



TRINITY BAY STATE HIGH SCHOOL

ASSESSMENT POLICY

FOR YEAR 10, 11 and 12

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1. Rationale

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

All students are expected to participate fully completing and submitting all mandatory assessment items [as determined by the Curriculum Head of Department, the syllabus and the work program] to meet course requirements to be eligible for credit for any semester unit for each subject being studied.

The work submitted/completed must indicate every 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.

This Assessment Policy is designed to ensure that there is consistency in assessment procedures in all subject areas and that all students are treated equitably. This document is aligned to the Queensland Curriculum and Assessment Authority's (QCAA's) 'Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA) Policy and Procedures Handbook 2019 v1.0'. This handbook is designed to support the implementation of the new QCE system commencing with Year 11 students in 2019. The core components of the new QCE system include:

- A new approach to senior assessment, combining school-based assessment with external assessment set and marked by the QCAA
- New processes that strengthen the quality and comparability of school-based assessment.

2. Assessment Systems

2.1 General Subjects

Subject results in General Subjects are based on student achievement in four summative assessments: three internal assessments and one external assessment that the QCAA sets and marks. For most General subjects, the internal assessment contributes 75% to the final subject result, except in mathematics and science subjects, where it contributes 50%. External assessment is used in all General subjects, but is not used to scale a student's internal assessment results. Instead, the external assessment result is added to the internal assessment result to arrive at a final subject result.

2.2 Applied Subjects

Subject results in Applied subjects are based on student achievement in four equally-weighted internal assessments. For Essential English and Essential Mathematics, one of these assessments is externally set but school administered.

2.3 Endorsement

Internal assessment instruments for all General subjects, and for the Applied Essential English and Essential Mathematics subjects, must be endorsed by the QCAA before being used for summative purposes in schools. Endorsement gives schools confidence that their assessment instruments provide valid opportunities for students to demonstrate what they know and can do. To support the external endorsement of assessment instruments, and internal 'pre-endorsement' process is in place at Trinity Bay SHS, which is carried out by qualified school-based accredited assessors. Separate quality assurance procedures are used for other Applied subjects. Typically, summative internal assessment 1 (IA1) and summative internal assessment (IA2) are endorsed during Term 3 of the year in which Year 11 is undertaken. The third summative internal assessment instrument, typically summative internal assessment 3 (IA3), is endorsed during Term 1 of the year in which Year 12 is undertaken.

2.4 Confirmation

Results for student assessments for Units 3 and 4 of all General subjects are confirmed externally by the QCAA. Confirmation examines the accuracy and consistency of teachers' judgments about students' responses to summative internal assessment instruments to ensure comparability of results across Queensland. QCAA uses provisional marks reported to the QCAA to determine the samples that schools are required to submit for confirmation. Schools submit the sample files required via the QCAA Portal by the due date. IA1 provisional marks are confirmed during Term 2 of the summative year, and IA2 and IA3 marks are confirmed at the end of Term 3 of the summative year. Trinity Bay SHS has an internal quality assurance process that allows for cross-marking of assessment and 'pre-confirmation' of results. However, students and parents must be aware that all

marks for summative internal assessment for General subjects are provisional until they are confirmed externally by the QCAA. Separate quality assurance procedures are used Applied subjects.

2.5 Vocational Education and Training (VET) Subjects

VET subjects are continuously assessed through a variety of competency-based assessment techniques. These assessments are set by the RTO and validated by external Industry agents. Comprehensive quality assurance processes are in place at Trinity Bay SHS to validate assessment and student results.

2.6 Year 10 Subjects

Assessment in Year 10 subjects is designed to mirror the type, frequency and rigour of assessments in Years 11 and 12. Assessments are designed by the school to best prepare Year 10 students for success in their senior years of high school.

2.7 External Assessments

Schools administer external assessment according to the rules and expectations published on the QCAA website and in the QCAA's *External assessment- administration guide*. External assessment occurs in Term 4, during October and November. The QCAA develops the external assessment timetable annually using finalised enrolment in subjects to ensure students complete no more than two external assessments in one school day and minimise the number of timetable clashes for students. Trinity Bay SHS will communicate the rules, exam timetable and expectations to the school community in a timely manner via the website, Facebook, parent emails and student factsheets.

