Gordonvale
State High School

ASSESSMENT POLICY

Rationale

This policy outlines the strategies employed at Gordonvale State High School to ensure:

- that all students complete all assessment items as their own work on time and to a high standard;
- the consistent and fair application of QCAA and DET policies on late and non-submission of assessment and special provisions for school-based assessment.

Objectives

The Assessment Policy applies to all year levels and outlines processes for:

- publication of course and assessment dates
- monitoring student progress
- ensuring academic integrity
- submitting assessment tasks
- applying for an extension or change of due dates
- applying for access arrangements and reasonable adjustments
- applying consequences for late and non-submission of assessment
- providing sufficient time for internal and external examinations

Expectations and Responsibilities

Students

Students have responsibilities for:

- Completing all course and assessment requirements.
  - Provide evidence of responses for each assessment task in order to receive an overall subject result
    - In circumstances where students do not submit a final response to an assessment on or before the due date, teachers make judgements based on evidence of student work collected during the assessment period.
- Using time management strategies to meet deadlines
- Managing the length of their assessment response as outlined on the task sheet.
- Submitting one draft of their assessment task to their teacher for feedback, and for submitting sections of the assessment task as per the checkpoint schedule included on the task sheet.
  - Extensions to draft due dates must be requested from the relevant HOD-curriculum at least 48 hours before the draft due date.
  - Specific feedback may not be provided on draft assessment submitted after the draft due date
  - Parents will be contacted if checkpoint or draft material is not submitted;
  - Detentions will be given to provide students with the opportunity to complete checkpoint or draft work.
- Ensuring that all work on an assessment task is their own. (refer to Understanding Academic Misconduct p13)
  - In the event that it is not possible to determine the authorship of student work, the school will:
    - Provide an opportunity for the student to demonstrate that the submitted response is their own work
    - Make a judgement about the student's knowledge and skills using the parts of the response that can be identified as the student's own work

- Communicating with their teacher and seeking an extension at least a week before the due date if difficulties arise using the appropriate “Application for Extension” (Year 7-10 or Year 11-12) form available on the school website or from the school office.
- Submitting their assessment tasks to their classroom teacher by **3:00pm on the due date.**
  - Assignments can be submitted
    - in person directly to the classroom teacher or curriculum Head of Department
  - Students will need to sign next to their name on a class list to indicate that they have submitted their assignment
    - or by email to the classroom teacher. The student must request a “delivery receipt”.
  - Students who do not submit their assessment tasks by 3:00 pm on the due date will be recorded in OneSchool as not submitting an assessment task;
    - Teachers will make a judgment regarding student achievement based upon evidence collected from the draft and work submitted at the checkpoints.
    - Parents will be contacted regarding non-submitted assessment tasks
- Communicating with the school or their teacher if they need to
  - Seek an extension due to medical or personal difficulties - using the “Application for extension” (Year 7-10 or Year 11-12) form available on the school website or from the school office.
  - Advise that they are absent on the due date and unable to submit their assessment by another means (e.g. direct email to teacher, submission by a friend or relative),
  - Advise that they are absent or sick at the time of an exam:
    - Year 7-10 students must contact their class teacher at the earliest possible time
    - Year 11 -12 students must contact the DP-Curriculum and HOD-Curriculum as soon as possible. It may be possible to organise a comparable assessment. A medical certificate must be supplied.
    - Students arriving within 40 minutes of the starting time for an external or block exam will be admitted to the exam, however no additional time will be granted.

Teachers

Teachers have responsibility to ensure that:

- All course outlines, excursion, checkpoint, draft and assessment due dates are uploaded into OneSchool by the beginning of Week 2 of each semester, and reviewed by the end of Week 2 of each term.
- At the beginning of each semester all students receive a unit and assessment overview which contains:
  - The topics being studied,
  - Excursion dates
  - The assessment tasks for the semester,
  - Checkpoint and draft dates
  - Assessment due dates
- Each assessment task will have a task sheet showing the following information (where applicable):
  - Topic
  - Task Description
  - Conditions of task: Time, word limit, mode
  - Draft Date
  - Due Date
  - Checkpoint dates
  - Marking Criteria Sheet/Guide to Making Judgements/Instrument Specific Marking Guide
- An Assessment Coversheet is distributed to all students for non-exam based assessment tasks
- If the date of an assessment task needs to be changed for the whole class/cohort, then
  - for Year 7-10 classes, the teacher negotiates this with their HOD-Curriculum,
  - for Year 11-12 classes, the teacher makes the request through their HOD-Curriculum who negotiates whether or not it is possible with the DP Curriculum
  - if approved, notifying all students and parents of the change of date.
- Assessment is appropriate and is used to backward map units of work to provide students with opportunities to learn effective skills for responding to the assessment instrument.

