Narangba Valley State High School

Assessment & Reporting Policy
Years 10 - 12

Version 1.2 January 2024

NVSHS SCHOOL ASSESSMENT POLICY

SCOPE

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE) for senior students, and its preparatory subjects in Year 10. The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

PURPOSE

Narangba Valley 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 summative assessment completion for credit towards their QCE in the senior years.

PRINCIPLES

Narangba Valley State High School expectations for teaching, learning and assessment are grounded in the principles of integrated learning and assessment, academic integrity and excellence. Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus.

Assessment should be:

- Aligned with curriculum and pedagogy

- Equitable for all students

- Evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning

- Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning

- Transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made

- Informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- Validity, through alignment with what is taught, learnt and assessed

- Accessibility, so that each student is given opportunities to demonstrate what they know and can do

- Reliability, so that assessment results are consistent, dependable or repeatable.

PROMOTING ACADEMIC INTEGRITY

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

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website and on the staff and student sharepoint. All questions regarding this policy should be directed to the Executive Principal. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year. Relevant processes will be revisited: • at enrolment interviews • during SET and JET planning, and SET plan reviews • when the assessment schedule is published • when each task is distributed to students • when considering an AARA application • in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1	Narangba Valley 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. Course requirements includes engagement in the learning process through the completion of classwork, as every syllabus has nominal hours a student must meet in order to be eligible for QCE credit. **Student responsibility** 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 Section 8.2.1 Section 8.2.7	**School responsibility** Narangba Valley State High School is required to adhere to QCAA policies and procedures in the gathering of evidence of student achievement for QCE credit. Only evidence collected on or before the due date can be used. Due dates for drafts and final responses will be published in the assessment schedule. The school is responsible for: • publishing assessment calendars at the start of each term • indicating draft and checkpoint dates on task sheets • providing feedback to students in a timely manner • ensuring consistency is maintained in the marking of assessment instruments, with quality assurance • providing comparable assessment to Year 11 and 12 students who have been granted an AARA (see AARA, Section 6) for a missed exam due to illness or misadventure.

	Student responsibility Students are responsible for: • recording checkpoint, draft and final due dates in their electronic diaries / planners • planning and managing their time to meet the due dates • informing the school as soon as possible regarding AARA applications • submitting a draft (if applicable) and final on/before the due dates to their class teacher • when required, follow the school processes to complete an "AARA Application" form (see Appendix) in a timely manner • ensuring parents/guardians contact the school with a legitimate reason for absence on due dates or exam dates; o Year 10-12- if assignments are not submitted by the due date, the draft or other evidence collected on or before the due date will be used unless an extension to the due date has been granted. Students will be required to complete exams upon their return to school, with credit applied to their profile once an AARA has been approved. **PLEASE NOTE that whilst a medical certificate supports an application in Year 10, in Year 11 and 12 a medical certificate is insufficient evidence for an AARA application. A confidential medical report must be completed. The medical report includes diagnosis, date of occurrence / onset, symptoms, treatment, information about impacts on assessment and professional recommendations. If the AARA is for a missed exam (including performance), this supporting documentation MUST cover the date of the assessment for which the application is made. The health professional providing the evidence must have examined, or treated the student, or have been consulted by the student, in the period from two days before the assessment to one day after the assessment.**
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Narangba Valley State High School's arrangements for assessment checkpoints and submission of draft and final responses, including due dates, conditions, and file types. All assessment evidence, including checkpoints and draft responses, will be submitted by their due date and where appropriate, via the school's academic integrity software – Daymap. It is mandatory for students to develop all of their assessment through use of the school's OneDrive. All assessment files must be stored on their EQ OneDrive account from start to finish. Track Changes must also be turned on regardless of the format of the final submission. Checkpoint evidence as well as draft and final responses for all internal assessment will be collected and stored. Live performance assessments will be recorded and stored as required for QCAA processes. **ASSESSMENT GUIDELINES** It is imperative that all staff, students and parents are aware of the following guidelines for the implementation of the school assessment policy. This policy will apply to written examinations, orals, assignments and practical assessments. All students must complete the work as outlined by the Work Program / relevant syllabus for the subject. Any student who does not complete all of the necessary items will risk their enrolment being cancelled, receiving no subject credit towards their senior course of study and/or their Queensland Certificate of Education. • When an assessment piece is distributed, it will be issued in written form and the criteria for marking will also be issued in writing at the same time in the form of a 'task sheet'. • Students will be given the opportunity to complete a substantial proportion of each assessment piece in class time under teacher supervision; i.e. one-third to one-half of the time allocated for the assignment will be in class time (unless otherwise indicated by subject teacher when the task sheet is distributed). This will enable the teacher to verify the authorship of the student's work, as teachers are required to collect evidence consistent with the task requirements in order to authenticate the work of all students. In written assessment this is meeting check points and drafting requirements. In practical work collecting photographic evidence of the progress of work is required, or video / recordings of performances. Official checkpoint dates will be set.