3. Results and Certificates

In General Subjects, the assessment result is expressed as a numerical value based on an Instrument-Specific Marking Guide (ISMG). Teachers make judgments about the evidence in students' responses using the ISMG to indicate the alignment of student work with performance level descriptors, and award a mark for each criterion assessed by the assessment instrument. For Units 3 and 4 these marks are reported to the QCAA by criterion using the Student Management System in the QCAA Portal. Annotated ISMGs need to clearly indicate the characteristics evident in the student response and the mark awarded for each criterion. These are provisional marks. Schools also report using an A-E grade based on the reporting standards in the subject syllabus.

In Applied Subjects, only A-E grades are used according to the Exit standards in the subject's syllabus.

For General and Applied subjects, schools need to report to the QCAA after Unit 1 and Unit 2 whether a student's results are Satisfactory or Unsatisfactory. Teachers determine satisfactory completion of a Unit when:

- student has completed sufficient assessment for a standard to be determined in each dimension of the exit standards matrix
- the evidence in the student's responses demonstrates typical achievement of the syllabus objectives, i.e., equivalent to an exit result of C or better.

The QCAA reports these results and the credit/s accrued to the QCE in the student's learning account and on the student's statement of results. QCAA reviews assessments for Units 1 and 2 annually, however not all subject's assessments are reviewed each year.

When summative internal assessment is confirmed and external assessment marking is complete, the QCAA awards an overall subject result. An overall subject result in a subject is constructed by adding the individual results in the internal and external assessments. The overall subject result is on a scale between 1 and 100. A process to compare results on this numeric scale to the syllabus reporting standards takes place to produce cut-offs in each subject for each of the A to E reporting standards in the syllabuses. The overall subject result and reporting standard are then reported to students.

In VET subjects students are deemed either Competent (when they achieve a Satisfactory standard) or Not Yet Competent (when they have demonstrated an Unsatisfactory standard). Registered Training Organisations (RTOs) are responsible for issuing VET Certificates and Statements of Attainment. Statement of results record information about VET qualifications which contribute credit to the QCE.

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.

The QCAA issues students in Queensland with a Senior Education Profile (SEP) on completion of senior secondary schooling. The SEP may include:

- Statement of results
- QCE
- QCIA

The QCIA recognises the achievements of students who are on individualised learning programs. It is for students with impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/ or linguistic factors. The QCIA is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

For students seeking to continue their studies after school, their final results from a combination of five general subjects, or four general subjects and one applied subject or vocational qualification, are used by the Queensland Tertiary Admissions Centre (QTAC) to calculate an Australian Tertiary Admission Rank (ATAR) for tertiary selection purposes.

4. Communication with Parents and Students

4.1 Course Planners

Trinity Bay State High School publishes course planners for each subject on the school website (<http://trinitybayshs.eq.edu.au/courseplanners.htm>) for students and their parents / carers to access. Course planners for General subjects are likely to cover the entire Unit (rather than being aligned to Terms), although they will indicate the Terms and Weeks. Whilst every effort is made to ensure that these documents are accurate when published, minor changes to assessment due dates may be required due to unforeseen interruptions to learning time. Teachers will advise students of any changes to assessment dates required.

4.2 Assessments Schedules

Individualised Assessment Schedules for each Year 10, 11 and 12 students are emailed to parents and distributed to students at the end of Week 2 of each Term. These assessments schedules include specific Draft as well as final due dates for assessments, and must be used by students when developing their Study Plan for the Term (including homework, completion of assessment and preparation for exams). Please note that due dates for Draft submission as well as final due dates must be strictly adhered to.

4.3 Exam Blocks

The Exam Block timetable will be completed by the end of Week 2 of the Term that the exams block is being held. Year 10 students will have an Exam Block at the end of Semester 1 and at the end of Semester 2. Year 11 students will have an Exam Block at the end of Term 3. Dates of Exam Blocks are published on the school Calendar, so can be accessed via the Trinity Bay SHS website or via QParents. The Master Exam Timetable and Expectations for Students will be emailed to parents at least two weeks before the commencement of the exam block. Individual Exam Timetables, as well as Expectations for Students will be distributed to the students at least 2 weeks before the exam block. This document will detail any class cancellations.