- Assessment tasks are developed of suitable scale and scope to allow students to produce a complete response within the indicated task length.
- They provide ongoing guidance to students regarding how to manage word and time limits.
- Student needs are catered for and appropriate adjustments are made to the assessment task as required in consultation with their HOD.
- Students have access to adequate resources.
- Student progress is checked and evidence is kept of various checkpoints of the task (Scans, copies or photographs of student work). General feedback and support can be offered during the checkpoint process.
- Draft and checkpoint evidence is collected and
  - evidence from draft/checkpoint submission is noted, photographed or retained as evidence
  - non-submission of draft/checkpoint is recorded in OneSchool using “non-submission of draft/checkpoint” in the “Period” field , and noting the assessment task in the incident details
  - a detention is issued for non-submission of a draft or checkpoint to provide students with an opportunity to complete work on checkpoints or drafts.
  - HOD curriculum is also informed for Year 11/12 students
  - the parent/carer is notified prior to the due date
  - specific, constructive feedback is provided on one draft of each assessment piece prior to the final due date.
  - feedback must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. They may indicate some key errors in spelling, grammar, punctuation, calculations, but may not edit or correct all errors in a draft.
- The GSHS assessment submission process is followed:
  - Prior to the due date, the teacher prints a class list which is put into tray in a designated location in the staffroom
  - As students submit their assessment, the teacher gets the student to sign next to their name
  - If the teacher is unavailable, the task **must** be collected by another staff member or HOD and put into appropriate tray and signed off on class list
  - Teachers will be notified by email, by office staff if any assessment has been submitted through the school office. Assessment will be time-stamped and put into the teacher’s pigeon hole.
  - The teacher is to check for emailed submissions and check off on the class list
  - The HOD-Curriculum must be informed if the classroom teacher is not available to collect assessment tasks until 3:00 pm on the due date.
  - After 3pm on the due date, a copy of the class list given to HOD-Curriculum
  - Teacher records students who have not submitted by the due date (and time) in OneSchool using “non-submission of assessment” in the “Period” field, and noting the assessment task in the incident details
- An assessment task submitted after 3pm on the due date will be collected, however, the Teacher will:
  - Contact home to inform parent/carer of students who have not submitted by the due date and time.
  - Make a judgement on student achievement based upon evidence collected from draft and checkpoints
- Possible evidence of academic misconduct (refer p13) is identified and
  - In the event that it is not possible to determine the authorship of student work, the school will:
  - Provide an opportunity for the student to demonstrate that the submitted response is their own work;
  - Make a judgement about the student’s knowledge and skills using the parts of the response that can be identified as the student’s own work.
- All student assessment is collected into individual folios with a coversheet indicating year level assessment standard/profile
- Student work folios as stored as directed by the HOD-Curriculum.

Heads of Department

The Head of Department (Curriculum) will:

- Support teaching staff to ensure that all course outlines, excursion, checkpoint, draft and assessment due dates are uploaded into OneSchool Course and Assessment Planner by end of week 2 of each semester, and reviewed by 2eek 2 of each term.
- Support teaching staff to plan, design and implement appropriate assessment plans.
- Provide staff with support in using assessment templates .
- Promote strategies to support student and teacher understanding of academic integrity.
- Assess and approve access arrangements and adjustments for Year 7-10 assessment.
- Assess and approve Year 7-10 requests for assessment extensions.
- Assess and approve requests for extensions to “draft due dates”.
- Liaise with teaching staff to approve changes of assessment dates for Year 7-10 classes.
- Liaise with DP-Curriculum regarding senior exam sessions.
- Negotiate with DP-Curriculum regarding changes to assessment dates for Year 11-12 classes.
- Establish staffroom processes for the collection of student assessment and signing of submission class lists.
- Follow up with staff re Year 11/12 students’ non-submission of checkpoint or draft work.
- Investigate alleged academic misconduct and support staff in making judgements regarding student authorship.
- Support staff in the development of comparable assessment tasks.
- Make recommendations to DP-Curriculum, HOSES, GO regarding special consideration/AARA.
- Support teachers in making judgements and moderating assessment.
- Support staff in meeting QCAA endorsement and confirmation requirements.
- Establish learning area processes for the storage of student work folios – physical and/or electronic.

School Administration

The Deputy Principal (Curriculum) will:

- Email assessment planners to all students and parents at the beginning of each semester, with an update each term.
- Work with students and teachers to resolve issues of student authorship.
- Make decisions regarding Year 11-12 requests for extension or change of due date
- Oversee the AARA process for Year 11-12 students
- Oversee the internal moderation process for General, Applied and Short Course subjects in consultation with HODs Curriculum and HOD Senior Secondary
- Oversee QCAA endorsement, confirmation processes
- Oversee the senior internal and external assessment timetable

Parents

- Ensure students attend school every day.
- Check student assessment planner and provide support to complete assessment task on time.
- Ensure student work is their own.
- Advise school immediately if their child is unable to attend school when an assessment or exam is due
- Respond to contacts from teachers regarding non-submission of drafts, checkpoint work or final assessment tasks.
- Attend meetings to discuss non-submission or late assessment.

Links/Related Resources

Education Queensland P-12 Curriculum, Assessment and Reporting Framework
https://education.qld.gov.au/curriculums/Documents/p12-carf-framework.pdf

Gordonvale State High School website:

- Year7-10_application_for _extension
- Year7-10_assessment_coversheet
- Senior_application_for_extension_or_change_of_assessment_due_date
- Senior_assessment_cover_sheet
- Assessment_Process
- Access Arrangements and Reasonable Adjustment (Appendix 1)

QCE and QCIA policy and procedures handbook (Queensland Curriculum and Assessment Authority)
https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook

Gordonvale State High School – Assessment Policy Action Plan

Key strategies	What - The activities and programs required to progress the improvement strategies (ACTION)	How - The budget, IT, learning time, learning spaces (RESOURCES)	Who The individuals or teams responsible for implementation	When The date, week, month or term for completion
Publish all course and assessment information	• All course outlines, excursion, checkpoint, draft and assessment due dates are uploaded into OneSchool Course and Asessment Planner • Student course/assessment planners emailed to students' school email addresses. • Year level assessment planners emailed to parents • Year level assessment planners uploaded to website	• Email • Newsletter to advise parents • OneSchool	• Classroom teacher • HOD-curriculum • DP curriculum	• By Friday of week 2 of each semester • By Week 3 of each semester

Standardised proforma	• Assignment cover sheet
	  ○ Statement of ownership
	  ○ Word count
	• Task Sheet and marking criteria
	  ○ Exam template
	  ○ Assignment template
	• Application for extension or change of due date
	• Application for AARA (Year 11/12)
		• Website
		• Forms available through the office
		• Distributed by teacher with assessment task
			• Classroom teacher
			• HOD-Curriculum
			• DP Curriculum
			• GO, HOD-SS, HOSES
				• As appropriate

Monitoring of student progress	• A series of checkpoints is established in teacher planning for providing feedback to students on progress • Evidence is collected from students of their progress at identified checkpoints (copies, scans, photographs) • A due date for a draft is set prior to the final due date. Feedback is provided that does not compromise the authenticity of student work. Marks are not provided on draft. • Extensions to draft due dates must be requested from the relevant HOD-curriculum at least 48 hours before the draft due date.	• Teacher planning • Scanning, copying, photographin g student work	• Classroom teacher • Student	• Establish assessment checkpoints during planning • Set a date by which draft is due with sufficient time to provide students with feedback