- Draft work collected must meet both the task requirements and the conditions of assessment. For example, if the task is a performance piece, the draft must be a recording of a performance, not a written script. Draft evidence must also cover all of the criteria upon which judgements will be made of a student's work. A draft that does not meet these requirements will be deemed a non-submission, as the evidence would be N rated.

- All assessment task sheets, will have a draft due date and monitoring/checkpoint dates clearly marked.

- Assessment pieces will be monitored and assessed on a regular basis and if the student gets behind such as failing to meet check points, then strategies for support and intervention will be implemented.

- Students will be advised of the timelines for teacher monitoring of drafts. This process will ensure students complete assignments by the due date.

- Where a student is unable to submit on the due date the student/parents/guardians must contact the school Administration to explain the circumstances that have been the cause of the student absence and therefore missed assessment.

- Every student who cannot submit/attend an assessment piece on time must complete an Assessment Extension Form/ AARA form. An Assessment Extension Form can be obtained from the school administration. The extension form must be completed and returned to the Administration along with appropriate evidence, for consideration before the due date for all assessment other than exams or practical exams. For Year 10s a medical certificate is required. Please note that for Year 11 and 12 students the evidence required is a completed medical report (AARA), in order to access adjustments to assessment such as extensions or comparable assessment (make-up exams). The medical report includes diagnosis, date of occurrence / onset, symptoms, treatment / action taken, information around impact on assessment and professional recommendations.

- In the event that an assessment item is not completed on the due date, then evidence collected on or before the due date will be used to award a grade. If the evidence does not meet task requirements, the conditions of the assessment, or cannot be marked against all the criteria upon which judgements are to be made, then an N rating will be awarded.

- It is compulsory that all assessment items be completed in order to satisfy course requirements. When the extension is granted the approved Assessment Extension Form is sent to the following
  a) Copy to Head of Department of the Curriculum area.
  b) Copy to Class room teacher for addition to the student's profile.
  c) Copy to the student
  d) Original to the student file in administration.

- The Deputy Principal will notify the student of the outcome of the AARA application. If an application is pending the student should submit the work that they have on the due date, with continued work and additional submission accepted after approval has been granted.

- If the student is in year 11-12, the assessment piece must be handed in to meet the course requirements, however; may not be graded.
  If no extension is granted, and no final assessment is submitted, the student's draft is to be used.
  In the event of an examination, and no extension has been granted, loss of credit may apply.
  If assessment in a unit is incomplete, no rating can be awarded.

Submission of Written Assignments

- All submissions follow the task requirements outlined on the task sheet.

- The teacher will provide feedback in response to the draft, in a timely manner to enable the student a minimum of one week to enact on feedback given. In Year 11/12 feedback is provided in line with syllabus/ QCAA guidelines.

- Final assignment must be submitted by the due date as per submission protocols outlined on the task sheet. Written assignments for Years 10,11,12 must be submitted through Daymap. Final submissions MUST be reflective of draft submissions. Student work is authenticated through close monitoring of the whole development of a student response from checkpoints to draft to final.

Presentation of Oral/Performance Assignments

- Students must meet all checkpoints and provide evidence of their work and preparation to authenticate and prove authorship.

- If a student has not made adequate preparation, the teacher will require the student to take action to remedy the situation and the Head of Department and guardian will be notified.

- Order of presentation will be determined by random selection (e.g. Names out of a hat).

- Drafts submitted MUST meet task requirements in order to avoid an N rating. A script is not sufficient – video of performance or audio must be included. All students are to submit written component such as scripts on the first day of presentations, regardless of the day they are scheduled to present.

- If a student is absent on their allocated day of presentation the same conditions apply as for a late written assignment.

- Group presentation - if a member of the group is absent with an explanation, the group's assessment date will be reorganised with the teacher. During this time the group needs to consider how to replace the absent member if they are away again. They can either reorganise the presentation without them, or supply a 'fill-in'. The presentation will be assessed with this in consideration.