4.4 Task Sheets and Instrument-Specific Marking Guides (ISMGs)/ Criteria Sheets

For each assessment item, students will be provided with a task and ISMG/ criteria sheet that is comprised of information and instructions for completing the set work, including:

- The topic and context of the task.
- A clear description of the set task.
- Steps / guided directions of what is expected to be completed to satisfy the task, including “check-ins” or the submission of drafts.
- Specific task conditions and requirements e.g., time allowed, word length, text type (genre) and required language features.
- Descriptors of the standards (ISMG, A-E or Satisfactory / Unsatisfactory) against which their work will be judged.

4.5 Informal Parent Communication

Teachers are expected to maintain timely communication with students and parents throughout the duration of the course that the student is enrolled in. Teacher communication frequently occurs via email, as due to teacher timetables availability for phone calls and face-to-face interviews is limited. However, any urgent matters will be communicated via a phone call. Teacher communication is likely to include:

- Outline of the course content and assessment expectations
- Feedback on student progress

- Inform parents when student assessment results have been returned to students, including an explanation of the number of marks that the assessment includes for General subjects, and the expectation that they check their child's individual results.
- Teachers are expected to call the parent if a Draft or Final assessment is not submitted, or if a student's achievement does not amount to Satisfactory achievement in the course or that the course requirements are incomplete.

4.6 Formal Reporting Periods

Formal Reporting on student achievement will occur for Year 10 students at the end of each Semester in addition interim reporting about Year 10 student progress at the end of Terms 1 and 3. As scheduling of assessment items under the QCE system does not align with school Terms, reporting on student achievement for Year 11 students will occur at the end of each Semester only. Semester 1 reporting will contain the Year 11 student's Unit 1 result and Semester 2 reporting will contain the Year 11 student's Unit 2 result. Year 12 students will only receive one report. This report will occur at the end of Semester 1 and contain their Unit 3 result. Formal reporting will occur using A-E Standards that reflect the reporting standards in the syllabus. It is important that parents understand that final results are based on the cumulation of results accrued through the ISMGs of summative assessment items. Therefore, although reporting standards will give an indication of student progress, the results are not used in the calculation of the ATAR.

Parent Teacher Interviews will be conducted twice a year, providing parents with the opportunity for face-to-face feedback on student progress.

5. Assessment Submission

5.1 Draft Assessments

A draft is a preliminary version of a student's response to an assessment instrument. A draft can be used to provide feedback on a response as well as to authenticate student work. Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher. The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

The submission of drafts is mandatory as it allows students to obtain feedback on the assessment item prior to submitting the final copy. Drafts are also used to provide evidence of authorship.

Drafts must be completed and submitted directly to the class teacher by the due date in person, via email or via another method arranged by the teacher e.g., digital drop box.

In the situation where a Draft is not submitted the student will be detained in the next lunch time after the lesson to complete the draft assignment. The teacher will provide the student with the task sheet and writing paper. The student will have the lunch time to complete the draft assessment task, which will then be collected by the class teacher.

If a student fails to attend the agreed lunch time session or refuses to attempt the work, the matter will be referred immediately to the Deputy Principal – Senior Schooling.

Teachers will retain a copy of all drafts submitted. In the case where an assessment item is not submitted on the due date, the teacher will grade the draft and / or other evidence that has been collected prior to the due date.

5.2 Consequences for non-submission of / incomplete drafts

Students who do not submit completed drafts by the due date:

- Will receive classroom-based strategies to ensure they catch up and submit the assessment task on time e.g., lunchtime detentions.
- Will be recorded as a Behaviour Incident on OneSchool and referred to the Head of Department – Senior Secondary and the Deputy Principal – Senior Schooling.
- Will have their parents / carers contacted by the teacher by phone, email or letter. This contact will be recorded on OneSchool.
- May move to the next stage of the cancellation of enrolment process if the student is in the post compulsory phase of education (i.e., the student has completed Year 10 or turned 16 years of age).