Follow up of non-submission of draft of suitable standard	• Specific feedback may not be provided on draft assessment submitted after the draft due date • Detentions are issued to students who have not submitted checkpoint or draft work • Parents are contacted early if checkpoints or drafts are not submitted • Students are issued with detentions if work is not submitted for a checkpoint or a draft. • Non-submission of a draft or checkpoint is recorded in OneSchool and parents are contacted • In the case of non-submission of a Year 11/12 draft or checkpoint the HOD-Curriculum is informed	• OneSchool	• Classroom teacher • HOD curriculum	• Immediately upon non-submission of draft
Ensuring Academic Integrity	To promote academic integrity the teacher will: • Gradually reduce the amount of scaffolding and support provided to students • Provide feedback to students on one draft of their assessment response. Teachers will not introduce new ideas, language or research to improve the quality of a student response. They will not extensively edit a student's work • Provide checkpoints at which they will review and collect evidence of student progress • Design tasks that students can respond to within the time and length limitations outlined. • Vary assessment tasks over the years • Compare student work with other students who work in the same groups In the event that it is not possible to determine the authorship of student work, the school will: ○ Provide an opportunity for the student to demonstrate that the submitted response is their own work ○ Make a judgement about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.	• Teacher planning and instruction	• Student • Parent • Classroom Teacher • HOD-Curriculum • DP curriculum	

Absent on the due date	• If absent on the due date, the student must:
	  ○ make every effort (email teacher, give assignment to sibling/friend) to submit task by due date;
	  ○ contact the classroom teacher if unable to submit in time and provide a medical certificate for day of absence.
	• If absent or sick at the time of an exam:
	  ○ Year 7-10 students must contact their class teacher at the earliest possible time. They will organise another time to sit the exam.
	  ○ Year 11 -12 students must contact the DP-Curriculum and HOD-Curriculum as soon as possible. It may be possible to organise a comparable assessment. A medical certificate must be supplied.
	  ○ Year 11-12 students arriving within 40 minutes of the starting time for an external or block exam will be admitted to the exam, however no additional time will be granted.
	• If there is no medical certificate or school approved absence on the day of an examination, year 11/12 students will not receive a result for that exam. This will have a significant impact on their result for that unit of work.
		• Email	• Student
			• Parent
			• Teacher
			• HOD-Curriculum
			• HOD - SS	

School based Apprenticeship or Traineeship	• If a student has an assignment due on a day when they are working at their School Based Apprenticeship or Traineeship, they are still required to submit their assignment on or before 3:00 pm on the due date • If a student has an exam on a day when they are working at their School Based Apprenticeship or Traineeship they are required to advise their employer so that they can attend school for their exam.	• Communication with employer	• Student • Parent • Employer	• As soon as exam timetable finalised

Clear submission process	• Assignments can be submitted:
	  ○ in person directly to the classroom teacher or curriculum Head of Department
	▪ Students will need to sign next to their name on a class list to indicate that they have submitted their assignment
	  ○ or by email to the classroom teacher. The student must request a “delivery receipt”.
		• Staffroom organisation	• Classroom teacher
			• Student
			• HOD curriculum
				• Prior to or by 3pm on due date

	• Prior to the due date, the teacher prints a class list which is put into tray in a designated location in the staffroom • As students submit their assessment, the teacher gets the student to sign next to their name • If the teacher is unavailable, the task **must** be collected by another staff member or HOD and put into appropriate tray and signed off on class list • Teachers will be notified by email, by office staff if any assessment has been submitted through the school office. Assessment will be time-stamped and put into the teacher's pigeon hole. • The teacher is to check for emailed submissions and check off on the class list • Teachers are to advise the HOD-Curriculum if they will not be available until 3pm of the due date			
Late or non-submission	• After 3pm on the due date, a copy of the class list given to HOD-Curriculum. • Teacher records students who have not submitted by the due date (and time) in OneSchool using "Non-submission of Assessment" in the "Period" field, and noting the assessment task in the incident details ○ An assessment task submitted after 3pm on the due date will be collected, but a judgment regarding student achievement will be made based upon evidence collected from the draft and checkpoints. • Teacher contacts home to inform parent/carer of students who have not submitted by the due date and time. • Teacher makes a judgement on student achievement based upon evidence collected from draft and checkpoints.		• Student • Parent • Classroom teacher • HOD-Curriculum	• ASAP after Due date
Change of due date	• If the date of an assessment task needs to be changed by the teacher, then ○ for Year 7-10 classes, the teacher negotiates this with their HOD-Curriculum,	• Teacher planning	• Classroom teacher • HOD-Curriculum • DP curriculum	• As soon as issue identified

	○ for Year 11-12 classes, the teacher makes the request through their HOD-Curriculum who negotiates whether or not it is possible with the DP Curriculum ○ if approved, the teacher notifies all students and parents of the change of date.			
Extensions for individual students	Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for an extension to an existing assessment task, or a change of date to sit a comparable assessment task. • Requests need to be made at least one week before the due date of the assessment task (except in emergency situations). Students will be advised of the outcome of their request as soon as possible. • All Year 11/12 requests for assessment extensions or change of due date must be either emailed to the Deputy Principal Curriculum or handed in to the school's main office • All Year 7 - 10 requests for assessment extensions or changes of due date must be submitted to the classroom teacher who will follow this up with the curriculum Head of Department.		• Student • Classroom teacher • HOD-Curriculum • DP- Curriculum	• Preferably at least 1 week before due date (except in emergency situations)
Assessment adjustments	• Students with specific educational needs including physiological, socioeconomic, cultural, linguistic, or difficulties accessing learning need to be identified by teachers/staff so that reasonable adjustments to educational requirement can be made. ○ These adjustments must be planned, supported and negotiated as early as possible. ○ The application of syllabus criteria and standards are not modified		• Classroom teacher • HOD-Curriculum • Learning Support team	• Prior to commencement of unit of work
Reasonable adjustments for students with disabilities (Year 7-10)	• Students identified with a disability under the Disability Standards for Education 2005 may be entitled to ○ Additional time during tests ▪ Years 7-10 • 5 minutes per half hour or • 10 minutes per half hour or • 10 minute break during test • Up to 50% additional time after consultation with student, teacher and learning support team. ○ Other reasonable adjustments may include	• HOSES to identify students with disability and advise teachers • Teachers to identify students with	• Classroom teacher, HOD, HOSES to determine level of adjustment and support required	• As early as possible

