



# Woree State High School

## Assessment Policy

Version 11

### ***Every student succeeding***

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

*Queensland Department of Education  
State Schools Strategy 2019-2023*

## Contents

Operation of the Policy.....	4
Location of the Policy.....	4
Expectations about Engaging in Learning and Assessment.....	5
Preparing and Submitting Assessment.....	6
Due Dates.....	6
Exemptions in Years 7 – 10 Only.....	6
Responsibilities – Submission of Checkpoints, Drafts and Finals.....	7
Non-Submission of a Final Student Response.....	7
Years 7-9- Draft and Final Submission of Assessment.....	7
Years 10-12 Draft and Final Submission of Assessment.....	8
Student Process for Submitting Assessment via Learning Place.....	9
Assessment Policy Flowchart.....	11
Managing the Length of Student Responses.....	12
Checkpoints and Drafts.....	12
Appropriateness of Materials.....	12
Scaffolding.....	12
Absence and Extensions on Due Date of Assignments and Exams.....	12
Years 7 - 10.....	13
Years 11-12.....	13
Failure to Comply Year 11 and 12.....	14
Academic Integrity, Academic Misconduct and Authentication Strategies.....	14
Responsibilities- Academic Integrity & Academic Misconduct.....	14
Consequences for Plagiarism.....	15
Examples of Academic Misconduct (including but not limited to):.....	16
Examinations.....	17
Assessment Weeks or Block Examinations.....	17
Conduct During an Exam or External Assessment.....	17
Absence on Day of Examinations.....	18
Year 12 External Assessment.....	18
Late Arrival to an Examination.....	18
Year 12 External Examination Responsibilities.....	19
Access Arrangements and Reasonable Adjustments (AARA) Year 11 and 12 Only.....	20
Short-term conditions or temporary injuries.....	21
Long-term conditions that are unlikely to improve over time.....	21
Illness and Misadventure.....	21

Possible access arrangements and reasonable adjustments.....	22
AARA Further Examples and Documentation Requirements .....	24
AARA Applications .....	25
AARA Application Process Flowchart .....	26
Quality Assurance Years 11 and 12 .....	27
Principles of Quality Assurance.....	27
Internal Quality Assurance .....	27
Applied and Applied (Essential) Subjects.....	27
Applied Subjects .....	27
Applied (Essential) Subjects.....	27
General Subjects – Unit 1 and 2 Assessment.....	28
General Subjects – Endorsing Summative Internal Assessments.....	28
General Subjects – Confirming Summative Internal Assessment Judgments.....	28
Results.....	28
Supporting Documents .....	29

## POLICY: Assessment

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 student academic outcomes for all students and attainment of the Queensland Certificate of Education (QCE) for Year 11 and 12 students. The framework for the policy is developed from the P-12 Curriculum, Assessment and Reporting Framework, ACARA, and the *QCE and QCIA policy and procedures handbook*.

This policy is to inform students, parents/carers and teachers of the key principles and assessment requirements at Woree State High School.

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance and for informing direction needed in teaching and learning.

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 (Masters 2014<sup>1</sup>).

As defined by the Queensland Curriculum & Assessment Authority (QCAA), 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.

The assessment process involves:

- Providing, gathering and recording evidence to demonstrate student learning.
- Using the evidence to make overall judgments and provide feedback on students' learning.
- Using task check points and evidence to establish subsequent direction and targets for teaching and learning.

## Operation of the Policy

This policy outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- Maximise the opportunity for students to demonstrate what they know and can do.
- Ensure fairness in the process of assessment to all students.
- To achieve completion of mandatory components of courses of study necessary for a result.

The work submitted/completed must indicate a reasonable attempt has been made by the student to satisfy the specific assessment criteria. Subsequent results will form part of the student's assessment profile for the subjects and semester units studied, leading to overall levels of achievement being awarded.


Students must complete and submit all items needed to judge the Level of Achievement (LOA) across criteria [as determined by the Curriculum Head of Department, the Australian Curriculum, the QCAA syllabus and/or the work program] to meet course requirements to be eligible for credit for any semester unit for each subject being studied.

In Years 11 and 12, ATAR, course credit and/or QCE eligibility, Senior Education and Training (SET) plans and the timeline of completion may be adversely affected if not all assessments are completed.

## Location of the Policy

The school assessment policy is located on the school website at <https://woreeshs.eq.edu.au/support-and-resources/forms-and-documents/documents/guidesandpolicies>

All questions regarding this policy should be directed to relevant Head of Department initially and to the Deputy Principal, Curriculum, Teaching and Learning if further clarification is required.



To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Relevant processes will be revisited:

- at enrolment interviews
- during SET planning
- when the assessment schedule is published
- when each task is handed to students
- in the newsletter and by email in response to phases of the assessment cycle

## Expectations about Engaging in Learning and Assessment

### All Students

- Engage in the learning for the subject or course of study
- Are responsible for meeting Check Points and submitting both the draft and completed assessment item on or before the due date.
- Are responsible for following assessment Task Conditions, Instructions and Instrument Specific Marking Guides (ISMG's).
- Must act with academic integrity to produce evidence of achievement that is authenticated as their own work. Authenticating can be done by plagiarism checkers and referencing as per subject requirements. (Harvard and APA Referencing Systems are both used in the school; individual subject departments will have specific referencing requirements which will be taught in class and listed on task sheets).
- Submit a Declaration of Authenticity (on assessment cover sheet and in the Learning Place)

### Students in Years 11-12

- Authentication of student work is mandatory and plagiarism checks are conducted via the Learning Place Submissions and other processes as required.
- All procedures surrounding the completion of assessment must be followed and the relevant documentation submitted.
- Complete the QCAA academic integrity course for students <https://myqce.qcaa.qld.edu.au>

### Parents/Carers

- Support and encourage their children to complete and submit all drafts and assessment by the due date and to the best of the student's ability.
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

### Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, guided practice, annotated exemplar responses and peer evaluation. N.B. Scaffolding must not lead students to a pre-determined answer or response and must allow students to demonstrate the objectives being assessed.
- Teach referencing (Harvard or APA) as required.
- Teachers will engage students in feedback and reflection on their assessment through the checkpoints and drafting process.
- Teachers are responsible for informing parents/carers when students do not provide work at set checkpoints or draft stages.
- Students failing to complete assessment as required may be awarded a Not Rated.
- Teachers will be able to articulate reasoning behind judgments of the standards achieved on the final submission.
- Complete the QCAA academic integrity course for teachers <https://www.qcaa.qld.edu.au/portal/online-learning/organisation/6a20f807-6d9b-4777-847c-8781897b0aeb/course>

## Heads of Department

- Are accountable for quality assuring assessment items using both the QCAA's Principles of assessment and the QCAA's Attributes of Quality Assessment.
- Are responsible for informing parents/carers when students have failed to submit relevant checkpoints or drafts, 48hrs after the initial contact has been made by the teacher
- Are responsible for informing parents/carers when students have failed to submit their assessment item by the due date.
- Heads of Department, Woree State High School Executive Team and the QCAA are responsible for devising quality assessment items and for ensuring all assessment is valid, clear and fair, meets the QCAA directives for assessment and submission of student results.

## Preparing and Submitting Assessment

### Due Dates

Woree State High School is required to adhere to DET, QCAA and ACARA policies for gathering evidence of student achievement on or before the due date. Teachers and Heads of Department enter assessment dates into OneSchool for all their classes. Students are to check to ensure all subject assessments have been included.

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 each semester.

