

Narangba Valley State High School



Assessment & Reporting Policy

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 or ACARA standards for junior students. The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 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 the 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 plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment.

“Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.” (QCAA, 25/7/2018) Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment, as outlined by the QCAA, 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.

(QCAA, 25/7/2018)

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	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website and in the student planner. All questions regarding this policy should be directed to the Executive Principal.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year in Home Group classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • when considering AARA application • in the newsletter and by email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment</p> <p>Section 1.2.4 Section 2 Section 8.5.1</p>	<p>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.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates</p> <p>Section 8.5.2 Section 8.5.3</p>	<p>School responsibility Narangba Valley State High School is required to adhere to QCAA policies and ACARA guidelines for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their diaries • planning and managing their time to meet the due dates • informing the school as soon as possible regarding AARA applications <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate or if in Year 11/12 a completed medical report • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the

	<p>school.</p> <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
<p>Submitting, collecting and storing assessment information</p> <p>Section 9</p>	<p>Assessment instruments will provide information about Narangba Valley State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the School's academic integrity software – SafeAssign.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Narangba Valley State High School's staff handbook</p> <p>ASSESSMENT POLICY</p> <p>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 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.</p> <p>Assessment Guidelines</p> <ul style="list-style-type: none"> • When an assessment piece is given out, 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 students' work and assign a provisional level of achievement, which is to be temporarily recorded. Students in Year 11 and 12 are also required for collecting evidence to authenticate their work. In written assessment this is meeting check points and drafting requirements. In practical work collecting photographic evidence of the progress of work is required. • All assessment task sheets, will have a draft due date and monitoring dates clearly marked. Students will be expected to hand in two drafts for marking, one of which will be held by the teacher (this will allow the marking of the draft for non-submission, and will go into the students profile ensuring an up-to-date profile). • 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 to catch up work will be implemented, eg phone calls and letters home, Head of Department and Deputy involvement. • 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 attend school to present an assessment piece personally on the date, then the student/parents/guardians must either: <ol style="list-style-type: none"> (a) Deliver the assignment to school by 3.30pm on the due date or; (b) Electronically submit the assignment through SafeAssign or directly to the subject teacher on the due date or; (c) Contact the school Administration to explain the circumstances that have been the cause of the student absence and therefore assessment missed. • 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; it must be completed and returned to the Administration for consideration before the due date. In Year 11 and 12 this form must be accompanied by a completed medical report. In other year levels Deputy Principal support/ a medical certificate is required. • In the event that an assessment item is not completed on the due date and no explanation has been received by the Head of Department, the item will be awarded an assessment on the basis of the last draft monitored, with exception to exams. • It is compulsory that all assessment items be completed in order to satisfy course requirements. 12. When the extension is granted the approved Assessment Extension Form is sent to the following <ol style="list-style-type: none"> 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 success of the application, if an application is pending the student should continue to work on the piece, expecting the extension to be granted, but should be prepared to hand in the piece “as is” if it is not.
- If the student is in year 7-10, the assessment piece can be either
 - a) Extended to the new date on the Assessment Extension Form (please note no further extensions will apply), or
 - b) The profile can be marked holistically, as indicated on the form. The definition of “Holistic” is to be considered as” final grade to be determined by disregarding the piece that has been indicated”.
- If the student is in year 11-12, the assessment piece must be handed in to meet the course requirement, however; may not be graded.
If no extension is granted, and no assessment is submitted, the students draft is to be used, and the mark added to the profile sheet.
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

- Two copies of the draft must be submitted by the draft due date in person to the subject teacher or if absent on the due date, directly to administration or emailed directly to the subject teacher on the due date.
- The teacher will provide written and/or verbal feedback in response to the draft, in a timely manner to enable the student a minimum of one week to enact on feedback given; and keep a copy of the draft to file in students’ profiles in case of non-submission of final. 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 SafeAssign.

Presentation of Oral/Performance Assignments

- Approximately one week prior to the due date of the assessment, students are required to present evidence of preparation for the assignment for monitoring.
- 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.
- On the day before the assessments are to begin, the order of presentation will be determined by random selection (eg. Names out of a hat) during class.
- 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 equipment malfunction and this will not be accepted as an excuse for non-submission of a draft or final assessment piece. Students are responsible for securing their electronic files. Multiple back ups are recommended through multiple hardware, emailing, cloud storage.