	▪ Alternative quiet space ▪ Reader and or scribe (conditions apply) ▪ Breaking test into subtasks to be completed in more than one session ▪ Timing of assessment (morning) • Assignment extensions ▪ Negotiated early with student, parent, HOD, HOSES ▪ Provide student with timeline mapped into school planner with clear checkpoints • Assessment adjustments and adjustments for Year 7-10 students must be approved by the Curriculum Head of Department.	DDA disability • HOD Curriculum		
Access Arrangements and Reasonable Adjustments (AARA) (Year 11-12) (Refer Appendix 1 Access Arrangements and Reasonable Adjustments process)	• Where a Year 11 or 12 student has missed an assessment due to illness or misadventure (not including situations of the student/parent's own choice e.g holidays): ○ Opportunities must be provided for the student to complete the assessment (comparable assessment, extensions) ○ Where the student is unable to provide a response to a summative assessment, the school may use evidence gathered during the assessment preparation time to make a judgement. • Access arrangements and reasonable adjustments are made in consultation between the school, parent and student. These adjustments may involve and adjustment to: ○ How the instrument is presented to the student ○ How the student responds to the assessment ○ Time allocation ○ Scheduling of the task ○ The environment in which the assessment is undertaken ○ The mode of the assessment • To request an Access Arrangement or Reasonable Adjustment (AARA) contact the DP-Curriculum	• By application to DP-Curriculum	• Identified by GO, HOD JS, HOD SS, HOD CP, teacher • Principal/DP Curriculum make decision in consultation with teacher/HOD curriculum	• As soon as possible
Quality Assurance processes	• HODs-Curriculum will coordinate moderation systems within their department for all subjects in Years 7-12. • DP-Curriculum will coordinate cross-curriculum Quality Assurance systems prior to Endorsement.		• Classroom teachers • HOD Curriculum • DP-Curriculum	

Making reporting decisions	• Reporting decisions are to be based on at least one assessment result. • The standard awarded is an on-balance judgement about how the qualities of the student's responses match the standards descriptions for each dimension. • It is not necessary for the student's response to have been matched to every descriptor for a particular standard. • Standards can be applied across a single assessment piece to produce a result for that task. • Standards are also applied across the full folio of work to determine a student's progress against the standards to produce a result for reporting. • Reporting results are not simply the aggregate of results from multiple assessments	• DP-Curriculum	• Classroom teachers • HOD-Curriculum	

Academic Reporting	• Interim academic reports will be sent to parents at the end of Term 1 and 3 for all students.
	• Parent teacher interviews occur in Term 2 and 3.
	• Academic reports will be sent to parents of Year 7-10 students at the end of each semester
	• Academic reporting for Year 11 and 12 students provides provisional results. These results are not finalised until the QCAA quality assurance processes are completed
	  ○ Year 11
	  ▪ End of Semester 1 – Unit 1 provisional results
	  ▪ End of Semester 2 – Unit 2 provisional results
	  ○ Year 12
	  ▪ End Semester 1 – Unit 3 provisional results
	  ▪ Term 3 – provisional Unit 4 results
	  ▪ Final subject results for Year 12 are released via the QCAA student portal the week after school closes
	  ▪ ATAR results are released by QTAC
		• Reporting Administrator
		• DP-Curriculum
			• Classroom teachers
			• HOD-Curriculum
			• DP-Curriculum
				• Each Term

Record keeping	• Teachers are responsible for maintaining folio of student assessment for each class. • Year 7-10 assignments/work samples maybe returned to the student after assessment decisions are finalised and any appeal process is completed.		• Classroom teachers • HOD-Curriculum	

	• Year 11 and 12 folios are to be given to the HOD-Curriculum at the end of each year (or before a teacher leaves the school). • Year 11 and 12 assignments/work samples are to be stored until end of term 1 after the student completes Year 12 or until appeal processes are completed (whichever is later).			

Appendix 1

Assessment Process ~ Student/Parent Information

Assessment Process

- All assessment due dates are emailed to students at the beginning of each term.
- Teachers provide task sheets and coversheets that outline the task requirements, checkpoint, draft and final due dates.
- Students who do not submit work by the checkpoint or draft due dates will be given a detention and parents will be contacted.

ALL ASSESSMENT MUST BE SUBMITTED BY 3:00PM ON THE DUE DATE

Students can submit their assessment task:

- In person, directly to their classroom teacher or Curriculum Head of Department in class or in the staffroom.
- Students will need to sign next to their name to indicate that they have submitted their assignment.
- If there is no one available in the staffroom, hand the assignment in at the office.
- Alternatively students can email their assignment directly to their teacher's email address.
- Students need to request a "delivery receipt" through their email app and keep this as evidence that they submitted it on time

FREQUENTLY ASKED QUESTIONS

What if I am absent or sick on the due date? You must make every effort to submit your assessment task by 3pm on the due date. This may mean getting a sibling or friend to hand it in at the office, or you can email it to your teacher instead. If this is not possible contact your classroom teacher as soon as possible. You will need a medical certificate to show why they were away.

What if I am absent or sick on the day of an exam? If you are in Year 7-10 you (or your parent/carer) must contact your class teacher as soon as possible. They will organise another time to sit the exam. This is more important if you are in Year 11-12. You must contact the DP-Curriculum and the HOD-Curriculum as soon as possible. It may be possible to organise a comparable exam for another time. You must provide the DP-Curriculum with a medical certificate when you return to school. If there is no medical certificate or school approved absence on the day of an examination, year 11/12 students will not receive a result for that exam. This will have a significant impact on their result for that unit of work.

