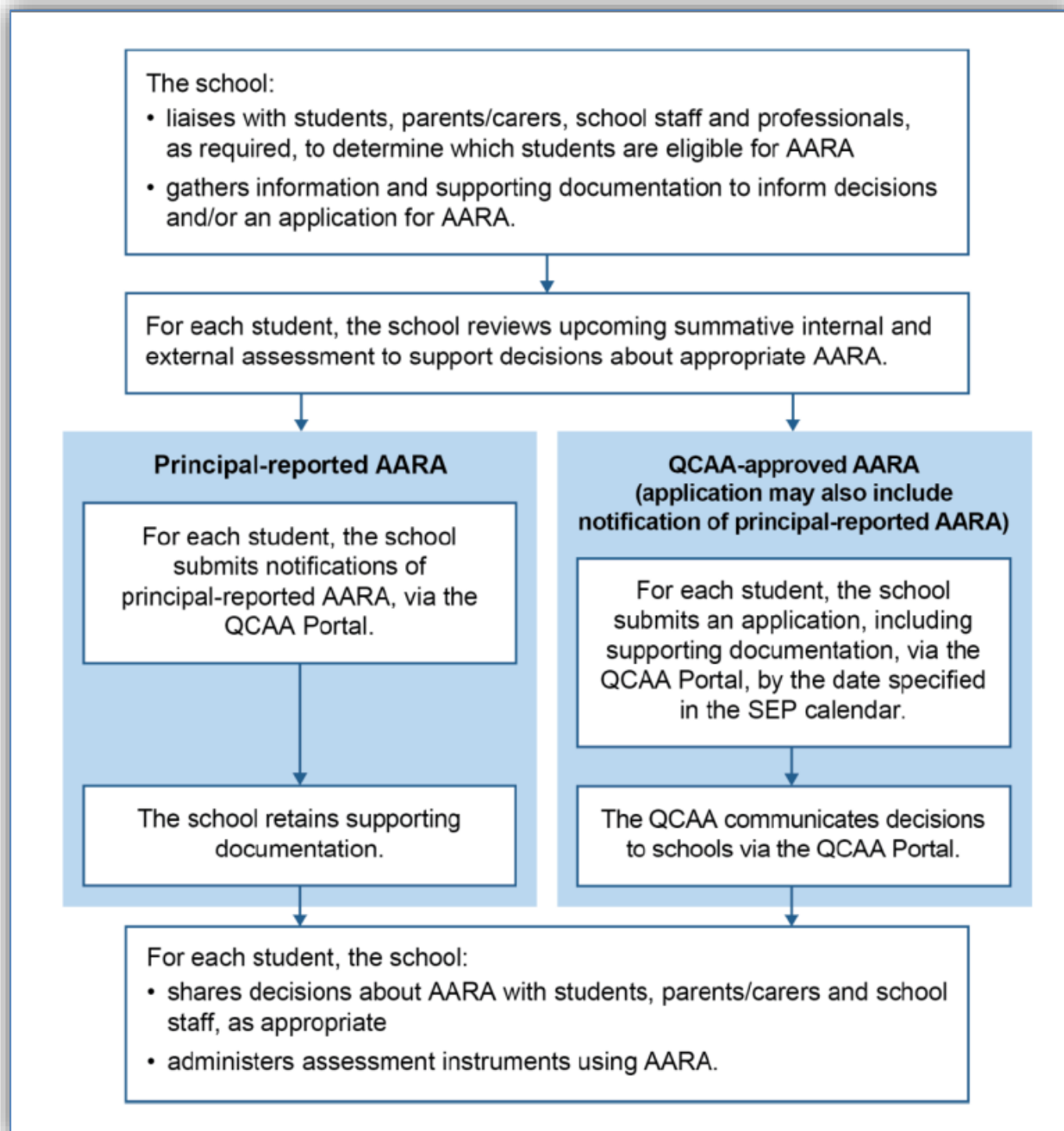## Consequences of AI misconduct for Junior Students (7-9)

Students will have 24 hours to resubmit draft and final work that is their own and can be authenticated by their teacher as their own.

The academic misconduct will be entered onto OneSchool and discussed with the parent/carer. The OneSchool entry will be referred to the Head of Department for that curriculum area for their information.

Use of Artificial Intelligence tools in assessment tasks will be considered academic misconduct *unless* the assessment task specifically directs students to use AI in some capacity. If AI is expected to be used students must follow academic integrity procedures and declare the use of AI by:
• providing a written acknowledgment of the use of generative artificial intelligence
• specifying which technology was used
• including explicit descriptions of how the information was generated
• identifying the prompts used
• explaining how the output was used in your work.

Appendix 6 – AARA Flowchart

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.

Appendix 7 – Application for AARA Form

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 Senior School**		_____	

STEP 5 – Principals Delegate Approval

Application Approval: Yes   No

Approved Extension Date (if applicable):

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

- ❑
- ❑
- ❑
- ❑

		Signature:	Full Name:	Date:
4	**Principals Delegate Approval**		_____	

OFFICE USE ONLY. Entered on OneSchool Contacts   Change made on QCAA Student Management