Exam Guidelines

- Faculties will actively minimise the impact of assessment on other curriculum areas.
- Block exams will occur for Year 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.
- Students must have all the basic equipment required for an exam including paper, pens, pencils, rulers, erasers as well as other equipment required for specific subject areas.
- Students are not permitted to borrow equipment during an exam.
- Follow all instructions given by the exam supervisor.
- 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.

<p>Appropriate materials Section 7.1 Section 8.5.3</p>	<p>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.</p>
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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

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Scaffolding Section 7.2.1</p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> maintain the integrity of the requirements of the task or assessment instrument allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>Checkpoints Section 8.5.3</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> be detailed on student task sheets monitor student progress be used to establish student authorship. <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of Departments and parents/carers will be contacted if checkpoints are not met.</p>
<p>Drafting Section 7.2.2 Section 8.3</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> provided on a maximum of one draft of each student's response a consultative process that indicates aspects of the response to be improved or further developed delivered in a consistent manner and format for all students provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> compromise the authenticity of a student response introduce new ideas, language or research to improve the quality and integrity of the student work edit or correct spelling, grammar, punctuation and calculations allocate a mark. <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio. Parents and caregivers will be notified by email or mail about non-submission of drafts and the processes to be followed.</p>
<p>Managing response length Section 7.2.3</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> All assessment instruments indicate the required 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.

	<p>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.</p>
<p>Authenticating student responses Section 7.3.1</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Narangba Valley State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>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.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019.</p> <p>The Deputy Principal for the student's House manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) 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.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • 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 • matters that the school could have avoided. <p>Applications for extensions to due dates for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the principal's delegate 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.</p>
<p>Managing non-submission of assessment by the due date Section 8.5</p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject. 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 have incomplete assessment.</p> <p>Years 10 - 12</p> <p>Please note that the school strongly discourages student absences in Years 10-12 due to planned holidays during periods of assessment. In Years 11-12 all students will be guided by QCAA policy if absent due to planned holidays during assessment periods and this means student's assignments need to be handed in before the due date. Early exams will not be permitted for the purpose of students completing assessment before holidays. For more information on the process for exams, please refer below.</p> <p><i>Extensions cannot be granted for a student impacted by a family holiday</i></p> <p>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:</p>

	<ul style="list-style-type: none"> • Directly to the class teacher; or • Via parents/carers who should attach an assessment submission cover sheet and leave the assessment item at the front office. They will receive a receipt of submission which should be retained. • Via a sibling or friend who attaches an assessment submission cover sheet and leaves the assessment item at the front office. They will receive a receipt of submission which should be retained. • Electronically using SafeAssign. Electronic submission is a means of confirming that the assessment item has been completed by the due date. <p>Students are required to submit a paper version of the task upon their return to school. Please keep evidence of electronic submission</p> <p>Please note that it is strongly recommended that students are not absent for planned holidays during assessment periods as examinations cannot be completed in advance (see below). If the absence is due to medical grounds or due to emergent circumstances you can apply for an extension.</p> <p>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.</p> <p>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.</p> <p>Students must submit the assessment item on the due date by one of the means listed above.</p> <ul style="list-style-type: none"> • If the absence is owing to illness, students must obtain a Medical Certificate or for Year 10-12 Medical Report/ AARA form and lodge it with the school administration. This does not mean, however, that the assessment item will automatically be treated by the school as if it had been submitted on time. An extension needs to still be applied for and approved. • If the absence is due to exceptional circumstances, contact must be made to the school administration. These situations will be addressed on a case-by-case basis by the relevant House Deputy Principal. • When parents/carers contact the school to advise of the unexpected absence of their student, they are encouraged to inform the school that the absence coincides with an assessment due date and provide the name of the class teacher. This information will be passed on to the relevant teacher. • Examinations must be completed the next day a student returns to school even if an extension is not approved or if it is not yet been applied for. <p>Examinations</p> <p>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 or AARA completed medical report) 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 'Non rated' is awarded to students, which can impact on their attainment of Queensland Certificate of Education (QCE) credits.</p> <p>Students on Internal or External Suspension</p> <p>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.</p>
<p>Internal quality assurance processes Section 8.5.3</p>	<ul style="list-style-type: none"> • 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. <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>