I am away at my School Based Apprenticeship/Traineeship on the day my assessment is due. What do I do? If the assessment is an assignment then you are required to submit it on or before 3:00 pm on the due date. If it is an exam, you need to organise with your employer to ensure you attend school for your exam.

What if I do not submit the task by 3:00 pm on the due date? The teacher will contact your parents as soon as possible. However, the teacher is required to make a judgment regarding your achievement based upon the evidence collected from you at the checkpoints and draft. This also applies if you submit just after 3:00 pm.

What if there is evidence that the task has been copied from another student or source? If teachers suspect that students have copied work from one another, each student will be provided an opportunity to demonstrate that the submitted response was their own work. If this is not possible, the teacher will make a judgement based upon the parts of the response that can be identified as the student's own work. This also applies to any form of academic misconduct (see over the page).

What if I need an extension because I am sick or there has been a family tragedy? The first step is always to contact your classroom teacher, HOD-Curriculum or DP-Curriculum. There are processes in place for you to apply for extensions or changes to due dates.

What if there are significant issues that affect my ability to complete an assessment task? Again the first step is always to contact your classroom teacher or HOD or DP. They may pass the information on to the, Guidance Officer, or HOD JS/SS who can develop a plan to assist you.

Understanding Academic Misconduct
(from QCE and QCIA policy and procedures Handbook)

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools use a variety of processes to minimise the possibility of academic misconduct. In the event that the school is unable to establish authorship the student will be provided with an opportunity to demonstrate that the submitted response is their own work.

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 • 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/ 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.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • 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 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.