5.3 Final Assessment submission process

Student assessments may be submitted via the following methods:

In person via Student Services Office

- Students will hand final copies of assignments in to the Student Services office window before the end of the school day (3:00pm). Assignments will not be collected after this time.
- Assignments will not be accepted unless an assignment cover sheet is handed in with each assignment. The assignment cover sheet will be scanned and a receipt will be issued to the student indicating the receipt of the assignment. Assignment cover sheets can be collected from your teacher.
- It is the student's responsibility to ensure that all parts of the assessment are secured. For example, USBs should be sticky taped firmly to the assignment to ensure that they don't slip out and get lost.

Via email

- Assignments can be emailed to: assignments@trinitybayshs.eq.edu.au.
- **Emails must reach the school before 11.59pm on the due date** otherwise the assignment will not be accepted.
- The email will also be returned back to you as proof of receipt. The email will then be forward to your teacher.

Via other methods

- Some subjects, including IT subjects, Film Television and New Media and Graphics, will make use of digital drop boxes. Teachers of these subjects will advise students if this is the preferred method of assessment submission. Items must be placed in the digital drop box **on the due date** otherwise the assignment will not be accepted.
- In practical subjects, including Visual Art and Manual Arts subjects, assessment items may be too large to submit in person through the Student Services office. Teachers of these subjects will advise students of how these tasks need to be submitted and the deadlines, but they must be submitted on the due date.

Absent on due date

The assignment or class work to date should be forwarded through email, family or friends or other suitable arrangements. If students cannot make any of the above arrangements, their parent/carer must contact the Deputy Principal - Senior Schooling on the due date to discuss the situation and apply for an Access Arrangement and Reasonable Adjustment (AARA).

ID Attend Assessment Register

All student assessments are recorded on the ID Attend Assessment Register. ID Attend is a software that includes various Student Management Systems (e.g., Monitoring attendance and assessment submission). Teachers record all assessment due dates for courses that they teach on ID Attend. When the individual student barcode on the Assignment cover sheet is scanned upon assignment submission, ID Attend records that assessment as being submitted for that individual. This register is used to monitor outstanding assessments for students, and the data can be used for the cancellation of enrolment process.

5.4 Oral / multimodal presentations

Students who refuse to present an oral / multimodal presentation will be deemed to have not completed the assessment task. Students who do not feel comfortable presenting in front of the entire class should discuss alternative presentation options with their teacher / Head of Department, such as:

- Presenting at lunch time to the teacher
- Presenting at lunch time to the teacher and a small audience of the student's choosing
- Submitting a video recording of the presentation

Alternative presentation formats can only be considered if they align with the syllabus requirements for the subject. Once complete, the teacher will ensure that the assessment is marked as completed on the ID Attend Assessment Register.

5.5 Group assessment

In the situation that one or more members are absent on the date of a group assessment, the remaining members of the group must submit the elements of the task they were responsible for and, in the case of performances / presentations, present using "fill in" group members taking on the roles of the absent students. Students who have presented at school on the due date and followed this Assessment Policy will be assessed without penalty.

5.6 Late submission of assessment

QCAA policy states, “In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.” **Late assessment submissions will not be accepted.** Students who submit an assessment item late will be graded on their draft and / or other evidence that has been collected prior to the due date. If an assessment was late due to a documented, verifiable and acceptable reason (deemed by the QCAA), then an AARA can be applied for to have the late submission accepted. This must be done through the Deputy Principal – Senior Schooling.

5.7 Inadequate responses

Students must ensure that they make a reasonable attempt on all assessment items. Students will be deemed to have made an inadequate response in situations such as:

- Failing to meet at least 50% of the required word length / time requirement.
- Failing to address the task (e.g., intentionally writing off-topic).
- Completing a limited number of components of an assessment task.
- Improvising a speech that should have been scripted.
- Writing only their name on an exam paper.
- Attempting a very limited number of questions on an exam paper.

Students who provide an inadequate response to an assessment item will be graded on the work they submit on the due date / in the exam; however, further consequences will apply.