<p>Review Section 9.1 Section 9.2 Section 9.5</p>	<p>Narangba Valley State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p>
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External Assessment Administration

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>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.</p>

Managing Academic Misconduct

	Types of misconduct	Procedure
<p>Cheating while under supervised conditions</p>	<p>A student:</p> <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment or materials has any notation written on the body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues -When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct - Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
<p>Collusion</p>	<p>When:</p> <ul style="list-style-type: none"> more than one student works to produce a response and that response is submitted as individual work by one or multiple students a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. 	<p>For instances of academic misconduct during examinations - Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.</p>
<p>Contract cheating</p>	<p>A student:</p>	<p>All incidents of academic misconduct will be dealt through consultation with the relevant HOD and Principal. It will be through this</p>

	Types of misconduct	Procedure
	<ul style="list-style-type: none"> pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment. 	<p>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</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during an exam copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> 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	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p>	
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	
Significant contribution of help	<p>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.</p>	

Related School Policy and Procedures

Refer to other school policies as appropriate:

- Responsible Behaviour Plan for Students
- Senior schooling policy
- Electronic Devices Policy
- Staff Handbook

ASSESSMENT NON-SUBMISSION WITHOUT SUPPORTING DOCUMENTATION

WRITTEN ASSIGNMENT	Draft not submitted on due date (student present)	Parent contacted, student completes draft at lunchtime detention supervised by subject teacher or HOD.
	Draft not submitted by due date (student absent)	Parent contacted, student must submit/complete draft upon return to class but will not receive feedback. Evidence collected up to and including draft date may be used in the event of non-submission.
	Final not submitted by due date.	Parent contacted, draft submitted as final work, recorded in non-submission register.
EXAMINATION	Student is absent from exam	Parent contacted, recorded in non-submission register, exam to be completed upon return to school. Result awarded will be dependent on extension/ AARA process outcome.
ORAL PRESENTATION	No evidence of progress 1 week prior to presentation date	Parent notified, student completes work at lunchtime detention supervised by subject teacher or HOD.
	Student absent for progress check 1 week prior to presentation date.	Parent notified, student to submit planning upon return to class but will not receive any feedback.
	Student is absent on the due date for the start of presentations.	Parent contacted, recorded in non-submission register, student awarded grade on progress, student must complete presentation upon return to school. Result awarded will be dependent on extension/ AARA process outcome.
PERFORMANCE (INDIVIDUAL)	No evidence of progress 1 week prior to performance date.	Parent notified, student completes and has work recorded at lunchtime detention supervised by subject teacher or HOD.
	Student absent for progress check 1 week prior to performance date.	Parent notified, student to show progress upon return to class but will not receive feedback.
	Student is absent on day of performance	Parent contacted, recorded in non-submission register, student awarded grade on progress, student must complete performance upon return to school. Result awarded will be dependent on extension/ AARA process outcome.
PERFORMANCE (GROUP/PAIR)	No evidence of substantial individual participation in group assessment	Parent notified, student monitored for participation.
	Student is absent on draft performance due date	Parent notified, student to complete draft upon return to school but will receive no feedback. Evidence collected up to and including draft date may be used in the event of non-submission.
	Student is absent on performance due date	Group will perform without student or with a stand in. Parent notified, recorded in non-submission register, student must complete performance upon return to school. Result awarded will be dependent on extension/ AARA process outcome.



NARANGBA VALLEY STATE HIGH SCHOOL

ASSESSMENT EXTENSION FORM

YEARS 7 TO 10

Student to complete:

Please attach the following:

1. Medical certificate
2. Other supporting documentation (if no medical certificate)

Once the form has been completed please make an appointment to speak with the relevant House Deputy Principal. Please note that extensions will be granted, only if an appointment has been made or you have contacted the school by phone prior to the due date. This form is to be completed in full for the assessment to be considered for extension. *(Please note – separate forms are required for each subject.)*

Student Name: _____ Year Level: _____ Home Group: _____

Subject: _____ Teacher Name: _____ HOD: _____

Type/Style of Assessment:

Exam Oral Assignment Practical Performance

Type/Style of Assessment:

Assessment Conditions: in class, group presentation, word length, time given, exam block etc.

Current Draft Date: _____ Current Due Date: _____ Requested Extension: _____ Days/Weeks

Reason/Circumstances for extension: _____

Parent Signature: _____ Student Signature: _____

House Deputy to Complete:

Extension Granted: YES NO Agreed Draft Date: _____ Agreed Due Date: _____

For reasons mentioned above – please mark profile holistically, based on assessment items completed.