Appendix 2

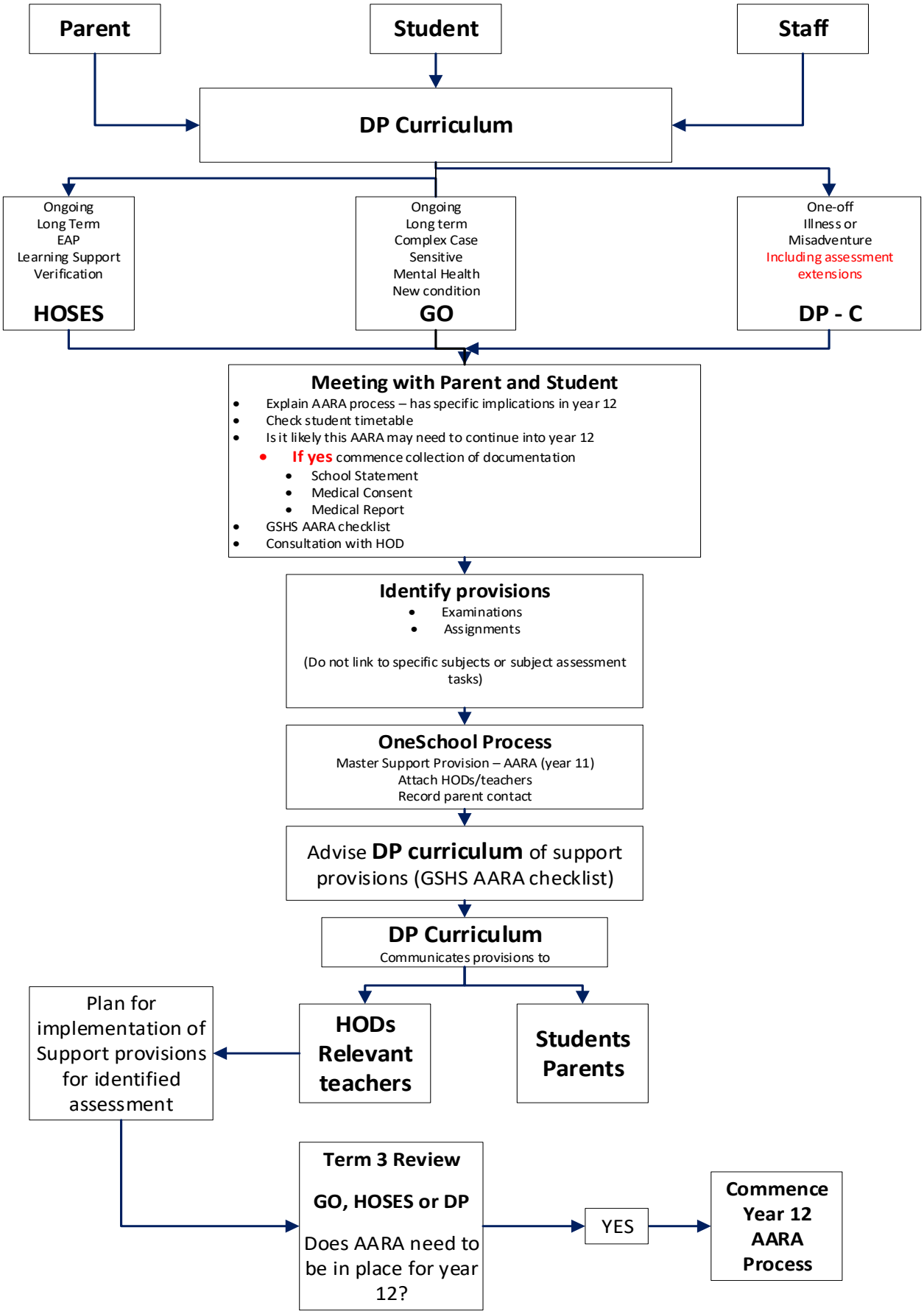
Gordonvale State High School

Access Arrangements and Reasonable Adjustment (AARA) process

Year 11 Assessment Support (AARA) Process	
Key dates	• Review all Year 11 assessment support provisions in term 3
Documents	• GSHS AARA checklist • Relevant QCAA AARA factsheets • Medical report template • School statement template • Student statement template • Parent consent to release medical information form (signed) • QCE and QCIA policy and procedures handbook section 6
Responsible officer	• DP Curriculum
Other staff involved	○ Guidance Officer ○ HOSES ○ HOD Curriculum ○ Classroom teacher
Assessment support request received Who has responsibility for provision?	• Requests for support from Year 10-11 parent and/or student impacting assessment in Year 11 • All requests for support (including Assessment Extension requests) are directed to the Deputy Principal (Curriculum) • A template for applying for extensions or change of due dates is available from the GSHS website. • The DP Curriculum directs AARA requests as follows: ○ Ongoing/long term, student with EAP, Verification or on Learning support → HOSES ○ Ongoing/long term, student with sensitive/mental health issues or new medical condition → GO ○ One off Illness and Misadventure (including assessment extension) or situation impacting group of students → DP-C
Meeting with student/parent? What is a reasonable request	• Meet with student/parent ○ Explain what an AARA is and the AARA process for Year 12 ▪ QCAA approved ▪ Principal reported ○ Consider, is it likely that this provision may need to be continued into Year 12? ▪ If yes, work with parent to commence documentation • School Statement • Medical Consent • Medical Report ○ Check student timetable ▪ What subjects? ○ Identify the types of adjustments most likely required for: ▪ Examinations ▪ Non-examination assessment ○ Complete *GSHS AARA checklist with parent/student* ○ Consult with HOD Curriculum re suitability of AARA to subject/assessment

Required documents	• Commence documentation (Term 3) • *GSHS AARA checklist* • *School Statement* • *Student Statement (optional)* • *Signed parent consent to release medical information* • *Medical Report*
OneSchool processes (HOSES, GO, DP-C)	**OneSchool Process**
	○ After the initial meeting add the student to the "AARA (Year 11)" master support provision ○ Attach the *GSHS AARA checklist* summarising provisions types ○ Attach relevant HODs ○ Complete a parent contact
Advise DP – C	○ Advise DP-C by email of Student Name
Communication of decision (DP-C)	○ DP updates spreadsheet on G:/coredata/HODs/AARA summary student exiting 20XX (Year 11 Tab) ○ Advises HODs and teachers of provisions ○ Contacts parent and student to confirm provisions made
Implementation of AARA	Teacher and HOD: Before the assessment task is distributed: ○ Discuss with student AARA specific to their subject/task ○ Negotiate specific details of adjustment ○ Extension – how long, what is the new due date? ○ Exams – does the teacher need to organise a supervisor and room somewhere else?
Term 3 Review	• GO, HOSES or DP to review Year 11 Assessment Support Provisions to determine whether an AARA needs to be in place for Year 12
	• Begin application process as per **Year 12 AARA process**

Summary of GSHS AARA Process – Year 11 - including assessment extensions



Year 12 AARA process		
Key dates	• Alternative format External papers: end February of summative year • Ongoing and Long term conditions: due end of Term 1 • Short-term temporary injuries unlikely to be resolved by mid-October – end week 5 term 3 • Principal reported – prior to relevant confirmation event/as soon as possible • Principal reported (external Exams) by end of Term 3	
Documents	• GSHS AARA checklist • Relevant QCAA AARA factsheets • Medical report template • School statement template • Student statement template • Parent consent to release medical information form (signed) • QCE and QCIA policy and procedures handbook section 6	
Responsible officer	• DP Curriculum	
Other staff involved	○ Guidance Officer ○ HOSES ○ HOD Curriculum ○ Classroom teacher	
AARA request received Who has responsibility for AARA?	• Request for AARA from Year 10-12 parent and/or student that will impact student assessment in Year 12. • All requests for support (including Assessment Extension request) are directed to the Deputy Principal – Curriculum. • A templates for applying for extensions or change of due dates is available from the GSHS website. • The DP curriculum directs AARA requests as follows: ○ Ongoing/long term, student with EAP, Verification or on Learning support → HOSES ○ Ongoing/long term, student with sensitive/mental health issues or new medical condition → GO ○ One off Illness and Misadventure or situation impacting group of students → DP-C	
Meeting with student/parent? What is a reasonable AARA request	• Meet with student/parent ○ Explain what an AARA is and the AARA process ▪ QCAA approved ▪ Principal reported ▪ AARA information factsheets (QCAA) ○ Check student timetable ▪ Is an AARA required for all subjects? ▪ Identify specific subjects requiring AARA ○ Complete *GSHS AARA checklist with parent/student* ○ Consult with HOD curriculum re suitability of AARA to subject/assessment	
Required documents	Collect required documents as below	
	Principal Reported AARA	**QCAA approved AARA**

	• *GSHS AARA checklist*	• *GSHS AARA checklist* • *School Statement* • *Student Statement (optional)* • *Signed parent consent to release medical information* • *Medical Report*