Any change of date to the assessment calendar is confirmed by the relevant Curriculum Head of Department. Students are given reasonable notice in class (1 - 2 weeks) of the change in due dates.

### Students

Students are responsible for:

- Recording checkpoint, draft and due dates in their diaries
- Planning and managing their time to meet the due dates
- Informing the school as soon as possible if they have concerns about assessment load or meeting due dates.
- Senior students undertaking General subjects can check the QCAA website for the published external examination timetable

In cases where students are unable to meet a due date, they will:

- Inform the Head of Department and classroom teacher as soon as possible
- Provide the school with relevant documentation, e.g. medical certificate, AARA medical report
- Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
- **Students in Years 11 and 12 must follow the AARA Process detailed on page 26.**

**All final decisions are at the Principal's discretion.**

### Exemptions in Years 7 – 10 Only

#### Allowing non-completion of some particular piece of assessment:

- An exemption may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence (as determined by the relevant Curriculum Head of Department)
- An exemption will only be allowed when there is sufficient alternative information to make a judgment about a level of achievement without the student having to complete a particular assessment instrument
- An exemption is inappropriate where the student is unable to meet mandatory requirements
- Exemption is not an option where reasonable adjustment is appropriate

## Responsibilities – Submission of Checkpoints, Drafts and Finals

### Students should:

- Meet all checkpoints specified on assessment tasks (Senior)
- Submit a completed draft and final that meets the word/time limit and represents their best effort.
- Develop their response to show more awareness of the audience.
- Give priority to the most important points by rearranging the sequence and structure of ideas.
- Conduct further research or substantiate points ensuring adherence to referencing style.

### Parents/ Carers may:

- Encourage and support students to submit items on time and offer support to read and draft.
- Provide oral feedback on the above mentioned points for teachers
- Foster growing independence in application to assessment tasks
- Display the assessment calendar so that it is visible for all household members

### Teachers should:

- Provide feedback that indicates aspects that need to be improved and give feedback allowing students to refine their responses.
- Provide written feedback only on items submitted by the due date.
- Provide a summary of their feedback and advice to the whole class.
- May indicate some key errors in spelling, grammar, punctuation and calculations.
- Should use the objectives and instrument-specific standards to award grades on finals. Teachers should not award a standard for a work in draft form.

## Non-Submission of a Final Student Response

When a student does not submit a final response to an assessment instrument on or before the due date set by the school (other than for an examination), a result should be awarded using evidence:

- from the preparation of the response during the assessment preparation period
- available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work.

It is not appropriate to award a lower result, mark or standard as a penalty for non-submission. Teachers match evidence collected on or before the due date to the relevant syllabus marking guides or standards.


Where there is no evidence collected by the school in response to the planned assessment instrument, a Not-Rated (NR) is awarded for the response to the instrument.

**Non-submission of assessment has significant impacts on student academic outcomes, including QCE eligibility and attainment in Years 11 and 12 and may lead to cancellation of enrolment.**

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects in Units 3 and 4, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.

## Years 7-9- Draft and Final Submission of Assessment

- Written assessment may be submitted via the Learning Place.
- At the Curriculum Head of Department's discretion, assessment may be arranged to be submitted to the class teacher during their scheduled lesson on the due date.

- 
- In the event the class teacher is absent from class on the due date, the student must submit the assignment to the supervising teacher who will return assessment to the class teacher's desk in the staffroom.
  - If a student is unable to submit an assessment on the due date, a Parent/Carer or another student is able to submit the assessment item on the student's behalf to the Assessment Submission Office (ASO). They will receive a receipt confirming lodgement.

Student draft and final assessment will be stored for the school year by curriculum faculties. At the end of the school year assessment will be returned to the student or confidentially destroyed.

## Years 10-12 Draft and Final Submission of Assessment

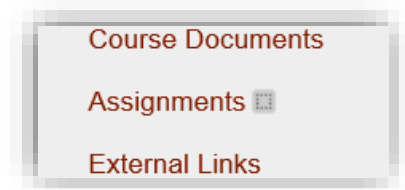
- Assessment (Written) other than examinations and portfolios are to be submitted by 4 pm on the due date via Learning Place (preferred submission method) or the school Assessment Submission Office (ASO).
- Portfolios or projects (Multi Modal) are to be submitted by 4pm on the due date to the Assessment Submission Office (ASO) who will issue a receipt confirming lodgement.
- It is the student's responsibility to retain proof of submission
- Students are to submit their assignments attached behind the applicable Assessment Task Sheet which is supplied by the class teacher when issuing the assignment.
- Students must confer with their teacher or HOD for submission documentation specifications.

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 WSHS teacher handbook.



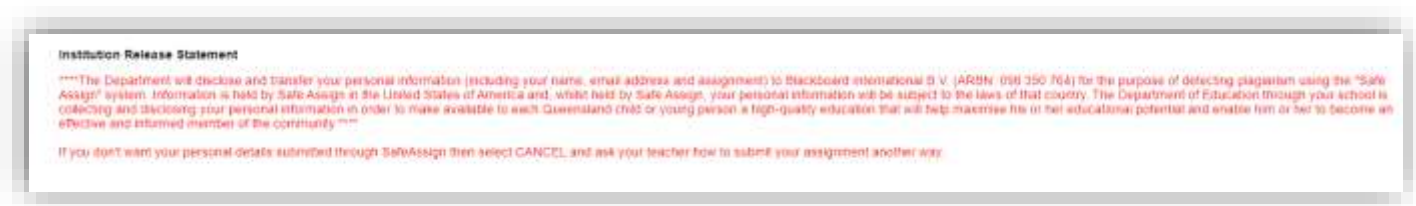
## Student Process for Submitting Assessment via Learning Place

1. Open Learning Place
2. Go to My eLearn and navigate to course
3. Click on the Assignments tab.
4. Click on the assignment.



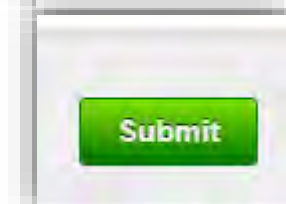
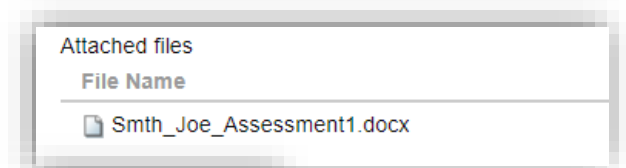
If the SafeAssign option has been turned on by your teacher:

Read the SafeAssign disclaimer:



If a parent/guardian has not signed the 3<sup>rd</sup> Party consent form you will be notified by your teacher and provided an alternative means to submit your work.

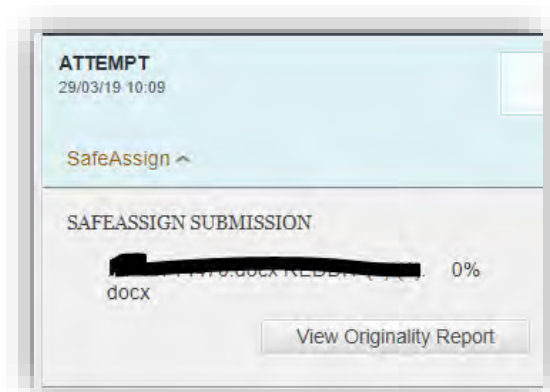
5. Select *Browse my Computer*. Select your file you want to submit making sure your name is part of the file name.
6. Check it is attached by looking under the *Attached files* header.
7. Click submit



The student will receive an email confirming your submission. Depending on the teacher and assessment task/s, they may be able to submit more than once. Each submission will be stored and accessible by teacher.