Deputy Signature: _____ Date: _____

ADMINISTRATION

Original to student's file with accompanying documentation

Copies to:

- HOD – Curriculum Area
- Teacher – for addition to profile
- Student



NARANGBA VALLEY STATE HIGH SCHOOL

Access Arrangements and Reasonable Adjustment (AARA) Application for Assessment Extension Year 11 and 12

***This form is to be used for assessment missed due to illness or misadventure**

Student to complete:

Please attach a completed medical report template. The template is available from the school's website. The template requires specific information regarding the medical condition, date of diagnosis, symptoms, treatment and how it affects the student participating in assessment. Once this form has been completed please make an appointment to speak with the Deputy Principal for Senior Outcomes. Please note that extensions will be granted, only if an appointment has been made or you have contacted the school by phone prior to the due date. This form is to be completed in full with the completed template attached for the assessment to be considered for extension. (Please note – separate forms are required for each subject.)

Student Name: _____ Year Level: _____ Home Group: _____

Subject: _____ Teacher Name: _____ HOD: _____

Assessment Type and Unit:

- | | | | | |
|---------------------------------|---------------------------------|-------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Exam | <input type="checkbox"/> Oral | <input type="checkbox"/> Assignment | <input type="checkbox"/> Practical | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Unit 1 | <input type="checkbox"/> Unit 2 | <input type="checkbox"/> Unit 3 | <input type="checkbox"/> Unit 4 | |

Assessment Conditions: in class, group presentation, word length, time given, exam length etc.

Current Draft Date: _____ Current Due Date: _____ Requested Extension: _____ Days/Weeks

Reason/Circumstances for extension: _____

Parent Signature: _____ Student Signature: _____

House Deputy to Complete:

Extension Granted: YES NO Agreed Draft Date: _____ Agreed Due Date: _____

For reasons mentioned above – please mark profile holistically, based on assessment items completed.

Deputy Signature: _____ Date: _____

ADMINISTRATION

Original to student's file with accompanying documentation

Copies to:

- HOD – Curriculum Area
- Teacher – for addition to profile
- Student
- DP Senior Outcomes



NARANGBA VALLEY STATE HIGH SCHOOL

Access Arrangements and Reasonable Adjustment (AARA) Application - Year 11 and 12

***This form is to be used for requests for adjustments to be made where a disability and/or medical condition exists that may impact performance.**

Student to complete:

Please attach a completed medical report template. The template is available from the school's website. The template requires specific information regarding the medical condition, date of diagnosis, symptoms, treatment and how it affects the student participating in assessment. Once this form has been completed please make an appointment to speak with the Deputy Principal for Senior Outcomes. Please note that AARA will be granted, only if an appointment has been made or you have contacted the school by phone prior to the due date. This form is to be completed in full with the completed template attached for the AARA to be considered. (Please note – separate forms are required for each assessment.)

Student Name: _____ Year Level: _____ Home Group: _____

Subject: _____ Teacher Name: _____ HOD: _____

Assessment Type and Unit:

- | | | | | |
|---------------------------------|---------------------------------|-------------------------------------|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Exam | <input type="checkbox"/> Oral | <input type="checkbox"/> Assignment | <input type="checkbox"/> Practical | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Unit 1 | <input type="checkbox"/> Unit 2 | <input type="checkbox"/> Unit 3 | <input type="checkbox"/> Unit 4 | |

Assessment Conditions: in class, group presentation, word length, time given, exam length etc.

Current Draft Date: _____ Current Due Date: _____

Reason/Circumstances for AARA: _____

Description of AARA requested: _____

Parent Signature: _____ Student Signature: _____

House Deputy to Complete:

AARA Granted: YES NO Type of AARA Approved: _____

For reasons mentioned above – please mark profile holistically, based on assessment items completed.

Deputy Signature: _____ Date: _____

<p>ADMINISTRATION</p> <p>Original to student's file with accompanying documentation</p> <p>Copies to:</p> <ul style="list-style-type: none">➤ HOD – Curriculum Area➤ Teachers – for addition to profile➤ Student➤ DP Senior Outcomes
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REPORTING

AIM

School reporting is an invaluable means of communication between the school and parents. Reporting provides an accurate summary of a student's achievement and provides parents and students with information upon which they can make decisions regarding students' futures. To this end, our aim is to report fully, clearly and accurately and to use the reporting process to strengthen partnerships with parents.