<table>
<tr><td rowspan="3">QCAA portal

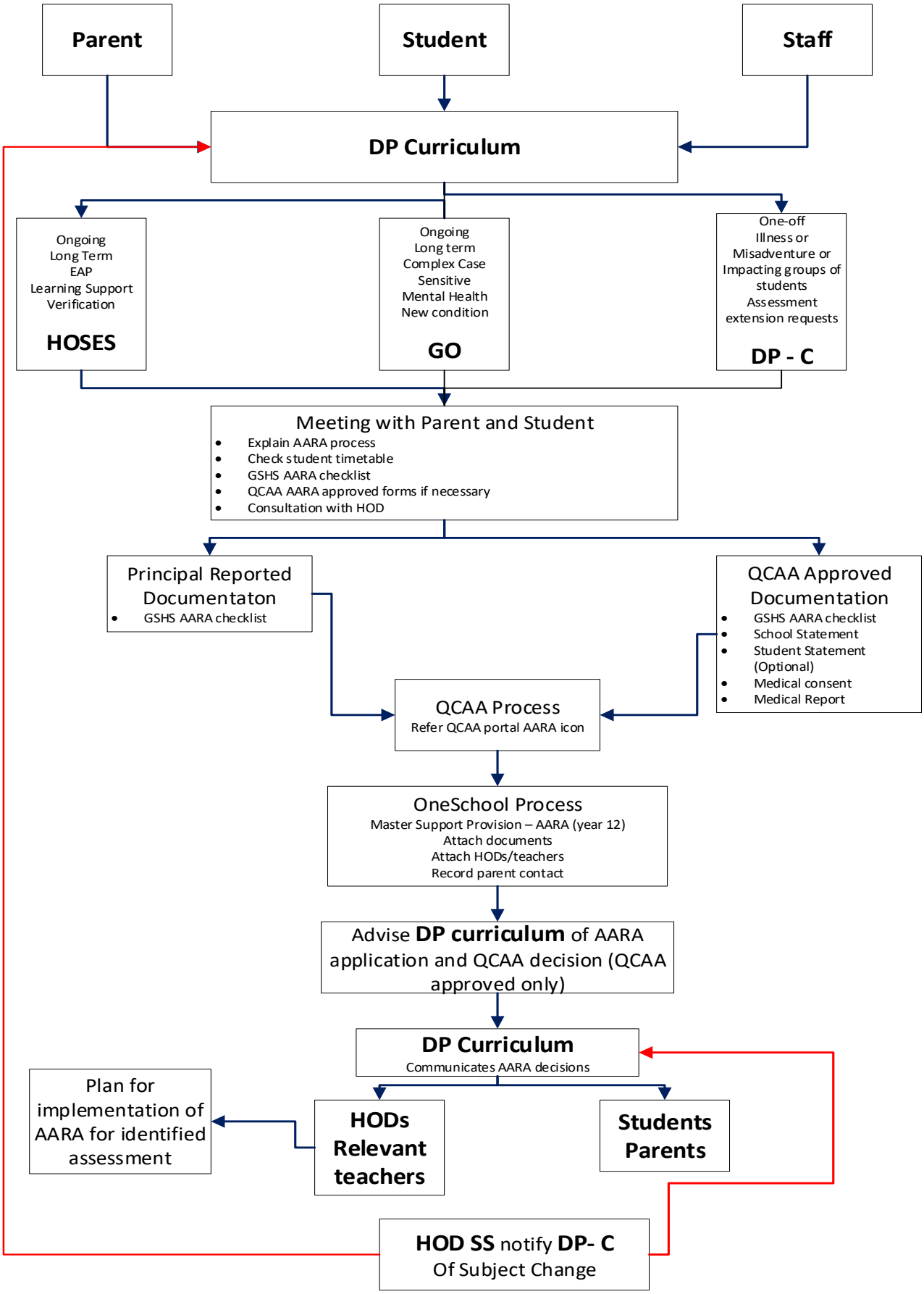
And

OneSchool processes HOSES, GO, DP-C</td><td colspan="2">For both Principal Reported AARA and QCAA approved AARA there is a QCAA portal process and a OneSchool process to follow</td></tr>
<tr><td>QCAA Portal Process</td><td>OneSchool Process</td></tr>
<tr><td>○ Complete two separate AARA applications (rather than putting them all on one)
○ Principal Reported
○ QCAA approved
○ Identify all subjects from timetable requiring an AARA
○ For applied subjects you will need to know the specific assessment tasks (from the study plan icon on portal)
○ Upload supporting documents
○ Submit</td><td>○ After initial meeting add the student to the “AARA (Year 12)” master support provision
○ Attach the documents listed above (if required) but always including:
○ GSHS AARA checklist
○ Attach relevant HODs and teachers
○ Complete a parent contact</td></tr>
<tr><td>Advise DP – C</td><td colspan="2">○ Once the AARA has been submitted to QCAA and entered into OneSchool advise the DP-curriculum by email
○ The person submitting the application (HOSES, GO or DP) will be notified by QCAA of the decision for a QCAA approved AARA, or contacted by QCAA representative regarding the AARA
○ Action any requests from QCAA
○ Enter any contacts from QCAA as an external agency contact in OneSchool with a referral to DP-Curriculum</td></tr>
<tr><td rowspan="2">Communication of decision</td><td colspan="2">Principal Reported:
○ DP-Curriculum updates spreadsheet on G:/coredata/HODs
○ Advises HODs and teachers of adjustments
○ Contacts parent and student regarding adjustments</td></tr>
<tr><td colspan="2">QCAA approved:
○ DP-Curriculum updates spreadsheet on G:/coredata/HODs
○ Advises HODs and teachers of adjustments
○ Forwards QCAA decision email to parent and student</td></tr>
<tr><td>Implementation of AARA</td><td colspan="2">Teacher and HOD:

Before the assessment task is distributed:
○ Discuss with student AARA specific to their subject/task
○ Negotiate specific details of adjustment
○ Extension – how long, what is the new due date?
○ Exams – does the teacher need to organise a supervisor and room somewhere else?</td></tr>
<tr><td>Subject Change process</td><td colspan="2">If a student with an AARA changes a subject – a new AARA will need to be submitted for that subject

• Check AARA summary on G:/coredata/HODS
• HOD Senior Secondary to advise DP – Curriculum
• New AARA application for new subject completed by HOSES, GO or DP-C as per process above</td></tr>
</table>

Summary of GSHS AARA Process – impacting year 12



Appendix 3

Forms

Year 7-10 Assessment Cover Sheet
Year 11 -12 Assessment Cover Sheet

Year 7-10 Request for an Assessment Extension
Year 11-12 Access Arrangements and Reasonable Adjustments

Year 7 - 10
Assessment Cover Sheet

All assessment is due by **3:00pm of the due date**.
You may hand your assessment task (including this coversheet) directly to your teacher or HOD-Curriculum. You will need to sign a class roll to show that you have submitted.
Alternatively, you may choose to email your assignment and this coversheet to your teacher's email address. You must request and keep a "delivery receipt" when emailing your assessment.

Subject:	
Year:	
Due Date:	
Assignment Topic:	
Teacher Name:	
Head of Department:	

Student Name:

_____

Group Members (if applicable):

_____

_____

_____

Statement of Ownership:

I, _____ (Student Name) state that this assessment is my own work. Any ideas and comments made by other people have been quoted and/or acknowledged as references and are in my bibliography. I understand that if this is not the case, it will be regarded as academic misconduct and will be subject to disciplinary action under the Gordonvale State High School Student Code of Conduct. In the event that the school is unable to establish authorship, I will need to demonstrate that the submitted response is my own work.