Computer/Equipment Failure
No special consideration will be given for computer failure, corrupt files or incorrect files or equipment malfunction (internet or software) and this will not be accepted as an excuse for non-submission of a draft or final assessment piece.

It is MANDATORY for students to use their EQ OneDrive account for the development of all assessment responses from start to finish. Students must also maintain appropriate version control where applicable and upload the correct files free of corruption by the due date.

Computer or file failure is not grounds to access extensions through the AARA process.

Exam Guidelines

- Faculties will actively minimise the impact of assessment on other curriculum areas.

- Block exams will occur for Years 10, 11 & 12 students as calendared.

- All requests for exams will be finalised by the end of the previous term.

- Students will receive 'Supervised and Block Exam' timetables via email and noticeboards.

	Exam/Test Procedures
	• Students are expected to prepare thoroughly for exams. A revision timetable will be useful for covering all subject areas that are to be tested. • Students must be punctual to exams. Know when each exam is to be held and when the exam session starts as well as the room in which it is to be conducted. No additional time will be given to students who are late. In line with QCAA policies and procedures, no adjustments can be made for students who read schedules incorrectly, miss exams through poor time management or lack of engagement with communication, "forget", or choose to be absent. • Students must have all the basic equipment required for an exam including paper, pens, pencils, rulers, highlighters, erasers as well as other equipment required for specific subject areas.eg calculators • Students are not permitted to borrow equipment during an exam. • Students must follow all instructions given by the exam supervisor. • Students must maintain silence inside the exam room. Students who speak during an exam run the risk of having their exam test paper cancelled. • No smartphones, personal laptops or any other electronic devices will be permitted during exams.
Appropriate materials Section 8.2.2	Narangba Valley State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

ENSURING ACADEMIC INTEGRITY

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

Internal Assessment Administration

QCE and QCIA policy and procedures handbook	**Policy and procedures**
Scaffolding Section 8.2.3	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 Section 8	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 will contact parents/carers if official checkpoint/s is/are not met.
Drafting Section 8.2.5	A Draft is the final checkpoint and is required to be **a preliminary response**. A preliminary response should enable the teacher to provide feedback on the range of syllabus objectives being assessed. Drafts are: • **evidence of student achievement** in the case of illness or misadventure, or non-submission for other reasons • **used to collect evidence** during the development of responses in order to establish authorship of final responses • **presented in different formats depending** on the subject, e.g. written draft, rehearsal of a performance piece, or a product in development • **retained by the class teacher** to support judgements and authorship. Students who fail to submit a draft on time risk the quality of the feedback provided and the standard provisions around feedback for assessment do not apply**. Drafts that are incomplete or partial and unable to be assessed across all of the criteria are treated as non-submissions**. Parents and caregivers along with the Head of Department will be notified about failure to meet the school's expectations for drafts. Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed.
Feedback for assessment	Feedback is designed to provide meaningful information about a student's strengths and areas for improvement. It helps the student understand where and how they are going, and where they need to go next. Teachers may: • Use a range of suitable strategies to provide written feedback on the draft response • Use different strategies depending on the mode of assessment. When giving **feedback on a draft**, a teacher may include advice to: • consider other aspects of the text, report, performance or activity • develop the response to show more awareness of the intended audience or purpose • rearrange the sequence and structure of the response to prioritise the most important points • investigate further to expand the response • synthesise the response by editing or removing excess information. When giving **feedback on a draft**, a teacher: • provides feedback on a maximum of **one** draft of each student's response that was submitted on or before the draft due date • may, for a written response, indicate key errors in spelling, grammar, punctuation and calculations. They may also remind the student that the draft requires more editing, but should not edit or correct all errors in the draft • may, for a spoken response, indicate ways to improve spoken/signed and nonverbal features in the student's presentation

	• should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements • should not introduce new ideas, language or research that would compromise the authenticity of student work. • delivers the feedback in an equitable manner for all students within a class • must provide feedback in a timely manner, at least 4 days before the due date, to allow the student to enact the feedback prior to the final due date.