8. If SafeAssign has been made available on this assessment you can access the SafeAssign Originality Report. By clicking on SafeAssign → View Originality report.

This will show you what sections have been taken verbatim from a webpage or article regardless if it was referenced properly or not.

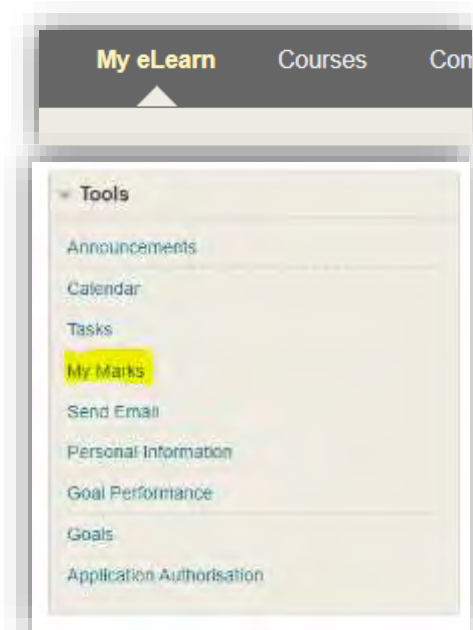


## Process for Student to Review Returned Assessment.

### Method 1

9. Go to *the Learning Place* and log into *My Elearn*
10. Under tools click on *My Marks*

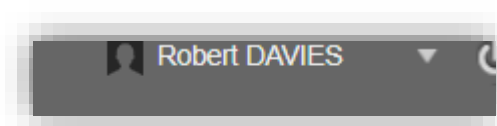
The assessment grade with the attached feedback from the teacher is available here.



### Method 2

1. Go to *the Learning Place* and log in
2. Click the drop down menu next to the student name
3. Click on the *my marks* icon

The assessment grade with the attached feedback from the teacher is available here.





## Managing the Length of Student Responses

Students must adhere to assessment response lengths as specified by assessment instrument task sheets as well as syllabus documents, e.g. word length range, time frame for performance etc. The procedures below support students to manage their response length:

- All assessment instruments indicate the required length and range 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 (Years 11-12).
- Feedback about length is provided by teachers at checkpoints.
- Feedback about length is provided by teachers at draft.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will:

- allow a student to redact their response to meet the required length, before a judgment is made on the student work. (Students will be provided with 70 minutes to redact their assessment under direct supervision. Students must work with a physical copy and may not edit electronically).

In this instance, teachers will annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

## Checkpoints and Drafts

Woree State High School will monitor the work of students as part of a developmental process. Teachers may use defined checkpoints to:

- clarify assessment expectations for students (e.g. task requirements, length of response, how judgments are made)
- discuss progress towards the task completion
- help students develop strategies to submit assessment by the due date
- gather evidence on or before the due date
- provide points of intervention, if needed
- embed authentication strategies.

## Appropriateness of Materials

Student assessment responses should not contain materials that may offend, humiliate or intimidate employees working for, or on behalf of, the QCAA or Department of Education.

## Scaffolding

Teachers may provide scaffolding to students to support their development of a response to an assessment item. Scaffolding must not lead students to a pre-determined answer or response and must allow students to demonstrate the objectives being assessed.

## Absence and Extensions on Due Date of Assignments and Exams

If the absence is due to an excursion, sporting activity, TAFE classes, traineeship/apprenticeship, suspension etc, the assignment **MUST still be submitted** by the due date.

Technology failure is not considered acceptable grounds for extension.

## Years 7 - 10

If a Parent/Carer knows that their student will be absent on the day an assessment item is due they must:

- Arrange for submission or delivery of the item to the school before the due date
- Discuss requirements with the class teacher
- Apply for an extension to the classroom teacher 1 week prior to the due date
- No extensions will be approved after the due date.
- Extensions will be considered on a case-by-case basis

There are only two grounds for applying for an extension of due date by students prior to the due date:

### 1. **Illness**

- A medical certificate or explanation from parent/carer is mandatory.

### 2. **Extenuating circumstances (including unexpected circumstances)**

- Family activities of a very special nature requiring absence from school
  - Bereavement, family breakdown etc.
  - Essential sporting / cultural commitments
  - Long-term illness of self or family member
- If a delicate family matter or personal circumstance applies, the application can be lodged directly with Guidance Officer, Head of Junior and/or Secondary Head of Department, the Deputy Principal Education Services or the Principal who will consult with the relevant Curriculum Head of Department.
- Unexpected circumstances arise if a situation occurs suddenly causing the student to be unable to submit on the due date

**To apply for assignment extensions in Years 7 – 10 students must follow these steps:**

- Obtain and complete 'Assessment Variation Request Form' (p 28) from the relevant Curriculum Head of Department as early as possible prior to the due date. (This form will need to be attached to assignment on submission).
- Complete and return the 'Assessment Variation Request Form' to the relevant Curriculum Head of Department.

Extensions for assignment for a whole class/cohort may be granted by the HOD, if in their opinion, sufficient reason exists. This is negotiated with the Principal or their delegate and students/parents will be informed with an official communique from the curriculum Head of Department.

In the case of non-submission of an assessment item Parents/Carers will be contacted by Heads of Department for follow up and a non-submission notification sent home.

## Years 11-12

- If a student is absent on the due date of an assignment they **MUST still submit** the assessment at home via Learning Place (Written) or Assessment Submission Office via USB or digital format (Multi Modal).
- If the reason for extension is due to illness, students in Years 11 and 12 will be required to supply a Medical Certificate, which includes all dates relevant to completion of the assessment, and attach this certificate to an AARA application form (p28) as per process on page 22.
- Applications to Guidance Officer must be made at least 1 week **BEFORE** the due date (except in emergent situations) on the Assessment Variation Request Yr 11-12 (AARA) form on page 28. Refer to AARA process on page 22.
- Teachers are **NOT AUTHORISED** to grant extensions for assignments.



## Failure to Comply Year 11 and 12

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements stated in a syllabus.

Students failing to meet the mandatory requirements of a syllabus:

- Cannot be rated for the semester/unit
- May have the semester/unit removed from their Senior Statement (Years 11 and 12).

If a student does not meet mandatory requirements:-

- They will not have met the substantial requirements of the course as per the **Education (General Provisions) Act 2006, (QLD)**, and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an ATAR.
- This may become grounds for cancelling the students' enrolment as per the **Education (General Provisions) Act 2006, (QLD)**

## Academic Integrity, Academic Misconduct and Authentication Strategies

### Responsibilities- Academic Integrity & Academic Misconduct

#### The School: Support Staff, Teachers, HODs, Administration Team

Woree State High School support **academic integrity** by:

- Developing curriculum and assessment that allows for the identification and authentication of individual work
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others
- Giving students access to resources that enable students to self-assess their compliance within academic integrity guidelines before submitting responses
- Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity

Developing processes to manage, resolve and appeal cases of suspected academic misconduct

#### Students:

Must also complete any of the following, as indicated on your assessment:

- Submit a declaration of authenticity (on assessment cover sheet and in the Learning Place)
- Acknowledge all sources
- Provide documentation of your progress, at indicated checkpoints
- Produce a unique response as indicated on the assessment
- Produce summaries during your response preparation.
- Year 10-12 students are required to submit all written assignments via The Learning Place or at the Assessment Submission Office (ASO).
- Year 11-12 students should complete the QCAA course on academic integrity <https://myqce.qcaa.qld.edu.au/>

#### Parents:

- Support the efforts of teachers and students to authenticate student responses
- Encourage students to approach their academic responsibilities in an honest, moral and ethical way
- Alert the teacher to any reasonable suspicion that a student has engaged in academic misconduct

### Teachers:

- Take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work
- Collect evidence of the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students
- Implement strategies to ensure authentication of student work including observing and supervising students completing work and setting requirements for checkpoints and drafts
- Ensure class moderation and quality assurance occurs

### **If a teacher suspects there has been a breach of academic integrity they should:**

- Conduct an internet search of key phrases
- Compare the students' work to the work of past and present students
- Interview the student after the submission of a task to explore further, clarify determine comprehension of the work submitted
- Follow Student Code of Conduct
- Utilise tools such as SafeAssign

## Consequences for Plagiarism

Students cannot be graded on work that is not their own if plagiarism is confirmed, those sections identified as plagiarised cannot be used to make a judgment about student achievement.