PROCESS

At Narangba Valley SHS we report four times per year.

Term One and Term Three Reports are indicative reports and give parents an indication of students' progress, while Semester One and Semester Two Reports (completed at the end of Terms Two and Four) provide a summary of the student's Semester of achievement and include written comments.

YEAR 10, 11 & 12 REPORTING

Year 10, 11 and 12 student Level of Achievement is a "point in time" assessment to assist students to gain a full understanding of their progression through the Senior Phase of Learning. It is expected that appropriate communication with parents to explain any abnormalities of performance and assessment during the term is completed by the teacher before the receipt of the Report Card.

Report cards for Year 10 should indicate progress for year to date. In Year 11 and 12, reports are based on progress in corresponding units of study. Units 3 and 4 are taught and assessed as a pair.

On completing Year 12, students receive a Student Education Profile containing a Senior Certificate and, if eligible, a QCE. Teachers will not be expected to formally report on the Year 12 cohort at the end of term 4.

VET REPORTING

VET students will be reported on at the end of each term. The data collected during reporting periods will be used to guide students on their progress. A student obtaining an A or a B in effort will have successfully completed the expected amount of work for a student at that time in the course. Students who have not completed the expected amount of work at the time of reporting will receive an effort rating of C or below. All VET data is to be recorded on OneSchool for reporting and compliance purposes.

YEAR 7 - 9 REPORTING

Reporting for all Year 7, 8, and 9 students is based on their progress through the relevant units of work, leading to an end of semester judgement for Semester One and Semester Two. In Years 7 – 9 each semester is reported independently.

EXTRA AND CO-CURRICULAR ACTIVITIES

Extra and Co-Curricular activities are recorded in OneSchool for inclusion on Student Report Cards e.g. instrumental music. This information is required as part of the Application to Vary School Routine process, however additional activities are to be recorded prior to the completion of the reporting period.

Entering Student Academic Data

Sign in to the **OneSchool** application using your **MIS Login**

Enter your **OneSchool** pin number.

1. Click on **Assessment** and choose **Enter Academic Data**.

2. Click on the drop down list to choose your class to enter data.

3. Click **Select**

4. Click on the drop down list to enter a rating A-E for Achievement, Effort, Behaviour, Homework using the attached matrix as a guide. You must also choose from the dropdown box for Parent Interview. Every student with a D or E for Achievement must have an interview requested.

NOTE: If you cannot give an A-E result for achievement you must let your HOD know, who will in turn speak to the relevant house Deputy Principal.

5. Entering Comments can be accessed by entering the code or scrolling through the comment bank via the drop down menu.

NOTE: The comment bank can be located on the school Intranet. A minimum of three comments per entry are required.

6. Click **Save** and move to the next student.

NOTE: Upon completion of entering student data run a Missing Entries Report, Class Results Report or Proof Read Reporting Comments. Select option from the drop down menu. Running these reports enables the teacher to ensure that no entry has been overlooked and that the details entered are accurate.

Now **SIGN OUT** (always remember to sign out and close the application upon completion).