Managing response length
Section 8.2.6
	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 mark only the work up to the required length, excluding evidence over the prescribed limit, and annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Authenticating student responses Section 8.2.8	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Narangba Valley State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Examples of authentication strategies include: • referencing according to the style guide required for the subject • digital submissions through plagiarism scanning software (Daymap) • completing all assessment responses on the school's (EQ) OneDrive with "track changes" turned on • teachers monitor student progress at checkpoints and drafts. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**Applications for AARA** Narangba Valley State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from Senior Schooling manages all approval of AARA for students. AARA applications are managed by the Year level Deputy Principal in Year 10, and the Senior Schooling Deputy Principal in Years 11 & 12. 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 Eg. Family holiday, sporting events - matters that the school could have avoided. **Applications for extensions to due dates for unforeseen illness and misadventure** Students and parents/carers must contact the Senior Schooling Deputy Principal (for Years 11 & 12) or the Year 10 Deputy Principal as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the school website. *Please note that in Years 11 and 12 medical certificates **do not** support AARA applications. The completed AARA medical report is required. The medical report includes diagnosis, date of occurrence / onset, symptoms, treatment / action taken, information around impact on assessment and professional recommendations.* **PLEASE NOTE that whilst a medical certificate supports an application in Year 10, in Year 11 and 12 a medical certificate is insufficient evidence for an AARA application. A confidential medical report must be completed. If the AARA is for a missed exam (including performance), this supporting documentation MUST cover the date of the assessment for which the application is made. The health professional providing the evidence must have examined, or treated the student, or have been consulted by the student, in the period from two days before the assessment to one day after the assessment.**
Managing non-submission of assessment by the due date [Section 8.2.7](#)	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 do not submit a final response to an assessment (other than unseen examinations) teachers will make a judgement based on any work provided by the student in response to the task (i.e. Draft). If no work is provided by the student on or before the due date, 'Not-Rated' (N) will be recorded. In circumstances where a student response is judged as N, the student will not meet the requirements for that subject. Year 10 students will receive an N Rating for subjects that they have not completed all the assessment for. Year 11 and 12 students will lose credit for units that are N rated due to incomplete assessment. Please note that the school **strongly discourages** student absences in Years 10-12 due to planned absences such as family leave or holidays during periods of assessment. Exams run throughout the term depending on the Unit/s of study and subjects. In Years 11-12 all students will be guided by QCAA policy if absent due to planned holidays. Distribution and Due dates for all assessment other than exams will remain unchanged for students on family leave. Early exams are also not permitted. For more information on the process for exams, please refer below. ***Extensions cannot be granted for a student impacted by a family holiday*** If an **absence is known in advance of the due date** for an assessment item, then students should submit the assessment item on or before the due date: Directly to the class teacher through Daymap, or as outlined on the task sheet for specific submission requirements. If the absence is due to medical grounds or due to emergent circumstances you can apply for an extension through the AARA process. *Students involved in TAFE or school-based apprenticeships and traineeships that have an assessment due on the day of their study/ work placement must submit on/before the due date by one of the means listed above. If the assessment is an exam students must attend the exam at school rather than TAFE etc. Participation in TAFE / SATs or other*

	pathway variations is not grounds for adjustments. TAFE programs are planned in consideration of students being absent to attend school for exams.
	Students in Years 10 to 12 who are **absent on the day that an assessment** item is due should be aware of the following requirements.
	Examinations
	Please note that unseen examinations cannot be completed early and comparable assessment can only be completed at an alternative time for medical reasons. Documentation needs to be provided to staff (e.g. medical certificate for Year 10 students or AARA completed medical report for Years 11 and 12) when a student returns to school. If students are ill before an examination and cannot complete the examination on the assessment day as a result of that illness they must apply for an extension. The failure to complete exams may mean a 'Not-rated' , or N is awarded to students, which can impact on their attainment of Queensland Certificate of Education (QCE) credits.
	PLEASE NOTE that whilst a medical certificate supports an application in Year 10, in Year 11 and 12 a medical certificate is insufficient evidence for an AARA application. A confidential medical report must be completed. The medical report includes diagnosis, date of occurrence / onset, symptoms, treatment, information about impacts on assessment and professional recommendations. If the AARA is for a missed exam (including performance), this supporting documentation MUST cover the date of the assessment for which the application is made. The health professional providing the evidence must have examined, or treated the student, or have been consulted by the student, in the period from two days before the assessment to one day after the assessment.
	Students on Internal or External Suspension
	Students on suspension, at the discretion of the appropriate Deputy Principal and in consultation with the relevant Head of Department (HOD) will be given the opportunity to complete any examination as scheduled during their suspension period through special arrangements to attend the examination at school.
Internal quality assurance processes Section 9	Narangba Valley State High School 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 assessment for General and General (Extension) 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 Section 11.1	Narangba Valley State High School internal review processes for student results (including not rated N results) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.