Consequences for plagiarism include but are not limited to:

- Where a student is found to have plagiarised significant portions of the task, only those sections which can be identified as original work will be graded
- Where a student is found to have plagiarised the entire task, the response will be treated as a non-submission. In both cases, disciplinary and academic consequences will be applied

## Examples of Academic Misconduct (including but not limited to):

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> </ul> <p>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>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> </ul> <p>a student gives or receives a response to an assessment.</p>
<b>Contract cheating/ significant contribution of help</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• arranges for a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response</li> <li>• pays for a person or a service to complete a response to an assessment</li> </ul> <p>sells or trades a response to an assessment.</p>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam</li> </ul> <p>copies another student's work during an exam.</p>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>makes any attempt to give or receive access to secure assessment materials.</p>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> </ul> <p>lists incorrect or fictitious references.</p>
<b>Impersonation</b>	<p>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.</p> <p>A student completes a response to an assessment in place of another student.</p>
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p>
<b>Plagiarism or lack of referencing</b>	<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>
<b>Self-plagiarism</b>	<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>



## Examinations

Students must attend all tests, exams and orals at the scheduled time. These times may be in normal class time or during assessment blocks at the end of term/semester or in times published by the QCAA for Year 11 and 12 students.

### Assessment Weeks or Block Examinations

Students in Years 10, 11 and 12 may have Assessment Weeks or Block Exams during the year.

- Students in an Assessment Week will attend all lessons when not completing exams.
- Students doing Block exams will only attend school for the exams.

#### It is the student's responsibility to:

- Check exam timetables carefully and summarise the relevant information including the venue.
- Arrive at the exam sessions on time. Students are advised to arrive at least 15 minutes before the commencement of the exam. Students arriving late will not be given extra time to complete the exam. Students arriving more than 40 minutes late will not be allowed into the exam venue, unless a prior arrangement has been made, with the required documentation.
- Not communicate with any other student once they have entered the exam venue. Questions must be directed only to a supervisor.
- Bring necessary equipment for the examination, e.g. subject approved calculator. Students will not be permitted to borrow equipment during the exam session. All approved equipment brought into the assessment venue must be in a clear container.
- Follow the directions of examination supervisors
- Follow all school and QCAA requirements for examinations, including specified equipment lists

### Conduct During an Exam or External Assessment

#### Misconduct During Examinations

Reportable alleged misconduct includes, but is not limited to:

- Gaining access to assessment content before starting the exam or external assessment
- Copying from, or communicating with, another student while in the assessment room
- Bringing unauthorised material into an assessment room
- Disrupting other students
- Impersonating a student
- Behaviour determined by the supervisor to disrupt the good order and management of the external assessment session.

**For Year 11-12**, when a student is suspected of or observed participating in an act of academic misconduct, the student is permitted to complete the assessment despite the alleged incident of misconduct and is then notified at the end of the session that a report may be made to the QCAA. QCAA will provide students the opportunity to respond to allegations of academic misconduct.

#### Consequences for academic misconduct during an exam or external assessment include but are not limited to:

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room.
- Notification of Parents/Carers
- Notification of Curriculum Head of Department
- Parts of the exam in question may be disregarded while grading the exam.
- The student may be required to complete an alternative exam at the soonest possible opportunity.

## Absence on Day of Examinations

- The absence **must be communicated** to the school by the Parent/Guardian via email to or by phone call to the relevant Head of Department by 8.30 am on the day of the exam. The Parent/Guardian **must also** contact the **absence line** at Student Services Reception (SSR).
- Year 7-10 students must see relevant Head of Department/teacher immediately on the first day after the illness/absence to negotiate the rescheduling of the exam. Where a medical certificate has been provided the student negotiates a new exam time with teacher/HOD. Where no medical certificate or parental contact has been provided, the student sits the exam at the first available opportunity.
- Consequence for non-compliance with the procedures outlined above may result in student losing credit for the assessment.
- Prior knowledge of possible absence – exams must be sat on or by the DUE DATE unless prior arrangements have been negotiated. For students in Years 7-10 an 'Assessment Variation Request' document must be completed and handed in to the Curriculum HOD or Student Services Reception (SSR).
- **Students in Years 11 and 12 must complete the Assessment Variation Request Yr 11-12 (AARA) form (p28) and submit it to the Guidance Officer as per AARA process on page 26.**
- **Year 11 and 12 students must provide a medical certificate if they are absent on the day of an exam.**

## Year 12 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed in Year 12 for General subjects is summative. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result. The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website. Applied subjects do not include external assessment.

### Year 12 External Assessment is:

- Common to all schools
- Administered by schools under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

## Late Arrival to an Examination

If a student arrives late for an external assessment, they must report to the external assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment.

## Year 12 External Examination Responsibilities

<b>Students</b>	<ul style="list-style-type: none"> <li>• Listen to and comply with QCAA direction as per preparation sessions when teachers elaborate on rules</li> <li>• Read and comply with the <i>External assessment student rules</i> and external assessment information that is made available on the QCAA website and provided to schools each year.</li> <li>• Read the information provided by schools, including the             <ul style="list-style-type: none"> <li>▪ <i>External assessment timetable</i></li> <li>▪ <i>External assessment student rules</i></li> <li>▪ approved equipment list</li> </ul> </li> <li>• Attend external assessment in which they are enrolled.</li> <li>• Follow AARA processes documented in this policy for any issues with attending/completing external assessment/examinations.</li> </ul>
<b>Parents/Carers</b>	<ul style="list-style-type: none"> <li>• Read the <i>External assessment timetable</i> and <i>External assessment student rules</i> on the QCAA website and published by WSHS</li> <li>• Support students to participate in the external assessment in which they are enrolled</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Prepare students for the external assessment regimen consistent with QCAA directions</li> <li>• Comply with and supervise external assessment according to the external assessment guidelines</li> <li>• Allow a student suspected of academic misconduct to complete the external assessment</li> <li>• Report an alleged incident of academic misconduct to the <b>School External Assessment (SEA)</b> coordinator</li> <li>• Inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct</li> <li>• Adhere to external assessment processes outlined in this handbook and the <i>External assessment — directions for administration</i></li> <li>• Supervise external assessment. (Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.)</li> <li>• Report incidents when they suspect or observe an act of academic misconduct by a student.</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>• At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the <i>External assessment student rules</i> to students.</li> </ul>
<b>School External Assessment coordinators</b>	<ul style="list-style-type: none"> <li>• Adhere to and manage external assessment processes outlined in this handbook and the <i>External assessment — directions for administration</i></li> <li>• Apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash</li> <li>• Allocate teaching staff or other suitable qualified staff to supervise external assessment. (Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year)</li> <li>• Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.</li> </ul>

## Access Arrangements and Reasonable Adjustments (AARA) Year 11 and 12 Only

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARAs are considered on an individual basis and decisions are made in consultation with the eligible student, Parents/Carers school staff and, when applicable, the QCAA.