5.8 Non-submission of assessment

In circumstances where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence of student work collected for the purposes of authentication, during the assessment preparation period. For students who are enrolled in a subject, but do not produce evidence 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. Students may not be awarded a result or semester units if there is insufficient coverage or inadequate assessment. Where there is no evidence of a response to each assessment on or before the due date as set by the school a subject result cannot be allocated. Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded. The Principal has the discretion to determine the number of semesters of credit to be reported for a student’s course of study for Year 11 and 12. Withdrawal from semesters in Year 11 and 12 may compromise QCE and ATAR eligibility.

6. Academic Integrity and Academic Misconduct

6.1 Promoting academic integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity. Schools and teachers can promote academic integrity by developing student’s skills and modelling appropriate academic practice. Students are able to demonstrate what they know and can do by the due date when they understand:

- forward planning — understanding the components of a task and how long each component might take to complete
- time management — implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances
- note-taking and summarising — synthesising research or gathering information into a new idea or summary
- referencing — appropriately acknowledging the ideas, work or interpretation of others
- choosing appropriate examples — selecting appropriate quotes or examples to support an argument or communicate meaning
- editing — refining their own work
- checking — self-assessing compliance with academic integrity guidelines before submitting responses.

All senior students will learn about academic integrity and academic misconduct by completing the QCAA academic integrity course.

6.2 Scaffolding for teaching and learning

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students. To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses
- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response.

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria. Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.

6.3 Providing feedback on a draft

Teachers provide feedback on a maximum of one draft of each student's response. Providing feedback is a consultative process, not a marking process. Teachers should not allocate a result for the draft student response.

Feedback on a draft must not compromise the authenticity of student work. Teachers may not introduce new ideas, language or research to improve the quality of student responses. Similarly, teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Students may be advised to:

- consider other aspects of the text, report, performance or activity they are responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style selected by the school.

Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

6.4 Managing response length

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count.

Teachers must:

- Implement strategies for when a student submits a response that exceeds the required length, such as not reading/viewing the response after they have judged that it has reached the required length, i.e.

- Teachers annotate on the student's response where they have stopped reading/viewing and annotate on the assessment task sheet that the student's response has exceeded the required length
- Teachers mark the student's response using information up to the required length

Students must:

- Develop responses that do not exceed or are significantly under the required length
- Document the length of their response using a word count, page count or time.

Elements to be included in the word length or page count of a written response are:

- all words in the text of the response
- title, headings and subheadings
- tables, figures, maps and diagrams containing information other than raw or processed data
- quotations
- footnotes and endnotes (unless used for bibliographical purposes)

Elements to be included in the word length or page count of a written response are:

title page	bibliography	contents pages
reference list	abstract	appendixes
raw or processed data in tables	in-text citations	page numbers
figures and diagrams		

6.5 Authenticating student responses

Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements. Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Students are also required to:

- sign a declaration of authenticity
- submit a draft
- submit the final response using plagiarism-detection software, where required
- participate in interviews during and after the development of the final response.
- Submit draft assignments and keep copies of their drafts (e.g., saving drafts as "Version 1" etc.)
- Reference other sources used and provide a bibliography.

Parents/carers:

support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student response.

Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, schools:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

In these instances, judgments about student achievement are made using the available student work and relevant ISMG, instrument-specific standards or syllabus standards.

6.6 Types of Academic Misconduct

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none"> • beginning to write during perusal time or continuing to write after the instruction to stop work is given • using unauthorised equipment or materials • having any notation written on the body, clothing or any object brought into an assessment room • communicating with any person other than a supervisor during an examination, e.g., through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student
Collusion	<ul style="list-style-type: none"> • when working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work) • assisting another student to commit an act of academic misconduct
Contract cheating/ significant contribution of help	<ul style="list-style-type: none"> • asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response • paying for someone or a service to complete a response to an assessment
Copying work	<ul style="list-style-type: none"> • deliberately or knowingly making it possible for another student to copy responses • looking at another student's work
Disclosing or receiving information about an assessment	<ul style="list-style-type: none"> • giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment • making any attempt to give or receive access to secure assessment materials
Fabricating	<ul style="list-style-type: none"> • inventing or exaggerating data • listing incorrect or fictitious references
Impersonation	<ul style="list-style-type: none"> • allowing another person to complete a response to an assessment in place of the student
Misconduct during an examination	<ul style="list-style-type: none"> • distracting and disrupting others in an assessment room