External Assessment Administration

QCE and QCIA policy and procedures handbook	Policy and procedures
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10 See also: *External assessment — administration guide* (provided to schools each year)	See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

Managing Academic Misconduct

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

Types of misconduct		Procedure
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.	**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.
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.	**For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (N). 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.
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.	All incidents of academic misconduct will be actioned through consultation with the relevant HOD and Deputy Principal. It will be through this process that consequences are invoked. Such unethical behaviours are counter to our core values of Respect, Integrity and Commitment and are considered extremely serious with severe penalties to be considered.
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.	

Types of misconduct		Procedure
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated by the use of AI	
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 • 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 or creates work using AI without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator including online translators, 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 arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

Related School Policy and Procedures

Refer to other school policies as appropriate:
• Student Code of Conduct
• Electronic Devices Policy

Appendix

Appendix A – Teacher Assessment Process – Applied and General subjects

Enter Assessment Dates into Daymap
Have I checked the calendar for Public Holidays or School events?
Have I allowed enough time to meet deadlines?

NO

Teacher Actions:
- Check school calendar
- Adjust Dates

YES

Assessment Instrument
Is my assessment instrument approved/endorsed?
Have I thoroughly explained the requirements of the task?

NO

Teacher Actions:
- Seek HOD approval for assessment
- Provide Exemplars and scaffolding

YES

Checkpoints
Have I collected evidence that my students are on track?
Have I contacted home for any students who are not on track and/or may fail?

NO

Teacher Actions:
- Teacher/Student discussion
- Parent contact
- Record on Oneschool as behaviour entry

Category: "Refusal to participate in the educational program of the school"
Strategies: Referral to HOD
Incident Details: Failure to submit checkpoint evidence for (insert subject/task)
Refer to: Head of Department

Head of Department Actions:
- HOD/Student discussion and directive

YES

Draft Submitted
Have all students submitted a draft that meets task requirements across all criteria?
Have I contacted home for any students who gave not submitted a draft and/or may fail?

NO

Teacher Actions:
- Contact home – *alert parents through Daymap*
- Record on Oneschool - Refer to Year level DP for action and HOD FYI

Category: "Refusal to participate in the educational program of the school"
Strategies: Referral to DP & HOD
Incident Details: Failure to submit (insert draft or final) for (insert subject/task). Parent notified through Daymap.
Refer to: DP & HOD

Deputy Principal Actions:
- Issue after-school Detention as part of Support & Intervention strategy
- Follow up as part of engagement in Senior (case management)

YES

Feedback
Is my feedback directly related to the criteria?
Is it clear and easy to understand?
Does it align to QCAA feedback requirements?

YES

Final Response Submitted on time

NO

YES

Teacher Actions:
Mark and return assessment within two weeks. Student profiles updated.

Evidence collected on or before the due date (draft) will be marked as the final assessment.

Appendix B – Teacher Assessment Process – VET certificate subjects

Enter Assessment Dates into Daymap & Cloud Assess
Have I checked the calendar for Public Holidays or School events?
Have I allowed enough time to meet deadlines?

NO →

Teacher Actions:
- Check school calendar
- Adjust Dates

YES ↓

Assessment Instrument
Is my assessment active and has it been deployed/released to students?
Have I thoroughly explained the requirements of the task?
Has the assessment been mapped correctly?
Are resources uploaded to Cloud Assess to assist students with assessment?

NO →

Teacher Actions:
- Seek HOD approval for assessment
- Ensure a marking guide is uploaded

YES ↓

Student Submission
Student completes assessment and submits when finished, ensuring submission is before Checkpoint/due date.

→

Teacher Actions:
Mark and return assessment within two weeks of student submission with feedback given on any question that is incorrect

↓

Checkpoints / competency tracking
Have I collected evidence that my students are on track with competency completion? Check Cloud Assess.
Have I contacted home for any students who have not met their checkpoint submission and are at risk?

NO →

Teacher Actions:
- Contact home.
- Record on Oneschool - Refer to Year level DP for Years 11 & 12, Refer to HOD VET and DP Yr 10 for Yr10s
  Category: "Refusal to participate in the educational program of the school"
  Strategies: Referral to DP / DP Yr10 & VET HOD
  Incident Details: Failure to meet checkpoint for (insert subject). Parent notified.
  Refer to: DP / DP Yr10 & HOD VET

HOD VET or DP SS Actions:
- Issue after-school Detention as part of Support & Intervention strategy (DP Yr11/12), or CONNECT referral if in Year 10 (VET HOD)
- Follow up as part of engagement in Senior phase (case management)

YES ↓

Feedback and finalisation of assessment
Is my feedback clear and easy to understand?
Does it support students to improve and submit successfully for competency?