NARANGBA VALLEY SHS - EFFORT & BEHAVIOUR MATRIX FOR REPORTING

	Excellent (E)	Very Good (VG)	Satisfactory (S)	Needs Attention (NA)	Unsatisfactory (U)
Effort	<p>The students effort and motivation in class is consistently very high & displays the following characteristics;</p> <ul style="list-style-type: none"> • Always prepared for classes • Actively participates in all lessons • Completes all set tasks to the best of their ability • Completes all homework and submits drafts and assessment on due date • Works effectively both independently, or in groups • Frequently shows initiative • Attends every lesson (attendance is higher than 95%) • Always on time for class 	<p>The students effort and motivation in class is consistently high & displays the following characteristics;</p> <ul style="list-style-type: none"> • Frequently prepared for classes • Participates in all lessons • Completes set tasks to the best of their ability • Completes homework and submits drafts and assessments • Works well both independently, or in groups • Usually shows initiative • Regularly attends every lesson (attendance is higher than 90%) • On time for class 	<p>The students effort and motivation in class is consistent and displays the following characteristics;</p> <ul style="list-style-type: none"> • Mostly prepared for all classes • Participates in most lessons • Mostly completes set tasks to the best of their ability • Mostly completes homework and submits drafts and assessment by the due date • Works both independently or in groups • Sometimes shows initiative • Regularly attends every lesson (attendance is higher than 85%) • Usually on time for class 	<p>The students effort and motivation in class is inconsistent & displays the following characteristics;</p> <ul style="list-style-type: none"> • Sometimes prepared for classes (requires frequent prompting) • Sometimes participates in lessons • Sometimes completes set tasks to the best of their ability • Rarely completes homework and sometimes submits drafts and assessment by due date • Sometimes works both independently, or in groups • Sometimes shows initiative • Irregular attendance (is less than 85%) • Often late for class 	<p>The students effort and motivation in class is poor & displays the following characteristics;</p> <ul style="list-style-type: none"> • Rarely prepared for classes • Rarely participates in lessons • Rarely completes set tasks to the best of their ability • Never completes homework • Doesn't submit drafts or meet assessment due date • Rarely works both independently, or in groups • Never shows initiative • Irregular attendance (attendance is less than 75%) • Often late for class
Behaviour	<p>The students behaviour in class is consistently exemplary & displays the following characteristics;</p> <ul style="list-style-type: none"> • Upholds the school's ethos and values in everything they do • Always respects the rights of others to learn • Always follows the teacher's instructions • Always uses appropriate language • Always interacts respectfully and cooperatively with peers and staff • Always on task in class • Never needs to be prompted to do the right thing • Always looks after school, peer's and own property 	<p>The students behaviour in class is consistently high & displays the following characteristics;</p> <ul style="list-style-type: none"> • Upholds the school's ethos and values in everything they do • Respects the rights of others to learn • Follows the teacher's instructions • Consistently uses appropriate language • Interacts respectfully and cooperatively with peers and staff • On task in class • Needs minimal prompting to do the right thing • Looks after school, peer's and own property 	<p>The students behaviour in class is consistent & displays the following characteristics;</p> <ul style="list-style-type: none"> • Mostly upholds the school's ethos and values in everything they do • Mostly respects the rights of others to learn • Mostly follows the teacher's instructions • Uses appropriate language • Interacts respectfully and cooperatively with peers and staff in most situations • On task in class • Needs some prompting on occasions to do the right thing • Usually looks after school, peer's and own property 	<p>The students behaviour in class is sometimes poor & displays the following characteristics;</p> <ul style="list-style-type: none"> • Sometimes doesn't uphold the school's ethos and values in everything they do • Sometimes disrespects the rights of others to learn • Sometimes fails to follow the teacher's instructions • Sometimes uses inappropriate language • Sometimes interacts disrespectfully and uncooperatively with peers and staff • Sometimes not on task in class • Needs prompting to do the right thing • At times doesn't look after school, peer's and own property 	<p>The students behaviour in class is often unacceptable & displays the following characteristics;</p> <ul style="list-style-type: none"> • Rarely upholds the school's ethos and values in everything they do • Rarely respects the rights of others to learn • Rarely follow the teacher's instructions • Uses inappropriate language frequently • Interacts disrespectfully and uncooperatively with peers and staff • Rarely on task in class • Needs frequent prompting to do the right thing • Doesn't look after school, peer's and own property

PARENT TEACHER INTERVIEWS

Parent teacher evenings will be conducted formally twice a year.

The first Parent / Teacher interview evening is held on the Tuesday of Week 3 in Term 2.

The second Parent / Teacher interview evening is held on the Tuesday of Week 3 in Term 3.

Teachers are to "Request Interviews" as part of the reporting process for all students where the academic, effort or behaviour results are unsatisfactory. For students who receive D or E Achievement grades, teachers must tick the Parent/Teacher interview requested check box.

Teachers are encouraged to contact parents and carers to discuss their child's progress. This is also an opportunity to clarify aspects of the child's progress report and to outline goals and strategies that will be implemented to further the child's learning.

If a parent is unable to attend the Parent-Teacher interview, teachers are expected to provide another opportunity for an interview, e.g. telephone interview, rescheduling the appointment.