Plagiarism or lack of referencing

- completely or partially copying or altering another person's work without attribution (another person's work may include text, audio-visual material, figures, tables, images or information)

Self-plagiarism

- duplicating work or part of work already submitted as a response to an assessment

6.7 Consequences for Academic Misconduct**Consequences for plagiarism**

Students cannot be graded on work that is not their own. Where plagiarism is suspected:

- Students will be required to provide documentation of the drafting progress (e.g., planning, research notes, drafts).
- Teachers will conduct an internet search of key phrases. • Teachers will compare the students' work to the work of past and present students.
- Teachers may interview the student after the submission of a task to explore further, clarify or determine comprehension of the work submitted.

Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded. Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, consequences will be applied.

Consequences for cheating

Students found to be / suspected of cheating in an exam (e.g., in possession of banned items such as notes / electronic devices or communicating with other students) will have the part of the exam already completed collected and they will continue on with the remainder of the exam.

After the completion of the exam, the teacher will consult their Head of Department to make a decision regarding the results for the exam. This may involve parts of the exam in question being disregarded while grading the exam. Other consequences will also be applied.

Consequences for failing to meet assessment requirements Students

who fail to meet the assessment requirements:

- Will have their parents / carers contacted by the teacher by phone, email or letter. This contact will be recorded on OneSchool.
- Will be referred to the Head of Department for follow-up.
- Incidences of plagiarism as well as repeated incidences of non-submission of assessment will be referred to a Deputy Principal as a Behaviour Incident recorded on OneSchool. This may result in:
 - An interview with the student and a parent / carer
 - "Make a case" with the Deputy Principal or Principal
 - Progressing through the cancellation of enrolment process if the student is in the post-compulsory phase of education (i.e., the student has completed Year 10 or turned 16 years of age).

7 Access arrangements and reasonable adjustments (AARA)

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstance may affect their ability to read, respond to or participate in assessment.

7.1 Eligibility for AARA

Eligibility for an AARA will either be permanent, temporary or intermittent. The QCAA used the following categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social/ emotional

Students may also be eligible for an AARA where illness and misadventure (i.e., Unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/ or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances.

7.2 Ineligibility for AARA

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 the exam timetable) • Matters of the student's or parent/ carer's own choosing (eg. Family holidays)
- Matters that the school could have avoided (e.g., Excursions for other subjects).

7.3 Application for AARA

Students are required to submit an application for AARA supported by appropriate supporting documentation. The school will support applications to be submitted as early as possible, but applications must be approved prior to the commencement of the assessment.

AARA for Year 10 and 11 assessments are approved by the Principal (or Principal's delegate) and the decision reported to the student, parent/ caregiver and teachers/ HODs. AARA for Year 12 summative assessment in Applied and General subjects may be either principal approved and reported to the QCAA or QCAA- approved.

- Application submitted to DP Senior Schooling with supporting documentation by the student as early as possible/ prior to the commencement of the assessment.
- Decisions are made by the DP Senior Schooling (Principal's delegate) in consultation with the eligible student and, when appropriate, parents/ carers, relevant school staff and the QCAA. Trinity Bay SHS will ensure that respect is maintained for the dignity and privacy of the student, parents/ carers and associates throughout the application and implementation of the AARA. In approving AARA, a principal or principal's delegate must:
 - be reasonably satisfied that the need for the AARA exists
 - be able to provide evidence to justify the decision.
- AARA determined by the Principal's delegate are reported to the QCAA via the online QCAA Portal, and AARA determined by the QCAA will be applied for by the Principal's delegate via the QCAA Portal. Notification is due prior to the relevant confirmation event for internal assessments.
- The QCAA is responsible for approving identified AARA applying for extra time and/ or rest breaks and for all summative external assessment. DP Senior Schooling will complete the online application and submit supporting documentation by the due date. **Applications for AARA for external assessments are due by the end of April in the summative year.** Schools are required to retain supporting documentation in case it is necessary to provide a copy as part of the quality assurance process.