Woree State High School and the QCAA recognise that some students with disability and/or medical conditions will be eligible for AARAs to assessment conditions for internal and external assessment.

AARA- Making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. AARAs may apply to any student with specific educational needs. Assessment criteria and standards are not modified and the intent and rigour of the syllabus or Study Area Specification is maintained.

In making a decision about AARAs, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

### **Access arrangements and reasonable adjustments (AARA):**

- Are designed to assist students who have a disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment
- Minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. These barriers may be permanent, temporary or intermittent and may relate to the following categories:
  - cognitive
  - physical
  - sensory
  - social/emotional
- May apply for students who experience illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in assessment.

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

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

### **Schools make decisions about AARA based on a number of principles, including:**

- Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers, relevant school staff and the QCAA.
- Timeliness — AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment.
- Standards-based assessment — The relevant exit or reporting standards are used to make judgments about student achievement. The school is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study. Assessment standards and instrument-specific marking guides (ISMGs) are used to make judgments about student work and are not modified. Actual achievement is assessed using evidence provided in student responses, rather than perceived ability or potential achievement.

## Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated:

- for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
- for external assessment, no earlier than 1 April of the assessment year

## Long-term conditions that are unlikely to improve over time

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

## Illness and Misadventure

Illness and misadventure provides for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students. **A Principal Approved AARA should be applied for in the first instance before Illness and Misadventure.**

### The following guidelines apply for illness and misadventure:

- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their Parents/Carers, such as a family holiday.
- Misreading assessment timetable or task sheet is not adequate grounds to submit an application for AARA or illness and misadventure.
- Provide supporting documentation to WSHS that includes the following details:
  - Diagnosed illness, condition or event
  - Date of diagnosis, onset or occurrence
  - Symptoms, treatment or course of action related to the condition or event
  - Explanation of the probable effect of the illness, condition or event on the student participating in the assessment
  - For non-medical claims, written evidence from a relevant independent professional or other independent third party.
- A student who has been approved for AARAs in Years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.

### Timelines for illness and misadventure

Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances. Students complete the 'Assessment Variation Request Year 11-12 AARA' (p 28) and follow the application process on page 22.

## Illness during external assessment

If ill and able to attend the exam should inform the SEA Coordinator of their illness as soon as practical. This may be before, during or immediately after the exam session.

## Non-attendance at external assessment

A student who cannot attend an exam must notify the principal's delegate or the SEA coordinator as soon as practical

## Supporting documentation for illness and misadventure- internal and external assessment

To make informed decision about an illness and misadventure application in Senior Schooling, Woree State High School and the QCAA require a report that includes the following details:

Provide supporting documentation to WSHS for the QCAA that includes the following details:

- Diagnosed illness, condition or event
- Date of diagnosis, onset or occurrence
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or event on the student participating in the assessment
- For non-medical claims, written evidence from a relevant independent professional or other independent third party.

## Possible access arrangements and reasonable adjustments

The following table summarises possible principal-reported and QCAA-approved AARA. It is not exhaustive. Schools contact the QCAA for pre-application advice about students' needs for any adjustments not listed.

AARA	Description of possible adjustments to assessment and/or conditions	Approval type	
		Summative internal assessment	Summative external assessment
Alternative format papers	Examples include: <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers, e.g. N18, N24, N36</li> <li>• black-and-white materials</li> </ul>	Principal-reported	<b>QCAA-approved</b>
Assistance	Examples include: <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task.</li> </ul>	Principal-reported	<b>QCAA-approved</b>
Assistive technology	Examples include: <ul style="list-style-type: none"> <li>• amplification system</li> <li>• speech-to-text application</li> <li>• magnification application.</li> </ul>	Principal-reported	<b>QCAA-approved</b>
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	<b>QCAA-approved</b>
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported
Diabetes management	Examples include: <ul style="list-style-type: none"> <li>• bite-sized food</li> </ul>	Principal-reported	Principal-reported

	<ul style="list-style-type: none"> <li>• drink</li> <li>• blood-glucose monitoring equipment</li> <li>• rest breaks to eat, measure blood-glucose level or access toilet facilities</li> <li>• medication</li> <li>• varied seating and rest time for the practical aspects of managing the condition.</li> </ul>		
Extension	An extension to the due date for submission or completion of an: <ul style="list-style-type: none"> <li>• extended response project or</li> <li>• performance or</li> <li>• non-examination.</li> </ul>	Principal-reported	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	<b>QCAA-approved</b>	<b>QCAA-approved</b>
Individual instructions	A clean, unannotated copy of the written instructions. (The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students. )	Principal-reported	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported
Physical equipment and environment	Examples include: <ul style="list-style-type: none"> <li>• specialised desk or chair</li> <li>• cushion or pillow</li> <li>• crutches</li> <li>• heat or cold pack</li> <li>• towel</li> <li>• lighting</li> <li>• ventilation</li> <li>• temperature</li> <li>• other physical aid.</li> </ul>	Principal-reported	Principal-reported
Reader	A reader that reads the assessment or the student's response aloud as often as the student requests.	Principal-reported	<b>QCAA-approved</b>
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	<b>QCAA-approved</b>	<b>QCAA-approved</b>
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal-reported	<b>QCAA-approved</b>
Varied seating	Options include: <ul style="list-style-type: none"> <li>• single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)</li> <li>• small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)</li> <li>• seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically.</li> </ul>	Principal-reported	Principal-reported
Variation to venue	Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate.	Principal-reported	<b>QCAA-approved</b>
Vision aids	Examples include: <ul style="list-style-type: none"> <li>• coloured transparency overlay</li> <li>• different lighting</li> <li>• other vision aids.</li> </ul>	Principal-reported	Principal-reported



## AARA Further Examples and Documentation Requirements

Absent on due date – Unexpected medical condition or accident	Absent on due date – Unexpected emergency (eg. Family death, DV, trauma)	Ongoing medical condition or disability (including mental health)	Known conditions that impact learning (has an ISP in place on OS or is on AIMS) eg ADHD, Dyslexia, ID, ASD, SLI, dyspraxia, complex learning difficulties.	Extenuating circumstances (recent family hardship, family separation, eviction, etc.) that is significantly impacting student.	Family holiday
<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation - Medical certificate must be provided that includes the following details:</p> <ul style="list-style-type: none"> <li>Diagnosed illness or condition</li> <li>Date of diagnosis, onset or occurrence</li> <li>Symptoms, treatment or course of action related to the illness or condition</li> <li>Explanation of the probable effect of the illness or condition on the student participating in the assessment</li> </ul> <p>Student to sit original exam or comparable exam on arranged alternative date.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by GO or DP</p>	<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation - any of the following Written evidence from relevant independent professional, parent or other independent third party to be provided that includes:</p> <ul style="list-style-type: none"> <li>Event</li> <li>Date of event</li> <li>Course of action related to the event</li> <li>Explanation of the probable effect of the event on the student participating in the assessment</li> </ul> <p>Police reports or official notices are accepted. In the event of a death or significant trauma, an email from parent will also suffice.</p> <p>Student to sit original exam or comparable exam on arranged alternative date.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by GO or DP.</p>	<p>Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional.</p> <p>Documentation – school statement completed by the staff member most familiar with the needs of the student in relation to their medical condition or disability.</p> <p>And/or</p> <p>Medical report (use QCAA template) completed by medical practitioner (GP, psych, etc). Report should include:</p> <ul style="list-style-type: none"> <li>Diagnosis of condition</li> <li>Date of diagnosis</li> <li>Date of occurrence or onset</li> <li>Symptoms, treatment or course of action related to the condition</li> <li>Information about the diagnosed condition affects the student participating in assessment</li> <li>Professional recommendations regarding AARA</li> </ul> <p>Adjustments can include (depending on condition): extension, alternative exam date, extra time on exam, pre-recorded oral response for a class presentation, use of a scribe or reader</p>	<p>Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional.</p> <p>Documentation – School statement and/or Medical report and/or Education Adjustment Program (EAP)</p> <p>Other evidence such as teacher's observations or results from standardised academic testing can also be included.</p> <p>Adjustments can include (depending on condition): extension, alternative exam date, extra time on exam, pre-recorded oral response for a class presentation, use of a scribe or reader, use of assistive technology,</p>	<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation – School statement Written evidence from relevant independent professional, parent or other independent third party providing details of circumstances and identifying the level of impact the event has the student's ability to complete assessment/exam.</p> <p>Student to sit original exam or comparable exam on arranged alternative date.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by GO or DP</p>	<p>Exam - No extension - Must sit comparable prior to departure</p> <p>Assignment - No extension - Must submit prior to departure or submit online on due date.</p>