Signed: _____ Date: _____

If emailing your assessment, please type your name into the signature panel above.

Extension or Change of Due Date Request

If you are seeking an extension or special consideration for this task you need to:

- Submit a 'Year 7-10 Application for an Extension' form (available from B13 or main school office) to your class teacher at least **one week** before the due date
- Get your parent to sign the request form
- Attach evidence to support your request
- If your request is approved, attach the signed approval to your assignment

Word Count (excluding title pages, content pages, bibliography, reference list, appendices)

_____ words

In the event that an assessment response is over the word, page or time limit only the first part of the assessment task within the limit will be considered.

Senior (Year 11 & 12) Assessment Cover Sheet

All assessment is due by **3:00pm of the due date**.
You may hand your assessment task (and this coversheet) directly to your teacher or HOD-Curriculum. You will need to sign a class roll to show that you have submitted.
Alternatively, you may choose to email your assignment and this coversheet to your teacher's email address. You must request and keep a "delivery receipt" when emailing your assessment.

Subject:	
Year:	
Due Date:	
Assignment Topic:	
Teacher Name:	
Head of Department:	

Student Name:

_____

Group Members (if applicable):

_____

_____

_____

Statement of Ownership:

I, _____ (Student Name) state that this assessment is my own work. Any ideas and comments made by other people have been quoted and/or acknowledged as references and are in my bibliography. I understand that if this is not the case, it will be regarded as academic misconduct and will be subject to disciplinary action under the Gordonvale State High School Student Code of Conduct. In the event that the school is unable to establish authorship, I will need to demonstrate that the submitted response is my own work.

Signed: _____ Date: _____

If emailing your assessment, please type your name into the signature panel above.

Extension or Change of Due Date Request

If you are seeking an extension or special consideration for this task you need to:

- Submit a "request for an Assessment Extension or Change of Due Date" form (available from B13 or main school office) to Mr Brown (wbrow16@eq.edu.au) at least **one week** before the due date
- Attach evidence to support your request
- If your request is approved, attach the signed approval to your assignment

Word Count (excluding title pages, content pages, bibliography, reference list, appendices)

_____ words

In the event that an assessment response is over the word, page or time limit only the first part of the assessment task within the limit will be considered.

Year 7 - 10
Request for an Assessment Extension

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for an extension to an existing assessment task, or a change of date to sit a comparable assessment task.
Requests need to be made at least one week before the due date of the assessment task (except in emergency situations). Students will be advised of the outcome of their request as soon as possible.
All Year 7 - 10 requests for assessment extensions or changes of due date must be submitted to the classroom teacher who will follow this up with the curriculum Head of Department.

Student Name _____

Supporting information	
Medical Certificate (attached)	
Details of illness, condition or event	
Date of diagnosis, onset or occurrence	
Symptoms, treatment	
Probable effect of illness, condition or event on student's participation	

Details of request				
Subject	**Class teacher**	**Assessment task**	**Requested change**	**Approval Decision**

Parent signature: _____ Date: _____

Student Signature: _____ Date: _____

Head of Department Signature: _____ Date: _____

Year 11 and 12 Access Arrangements and Reasonable Adjustment (AARA)
Request for an assessment extension or change of due date

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for an extension to an existing assessment task, or a change of date to sit a comparable assessment task.
Requests need to be made at least one week before the due date of the assessment task (except in emergency situations). Students will be advised of the outcome of their request as soon as possible.
All Year 11/12 requests for assessment extensions or change of due date must be either emailed to the Deputy Principal Curriculum wbrow16@eq.edu.au or handed in to the school's main office.

Student Name _____

Supporting information	
Medical Certificate (attached)	
Details of illness, condition or event	
Date of diagnosis, onset or occurrence	
Symptoms, treatment	
Probable effect of illness, condition or event on student's participation	

Details of request				
Subject	**Class teacher**	**Assessment task**	**Requested change**	**Approval Decision**

Parent signature: _____ Date: _____

Student Signature: _____ Date: _____

Deputy Principal Signature: _____ Date: _____

Appendix 3

Retention Schedule

Retention Schedule

Excerpt from Education and Training Sector retention and disposal schedule
Authorised 14 November 2018

ASSESSMENT

The activity of determining a student's progress towards planned learning outcomes through observations, assignments, tests, etc. and collecting information as evidence of student learning. Some assessment also measures student achievement relative to other students in school curriculum. Includes assessment records, e.g. mark books and samples of assignments or work submitted by students and assessment through a recognition of prior learning pathway.

Disposal Authorisation	Description of records	Retention period & trigger	Date authorised
2345	Assessment – completed Records relating to completed assessments for all students. Assessment instruments may include, but are not limited to: • criteria • marking guide • observation checklists • tests. Records may include, but are not limited to: • assignments • class profiles • marking sheets • observation checklists • validation tools.	5 years after business action completed.	14 November 2018
2346	Assessment – results Records relating to the results of internal, individual examinations or assignments. Records may include, but are not limited to: • assignments • examinations • marks provided for works • records of oral comments on works • summary of feedback to student • written comments on works. *For official academic record, see 2344.*	1 year after the assessment is validated.	14 November 2018

2347	Assessment – results appeals Records relating to student appeals against assessment results. Records may include, but are not limited to: • approval • change of result records • decisions • formal request.	2 years after business action completed.	14 November 2018
	Supervision – examination arrangements ***Disposal Freeze Affected Records***		
Not Issued	Supervision – examination arrangements Records relating to administrative arrangements for internal and external examination and assessment. Records may include, but are not limited to: • attendance records for examinations and other assessment activities • correspondence regarding student eligibility • seating plans • special consideration requests • supervision/invigilation arrangements • temporary absences • timetables.	Disposal Freeze	State Archivist issued disposal freeze 1 June 2018.