7.4 Making decisions about AARA

Principals are responsible for making decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval. Principals make decisions based on the particular context for an eligible individual student, for a particular assessment. Principals consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustment that allows each student to access the assessment and/ or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment.

AARA involve the application of relevant syllabus criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students. The school is required to maintain the intent and rigour of the course and any other requirements or components that are inherent or essential to the course of study. Reasonable educational adjustments involve varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their knowledge and skills in a course of study.

Examples of reasonable adjustments include, but are not limited to:

- 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)
- How the student responds to the assessment (e.g., A student with dyspraxia may complete the assessment using a computer with approved software)
- The time allowed (e.g., A student with ADHD may have 5 minutes per half hour extra time provided in supervised assessment)
- The scheduling (e.g., A student completes an assessment at a later time than others because of the car accident on the day of the assessment)
- 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)

- The mode of 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).

A more complete list of possible AARA is listed in the QCAA's QCE and QCIA Policy and Procedures Handbook.

7.5 Supporting Documentation

A **school statement** is to be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- A detailed overview of the observed impact of the student's disability and/ or medical condition on the student's functioning during timed assessment
- A description of how the disability, impairment and/ or medical condition is a barrier to the student's access to the assessment and/ or to the student's ability to communicate a response to assessment
- A list of the student's previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Students should have AARA in place during teaching and learning for disability, impairment and/ or medical condition. Except with the prior written agreement of the QCAA, applications for QCAA-approved AARA that are submitted by the main learning provider without an appropriate school statement will be declined until the proper evidence is provided.

The student may choose to submit a **student statement** with an application for QCAA-approved AARA about how their disability, impairment and/ or medical condition affects them in assessment. This is optional, however.

Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a **medical report** that provides:

- Diagnosis of disability and/ or medical condition
- Date of diagnosis
- Date of occurrence
- Symptoms, treatment and course of actions
- Information about how the diagnosis affects the student participating in assessment
- Professional recommendations regarding AARA.

The medical report must be completed on the QCAA's medical report template that can be accessed via the QCAA Portal.

When a student has been identified as part of the Nationally Consistent Collection of Data (NCCD) with a diagnosed disability or imputed disability, or an equivalent process, **the formal notification of NCCD may substitute for a medical report.**

For eligible students, supporting documents may also include:

- Teacher observations
- Results from standardised academic testing

When the condition is not medical, evidence supplied may include:

- Police reports
- Official notices

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 NCCD 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.

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.

7.6 Illness and misadventure

Students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event may be eligible for provisions for illness or misadventure. Illness and misadventure can affect a single student or a group of students.

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.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred.

Illness and misadventure during internal assessment

A student who is ill and unable to attend school for internal assessment should inform the DP Senior Schooling (Principal's delegate) as soon as practical. This may be before, during or immediately after the assessment session,

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessments or extensions may be considered when illness or misadventure is established.

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 judgement about the student's work. This evidence should only be used once other AARA have been exhausted. This evidence should be used 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 via the QCAA Portal.

Illness and misadventure during external assessment

The QCAA advises students to attend every external assessment unless against specific written medical advice.

A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session. A submission for illness and misadventure may be made by a student or the school on behalf of the student or groups of students when performance in an external assessment is affected by an illness or circumstance beyond their control, occurring in the lead up to or during the external assessment schedule.

Supporting documentation

To make an informed decision about an illness and misadventure application, the QCAA require a report that includes the following details:

- The 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.

Supporting documentation must cover the date of the assessment for which the application is made. Applications for internal assessments must be submitted as close to the assessment event as possible. Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

7.7 Consequences for unacceptable non-attendance for assessment

If students are absent from an assessment for an **unacceptable reason**, no alternative arrangements will be made. This will be considered a refusal to participate in the program of instruction. Year 11 and 12 students will be asked to "Make a Case" as to why they should remain in the course of study and may commence / progress to the next stage of the cancellation process.

Please be aware that while an extension may be considered as an AARA in response to notification of illness or misadventure, it cannot be specifically applied for in advance. Similarly, students cannot apply to be made exempt from an assessment task.