## AARA Applications

Applications for AARAs are made using the Assessment Variation Request Yr 11-12 (AARA) form on page 2. Applications are made through the school Guidance Officer. A detailed breakdown of the application process is documented on page 22.

### Timelines

QCAA update timeline requirements on their website regularly: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara/6.4-reporting-approving>.

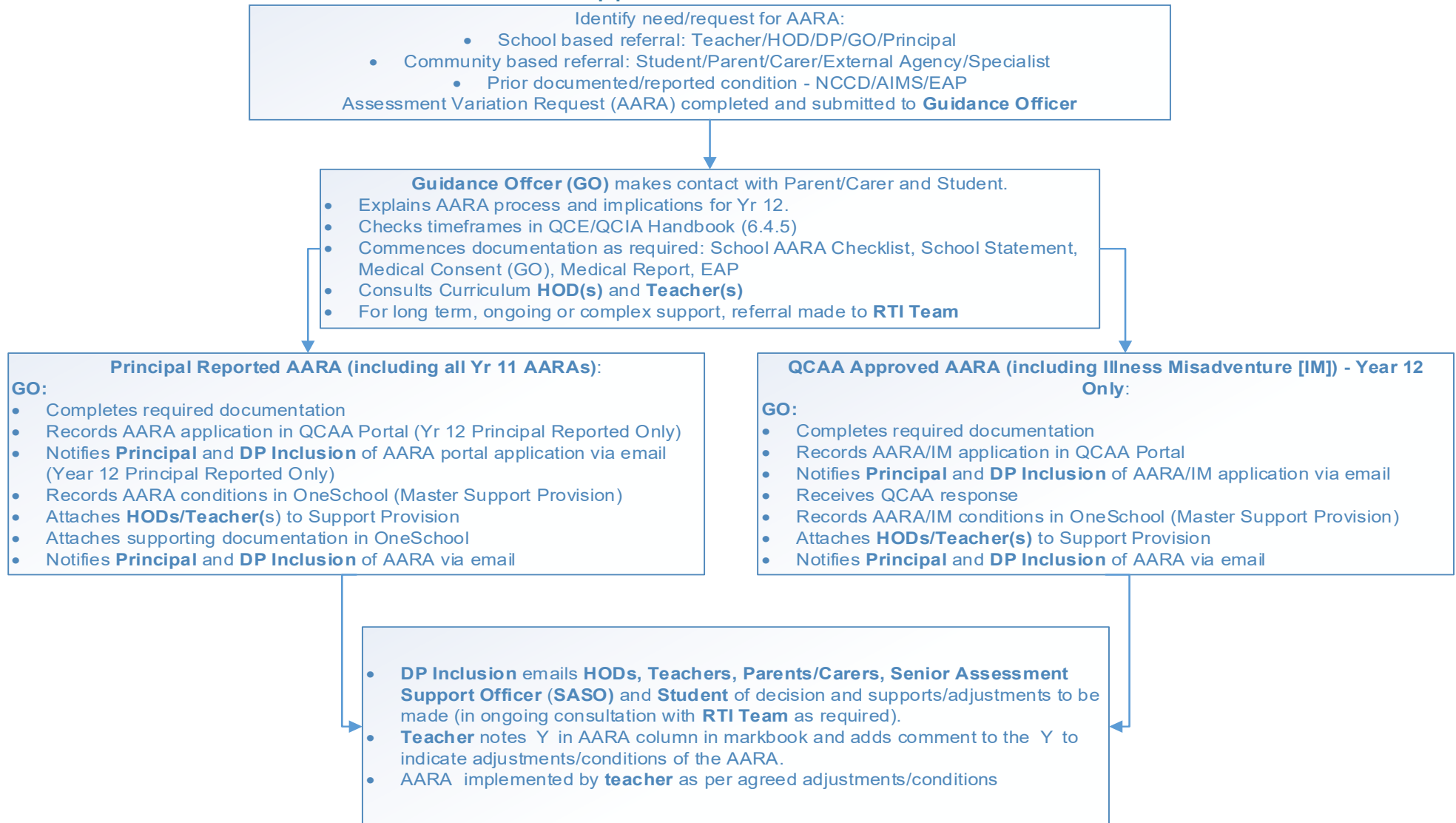
It is essential applications are made as early as possible.

### Current QCAA timelines are:

Submission dates for principal-reported and QCAA-approved AARA		
Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments <i>and</i> General (SEE) subjects
Alternative format papers, e.g. <ul style="list-style-type: none"> <li>• braille</li> <li>• large print</li> </ul>	Due dates are determined by the school.	<b>Applications are due by the end of February in the summative year.</b> Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions — <b>applications are due by completion of Units 1 and 2.</b> For all others, applications are due <b>as soon as possible</b> before the assessment event.	For existing long-term and chronic conditions — <b>applications are due by the end of Term 1</b> in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — <b>applications are due by the end of Week 5 Term 3</b> in the summative year.
Principal-reported AARA only	Notification is due <b>before the relevant confirmation event</b>	<b>Notification is due by the end of Term 3 in the summative assessment year.</b>



## AARA Application Process Flowchart



# Quality Assurance Years 11 and 12

## Principles of Quality Assurance

Quality assurance processes incorporate the following principles:

- There is alignment between teaching, learning and assessment.
- Teachers implement syllabuses and develop teaching, learning and assessment for students in their local context.
- Teachers make judgments about student achievement using evidence in student work.
- Feedback and professional conversations promote continuous improvement.
- Quality assurance processes help teachers to improve teaching and inform assessment practices.

## Internal Quality Assurance

Teachers conduct internal quality assurance within and across learning areas to:

- Quality assure assessment items before being submitted for endorsement and/or being administered with students
- Quality assure judgements about student work that contribute to reporting and results through moderation processes

## Applied and Applied (Essential) Subjects

An Applied and Applied (Essential) quality assurance process occurs annually in the summative year, generally at the beginning of Semester 2. All schools that offer Applied and Applied (Essential) subjects and for which results have been recorded for Units 1 and 2 (satisfactory or unsatisfactory), and those schools that have students enrolled to complete Units 3 and 4, are to participate in this process. Teacher experts review Applied and Applied (Essential) subjects in the summative year at an Applied Quality Assurance (Applied QA) event.