YES ↓

Competency completed

YES ↓

Teacher Actions:
Mark Unit Competent in Cloud Assess

Appendix C – Student Assessment Process

Assessment Calendar Received
Have I copied my draft and due dates into my school calendar/diary?

YES

Assessment Instrument Received
Do I understand what I need to do and how to do it?

NO →

Student Action:
Organise to meet with your teacher to clarify task requirements

Student Action:
See AARA Application Process (Appendix D)

YES

Checkpoints dates met.
Is my work up to date?

NO →

AARA Application
Am I eligible to apply for an AARA?

YES

NO

YES

NO

Draft Submitted
(Through Daymap where required)
*CHECK that the draft you submit is **complete** AND meets task requirements*

YES

Student Actions:
- Notify my teacher
- Work on assessment at home

Teacher Actions:
- Teacher/Student discussion
- Contact home
- Refer to HOD for checkpoints not met and HOD and Year level DP for draft non-submission

Head of Department / Deputy Principal Actions:
- HOD/Student discussion and directive
- Non-submission detention issued and follow up as part of engagement in Senior

Feedback
When will I implement my feedback? How can I make it better?

Final Response Submitted on time
(Through Daymap where required)

NO →

YES

Draft is marked as the final assessment.
Teacher will refer the non-submission to relevant Deputy Principal for action.

Teacher Actions: Assessment returned within two weeks.

Appendix D – AARA Process – Assessment other than exams

PLEASE NOTE that whilst a medical certificate supports an application in Year 10, in Year 11 and 12 a medical certificate is insufficient evidence for an AARA application. A confidential medical report must be completed. If the AARA is for a missed exam (including performance), this supporting documentation MUST cover the date of the assessment for which the application is made. The health professional providing the evidence must have examined, or treated the student, or have been consulted by the student, in the period from two days before the assessment to one day after the assessment. The medical report includes diagnosis, date of occurrence / onset, symptoms, treatment / action taken, information around impact on assessment and professional recommendations.

Assessment Calendar Received
Have I copied my draft and due dates into my school calendar /diary?

YES

Assessment Instrument Received
Do I understand the requirements of this task?

NO → **Student Action:** Organise to meet with your teacher to clarify task requirements

YES

Checkpoints dates met.
Is my work up to date?

NO → **AARA Application** *Am I eligible to apply for an AARA?*

AARA Application — NO → **Student Action:** See Student Assessment Process (Appendix C)

YES ↓

Student Actions:
1. Complete AARA application form (available from school website or office)
2. Return completed AARA Application form and required documentation to the Deputy Principal SS / DP Yr10 at least 3 days prior to the assessment due date.

Deputy Principal Actions:
1. Consult with student
2. Consult with Teacher and / or HOD if required
3. Approve or Reject AARA Application request
4. Advise Teacher and HOD and Student of revised due dates.

YES

Draft Submitted
(Through Daymap where required)
*CHECK that the draft you submit is **complete** AND meets task requirements*

NO → **Student Action:** See Student Assessment Process (Appendix C)

YES

Feedback
When will I implement my feedback? How can I make it better?

Final Response Submitted on time
(Through Daymap where required)

NO → **Draft** is marked as the final assessment.

YES

Teacher Actions: Assessment returned within two weeks.

Appendix E – AARA Examination Process

PLEASE NOTE that whilst a medical certificate supports an application in Year 10, in Year 11 and 12 a medical certificate is insufficient evidence for an AARA application. A confidential medical report must be completed. If the AARA is for a missed exam (including performance), this supporting documentation MUST cover the date of the assessment for which the application is made. The health professional providing the evidence must have examined, or treated the student, or have been consulted by the student, in the period from two days before the assessment to one day after the assessment. The medical report includes diagnosis, date of occurrence / onset, symptoms, treatment / action taken, information around impact on assessment and professional recommendations.

Missed Examination Date
Have I contacted the school?

YES

AARA Application
Am I eligible to apply for an AARA?

NO →

'Not-Rated' (N) will be recorded. Student will not have met the course requirements for this subject.

YES

Complete and return an AARA Confidential Medical Report (or medical certificate in Year 10) and consultation with DPSS or DP Yr10
Have I completed the form and supplied the required evidence?

NO

YES

AARA Approved

NO

YES

Student sits a comparable piece of assessment on a new date.

YES

Teacher Actions: Assessment returned within two weeks.