NON SUBMISSION POLICY

DEPUTY PRINCIPAL RESPONSIBILITY

Deputy Principals are responsible for the strategic implementation of the Reporting guidelines through regular line management meetings with their Department HODs. Close attention should be paid to school priorities and Head Line indicators to track student submission rates, U2B and % C or better in English, Maths and Science. Individual students that are failing i.e. any student that is likely to be rated with a D, E or N rating should be discussed with the relevant Faculty HOD.

HEAD OF DEPARTMENT RESPONSIBILITY

Heads of Department are responsible for the general day to day operations of assessment, planning and monitoring within their curriculum area(s). HODs will also be responsible for the monitoring of any student who is at risk of failing i.e. any student that is likely to receive a D, E or N rating. This is an ongoing process and students should be closely monitored to reduce the number who may be underachieving in their subject areas. If a student is to be rated with an "N" rating, HODs are to negotiate with their Year Level Deputy on the circumstances surrounding the "N" rating. See appendix for the Proforma.

HODs will also be responsible for the managing of staff reporting timelines in conjunction with their line manager.

TEACHER RESPONSIBILITY

Teachers will need to report any inconsistency with their class lists to the Reporting Administrator.

It is expected that by the time the Reporting Period has closed teachers have had their draft reports proof read and signed by a "buddy teacher". The signed copy of reports are to be given to the relevant faculty HOD.

Throughout the year, informal feedback will occur with parents and carers as the need arises i.e. students at risk, non-compliant with routine, attendance, homework etc. This communication with home strengthens school and home ties and ensures parents are well informed about their child's progress to maximise their child's learning.

If a student's work indicates that the student may be at risk of failing (rating of D, E, N) then the teacher is required to call home to inform the parents/carers of the risk and to put in place goals and strategies to support student improvement in their subject areas. The teacher **must** also put in a Non Submission Letter Request Form. This form generates a formal letter home notifying the parent / guardian that the student has not submitted a draft or final piece of assessment. Records of Contact with parents are to be recorded in One School.

NON SUBMISSION INFORMATION	Student ID Num	Student First Nam	Student Last Nam	Form Clas	Subject Cod	Subject	Assessment Tas	Assessment Typ	Date Se	Due Dat	Draft / Final Submissio	Teacher Nam	HOD Name	Year Levi	Year Level Depu	Submitt	
	1																
	2																
	3																
	4																
	5																
	6																
	7																
	8																
	9																
	10																
	11																
	12																
	13																
	14																
	15																
	16																
	17																
	18																
	19																
	20																
	21																
	22																
	23																
	24																
25																	
<i>Only 1 assessment piece per letter. If there are two or more outstanding assessment pieces, they will have to have separate letters.</i>																	



Date:

Dear Parent/Caregiver

NON-SUBMISSION OF ASSIGNMENT

We wish to advise that ***[Student first name] [Student last name]*** has not submitted the following assessment task.

Subject	Assessment Task	Date Set	Due Date

It should be noted that an extension was not applied for **before** the due date.

As a consequence, ***[Student first name]*** may be given an N rating (Not Rated) or marked on their draft, if submitted by the due date. As all assessment carries equal weight, non-submission of this task has jeopardised ***[Student first name]'s*** final level of achievement.

Please contact the relevant faculty HOD ***[HOD name]*** if you would like to discuss this matter further.

Yours Sincerely

.....

Deputy Principal
[House deputy]



Date:

Dear Parent/Caregiver

FAILURE TO SIT EXAMINATION

We wish to advise that ***[Student First Name] [Student Last Name]*** did not sit the following examination for ***[Subject]***.

Examination	Date Administered

It should be noted that an extension was not applied for **before** the due date.

As a consequence, ***[Student First Name]*** may be given an N rating (Not Rated) or marked on their draft if submitted for all criteria being assessed. As all assessment carries equal weight, non-submission of this task has jeopardised ***[Student First Name]***'s final level of achievement.

Please contact the relevant faculty HOD ***[HOD Name]*** if you would like to discuss this matter further.

Yours sincerely

.....

Deputy Principal
[House Deputy]

Teacher Name							Head of Department Name								
							Competency 1			Competency 2			Competency 3		
	Student ID Number	Student Last Name	Student First Name	Home Group	Subject Code	Subject	Check point 1	Check Point 2	Check Point 3	Check point 1	Check Point 2	Check Point 3	Check point 1	Check Point 2	Check Point 3
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															
19															
	N.O.T. - Not on Track														
	O.T. - On Track														