## Applied Subjects

There are two key parts of Applied QA:

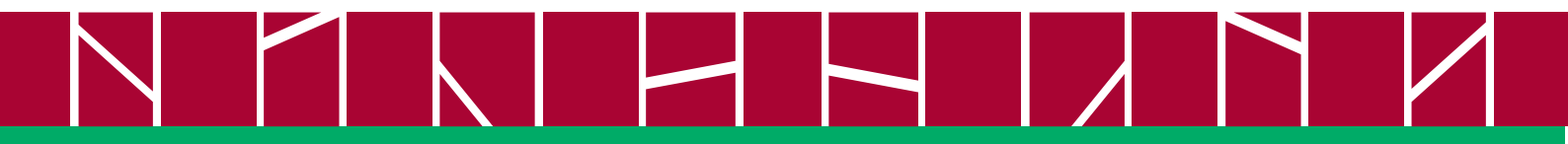
- Approval of study plans
- QCAA review processes including sampling of student responses, marking schemes, tools, study plans, teacher judgements and supporting documentation

## Applied (Essential) Subjects

Essential English and Essential Mathematics are quality assured by:

- Endorsement of summative assessment
- Administration of a common internal assessment (CIA) in the summative year
- Review of assessment, student responses and teacher judgments.
- QCAA review processes including sampling of student responses, marking schemes, tools, study plans, teacher judgements and supporting documentation

Schools submit three summative assessments for endorsement. The fourth summative assessment item is the common internal assessment (CIA) which has been provided by the QCAA.



For Essential English and Essential Mathematics subjects, the quality assurance process provides schools with advice about assessment and judgments to ensure:

- Assessment instruments developed by the school allow students to demonstrate the unit objectives as required.
- Judgments made using the evidence in student responses to the assessments:
  - match the syllabus reporting standards
  - reflect the satisfactory or unsatisfactory result by the school for each sampled student for each unit
- are accurately aligned with the A-E results identified on the instrument-specific standards matrixes for Unit 3, including responses to the CIA.

## General Subjects – Unit 1 and 2 Assessment

A QCAA review of assessment from Units 1 and 2 for General subjects occurs annually, generally early in the summative year after Units 1 and 2 assessments have been completed. All schools that offer General subjects and for which a result has been reported for Units 1 and 2 (satisfactory or unsatisfactory) are to participate in this process; however, not every subject offered by a school will be reviewed annually.

## General Subjects – Endorsing Summative Internal Assessments

Endorsement is an annual quality assurance process applied to summative internal assessment instruments of:

- Essential English
- Essential Mathematics
- General subjects, including General (Extension) subjects.

Endorsement gives schools confidence that their assessment instruments provide valid opportunities for students to demonstrate what they know and can do. Endorsement builds teachers' capacity to develop quality assessment that is comparable across Queensland schools.

Summative assessment instruments from Units 3 and 4 must be endorsed by QCAA-trained endorsers before they can be administered in schools.

## General Subjects – Confirming Summative Internal Assessment Judgments

Confirmation is an annual quality assurance process for General and General (Extension) senior subjects based on the reliability attribute of quality assessment. Confirmation examines the accuracy and consistency of teachers' judgments about students' responses to summative internal assessment instruments to ensure comparability of results across Queensland. The confirmation process aims to ensure fair and reliable results for students.

Confirmers review a selected sample of student responses to summative internal assessment instruments to check that the application of the instrument-specific marking guide (ISMG) is accurate and consistent. The QCAA makes the final decision about the student results.

## Results

Parents will receive a Report Card at least twice yearly which will provide information on how their child is progressing in each subject.

For students in Years 11 and 12 external processes through the QCAA which include endorsement and confirmation or quality assurance processes need to occur before results are confirmed. Results for summative assessment during Year 11 and 12 **are provisional** until they have been confirmed by QCAA as required.

## Supporting Documents

- a) Student Code of Conduct – Woree State High School
- b) Assessment Schedule. generated on OneSchool distributed by week 3 of each semester
- c) FLOWCHART – Assessment Policy (Page 9)
- d) FLOWCHART – AARA Process (Page 22)
- e) Letter to Parents/Carers – Notification of Student Failing to Submit Draft or Checkpoint (Page 25)
- f) Letter to Parents/Carers – Notification of Failure to Complete Assessment Item (Page 26)
- g) Assessment Variation Request 7-10 (Page 27)
- h) Assessment Variation Request 11-12 (Page 28)
- i) AARA Checklist (Pages 29-30)
- j) Assessment / Assignment Task Sheet (Page 31)

# WOREE STATE HIGH SCHOOL

Phone: (07) 4081 5222

Fax: (07) 4081 5200

Email: [admin@woreeshs.eq.edu.au](mailto:admin@woreeshs.eq.edu.au)

Rigg Street Cairns QLD 4868

PO Box 12026 Cairns DC QLD 4870

ABN: 94 967 157 538



WOREE STATE HIGH SCHOOL

## NOTICE OF FAILURE TO SUBMIT ASSESSMENT DRAFT or CHECKPOINT

Insert Date

Dear Parent/Carer

At Woree State High School, we are committed to each and every one of our students because the success of each of our students is important to us. Teachers work in a diligent and professional manner to support students in achieving the best possible educational outcome. Communication between the home and school is a vital strategy in this endeavour.

When a child fails to submit a required draft/checkpoint, the opportunity for feedback is lost. The point of a draft/checkpoint is for the student to receive guidance on how to present their best possible work. Please encourage your child to address this situation and complete the required draft urgently. Further, please encourage and monitor completion of the final assessment by the due date. If this assessment work is not submitted by the due date, your child may not receive credit for the subject.

If you would like to discuss this matter further please contact the class teacher for more information or to arrange an interview. We look forward to working with you and will continue with our efforts to help your child achieve to his/her potential.

Yours sincerely

\_\_\_\_\_  
Name of Teacher – Class Teacher

\_\_\_\_\_  
Name of HOD – Head of Department

# WOREE STATE HIGH SCHOOL

Phone: (07) 4081 5222

Fax: (07) 4081 5200

Email: [admin@woreeshs.eq.edu.au](mailto:admin@woreeshs.eq.edu.au)

Rigg Street Cairns QLD 4868

PO Box 12026 Cairns DC QLD 4870

ABN: 94 967 157 538



## WOREE STATE HIGH SCHOOL NOTIFICATION OF FAILURE TO COMPLETE ASSESSMENT ITEM

Insert Date

Dear Parent/Carer,

On (insert date) the school contacted you regarding your student's failure to complete a draft or checkpoint for assessment. Unfortunately your child has now failed to complete their final item for assessment.

At Woree SHS we want every student to succeed. Students completing assessment is an important aspect of them succeeding in school.

Unfortunately since this assessment is now incomplete a grade will have to be awarded on any evidence available to the teacher. If no evidence is available your child will receive an 'N' rating for the assessment.

In Year 11 and 12 non-submission of assessment has negative consequences for students, including impacts on QCE eligibility, and can lead to cancellation of enrolment.

Please discuss this non-submission with your student with a focus on the need to engage with schooling and complete set tasks to the best of their ability.

We hope to work together with you to improve these outcomes.

Yours sincerely

\_\_\_\_\_  
Name of Teacher – Class Teacher

\_\_\_\_\_  
Name of HOD – Head of Department



**WOREE STATE HIGH SCHOOL**  
**ASSESSMENT VARIATION REQUEST Years 7-10**

Student Name:	Year Level:
Subject:	Teacher:
Assessment Item:	Due Date:
Date of Extension:	Other Information:

Please tick the following areas that apply:

1	Extension to timeline for upcoming assignment from Head of Department and Subject Teacher	
2	Extension to timeline for upcoming examination being sought from Head of Department and Subject Teacher	
3	Medical condition necessitating special consideration to assessment being sought from Head of Department and Subject Teacher	
4	Non-medical circumstance necessitating special consideration to assessment (ie. Bereavement, representative sport) is obtained from Head of Department and Subject Teacher	

**Reason:** (If medical, please attach medical certificate)

Student is making the request to vary condition because:

---



---



---



---

		...../...../.....
Student Name (please print)	Student Signature	Date
		...../...../.....
Parent/Carer Name (please print)	Parent/Carer Signature	Date

**OFFICE USE ONLY.**

**Action Taken:**

Extension granted

Extension NOT granted  (If not granted, state reason)

---



---



---

HOD Curriculum \_\_\_\_\_ TEACHER \_\_\_\_\_





**WOREE STATE HIGH SCHOOL**  
**ASSESSMENT VARIATION REQUEST Years 11-12**  
**Access Arrangements and Reasonable Adjustments (AARA)**

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for an extension to an existing assessment task, or a change of date to sit a comparable assessment task.

Requests need to be made at least one week before the due date of the assessment task (except in emergency situations) Applications must be submitted to the school Guidance Officer.

Please provide the information below:

Student Name:	
AARA Confidential Medical Report (or Medical Certificate detailing all required information in the report)	
Details of illness, condition or event	
Date of diagnosis, onset or occurrence	
Symptoms/treatment	
Probable effect of illness, condition or event on student's participation	

Details of Request and Outcome

Subject	Class Teacher	Assessment Task	Requested Change	Approval Decision

Student Name (please print)	Student Signature	...../...../..... Date
Parent/Carer Name (please print)	Parent/Carer Signature	...../...../..... Date
	Guidance Officer Signature	...../...../..... Date



## Woree SHS AARA Checklist



**Name:** Click or tap here to enter text. **LUI:** Click or tap here to enter text. **Date of Birth:** Click or tap here to enter text.

**Expected Completion of Year 12:** Choose an item.

**Unit/s covered by this AARA application:**  Unit One  Unit Two  Unit Three  Unit Four

**AARA category:** Choose category

**AARA Functional Impact of condition:** Choose Condition

### **AARA Approval Type:**

**Unit 1 and 2 only – Principal Reported/QCAA Approval Not required**

**Principal-reported AARA** (*specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student*).

Delegate is reasonably satisfied that the need for the AARA exists: Choose an item.

Delegate is able to provide evidence to justify the decision: Choose an item.

Evidence includes:

- School statement. A school statement is to be submitted with all applications for QCAA-approved AARA.
- Student Statement. A statement is not compulsory.
- Medical Report. Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report.
- Evidence of Verified Disability.
- Illness or Misadventure supporting documentation can be seen in [6.6.3 of the QCAA handbook](#).
- This is a Unit 3 and/or 4 AARA. Therefore Woree State High School will notify the QCAA, via the QCAA Portal, of Principal-Reported AARA for students undertaking Unit 3 and/or 4 assessments as per the table overleaf. Application for QCAA approved AARA will be made as per the table overleaf.

**QCAA-approved AARA - Unit 3 and/or 4 only.** Identified student is undertaking:

- Summative internal assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects
- Summative assessment for Short Courses
- Summative external assessment in General, General (Extension) and General (Senior External Examination) subjects

### **Consideration of Access Arrangements**

1. *How the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)*
2. *How the student responds to the assessment (e.g. a student with dyspraxia may complete the assessment using a computer with approved software)*
3. *The time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have 5 minutes per half-hour extra time provided in supervised assessment)*
4. *The scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)*
5. *The environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)*
6. *The mode of the assessment (e.g. a student with diagnosed anxiety may complete a spoken assessment by pre-recording their response, rather than responding in front of the class).*

### **Please Note**

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

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

### **Illness and misadventure - Internal Assessment**

- Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be available for quality assurance processes.
- Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions

### **Illness and misadventure - external assessment and senior external examinations (SEE)**



## Woree SHS AARA Checklist



The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment coordinator

AARA and Description of Adjustments to assessment and/or condition	Unit 3 & 4	
	*SIA	*SEA/SEE
<input type="checkbox"/> Alternative format papers:	Principal-reported	QCAA-approved
<input type="checkbox"/> Assistance:	Principal-reported	QCAA-approved
<input type="checkbox"/> Assistive technology:	Principal-reported	QCAA-approved
<input type="checkbox"/> Bite-sized food:	Principal-reported	Principal-reported
<input type="checkbox"/> Comparable assessment:	Principal-reported	Not applicable
<input type="checkbox"/> Computer:	Principal-reported	QCAA-approved
<input type="checkbox"/> Drink:	Principal-reported	Principal-reported
<input type="checkbox"/> Diabetes management:	Principal-reported	Principal-reported
<input type="checkbox"/> Extension:	Principal-reported	Not applicable
<input type="checkbox"/> Extra time:	QCAA-approved	QCAA-approved
<input type="checkbox"/> Individual instructions:	Principal-reported	Principal-reported
<input type="checkbox"/> Medication:	Principal-reported	Principal-reported
<input type="checkbox"/> Physical equipment and environment:	Principal-reported	Principal-reported
<input type="checkbox"/> Reader:	Principal-reported	QCAA-approved
<input type="checkbox"/> Rest breaks:	QCAA-approved	QCAA-approved
<input type="checkbox"/> Scribe:	Principal-reported	QCAA-approved
<input type="checkbox"/> Varied seating:	Principal-reported	Principal-reported
<input type="checkbox"/> Variation to venue:	Principal-reported	QCAA-approved
<input type="checkbox"/> Vision aids:	Principal-reported	Principal-reported

**For students undertaking Unit 3 and/or 4 assessment, Woree State High School is required to notify the QCAA, via the QCAA Portal, of Principal-Reported AARA, and apply for QCAA approved AARA via the QCAA Portal as per the table above.**

**\*SIA** - Summative Internal Assessment    **SEA** Summative External Assessment    **SEE** Summative External Examination

**Computer:** Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the Computers information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.

**Diabetes Management:** Further information is available in the Diabetes management information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.

**Physical Equipment and Environment:** Not reportable as AARA if this is approved equipment for the assessment

**Reader:** Further information is supplied with the AARA decision letter for external assessment and is also available in the Readers and scribes information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.

**Rest Breaks:** Further information is supplied in the Rest breaks information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.

**Scribe:** Further information is supplied with the AARA decision letter for external assessment, and is also available in the Readers and scribes information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.

Checklist completed by \_\_\_\_\_ (Name) \_\_\_\_\_ (Position)



# Woree SHS AARA Checklist



	<b>WOREE STATE HIGH SCHOOL</b>	<b>Name</b>	
		<b>Teacher</b>	

<b>Subject</b>		<b>Instrument No.</b>	
<b>Technique</b>			
<b>Unit</b>			
<b>Topic</b>			

<b>Conditions</b>			
<b>Duration</b>		<b>Length</b>	
<b>Mode</b>		<b>Seen/Unseen</b>	
<b>Individual/Group</b>		<b>Due Date</b>	
<b>Resources Available</b>			
<b>Context</b>			
<b>Task</b>			
<b>To Complete this task you must:</b>			
<b>Stimulus</b>			
<b>Checkpoints</b>			
<b>Criterion</b>		<b>Marks Allocated</b>	<b>Result</b>
<b>Authentication Strategies</b>			
<b>Scaffolding</b>			