



# **Assessment and Learning Policy V10**

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## 1.0 RATIONALE:

An assessment policy ensures that the conditions under which assessment items are completed (e.g. the due date, the word/time limit, submission requirements etc.) allow all students to demonstrate their skills and knowledge under fair and equitable conditions.

### PURPOSE:

This policy informs students, parents and teachers of the key principles and procedures around assessment and assessment requirements at Windaroo Valley State High School.

- Ensures consistency of practice in the application of assessment conditions and treatment of assessment issues.

## 2.0 RELEVANT LEGISLATION AND POLICY

- QCAA School Assessment Policies  
<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies>
- QCAA Assessment and Results  
<https://www.qcaa.qld.edu.au/senior/assessment>
- QCAA Senior Subjects  
<https://www.qcaa.qld.edu.au/senior/senior-subjects>
- K–12 Curriculum, assessment and reporting framework (P–12 Framework)  
<https://education.qld.gov.au/curriculum/stages-of-schooling/k-12>
- QCAA QCE and QCIA Policy and Procedures Handbook v5.0  
<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>
- QCAA Vocational Education and Training (VET)  
<https://www.qcaa.qld.edu.au/senior/vet>

## 3.0 WHAT IS ASSESSMENT?

Assessment is the purposeful and systematic collection of evidence of students' learning and achievements against relevant standards. It is:

### Either

- **Formative** - the use of day-to-day, often informal, assessments to check students' understanding
- **Summative** - indicates the standards achieved by students at particular points in their schooling. It is aligned with reporting and certification.
- **Diagnostic assessment** - pre-assessment/testing enabling teachers to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning, and assessment construction.

### And either

- **Internal** - designed by school staff including unseen items
- **External** - designed by QCAA and administered at the school site

### **3.1 PURPOSES OF ASSESSMENT**

Assessment information has multiple uses, including:

#### **Feedback to teachers, such as**

- diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
- identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance

#### **Feedback to students and parents/carers that gives**

- clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
- evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/carers and others
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- refinement of quality teaching, by supporting teacher reflection and professional learning
- provision of information for certification measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

### **3.2 Principles that underpin assessment at Windaroo Valley SHS**

Assessment should be:

- aligned with curriculum and pedagogy;
- equitable and fair for all students;
- evidence-based, using established standards/continua to make defensible and comparable judgments about students' learning;
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning;
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made;
- informative of where students are in their learning.

### **3.3 Attributes of quality assessment at Windaroo Valley SHS**

High-quality assessment is characterised by:

- validity, through alignment with what is taught, learned and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable

Across the school a range of assessment instruments (including competency-based tasks) are used, including formative, diagnostic and summative, all of which are used to support student learning and skill development.

## 4 Assessment Techniques May Include:

Assessment technique	Purpose
<b>Examination</b>	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
<b>Extended response</b>	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
<b>Investigation</b>	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
<b>Performance</b>	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
<b>Product</b>	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
<b>Project</b>	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

## 5.0 Roles and Responsibilities

	<b>STUDENT</b> It is the responsibility of the student to:	<b>PARENTS</b> It is the responsibility of parents to:	<b>TEACHERS</b> It is the responsibility of teachers to:	<b>(HOD) Head of Department or Administration:</b>
Program of Instruction	<ul style="list-style-type: none"> <li>Participate in the program of instruction and demonstrate to the best of their ability all mandated requirements of study.</li> <li>Complete all required work.</li> <li>Create a weekly study plan.</li> <li>Complete all set homework and revise regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Support student participation in the program of instruction offered by the school.</li> <li>Be aware of their students' assessment plan.</li> <li>Ensure students meet due dates.</li> <li>Support students to complete required homework and study.</li> <li>Contact the school if there are any concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a teaching and learning program that meets the requirements of QCAA syllabuses and Australian Curriculum syllabuses and assessment standards and Windaroo Valley SHS's Teaching and Learning Policy</li> </ul>	<ul style="list-style-type: none"> <li>Oversee teaching and learning program that meets the requirements of QCAA syllabuses and Australian Curriculum syllabuses and assessment standards and Windaroo Valley SHS's Teaching and Learning Policy.</li> <li>Ensure Quality Assurance</li> </ul>
Due Dates	<ul style="list-style-type: none"> <li>Be aware of assessment due dates and organise a plan for successful completion. Access and download assessment planners from OneSchool.</li> <li>Complete all course requirements by the due date, including submission of drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Note assessment due dates.</li> <li>Contact the school if you have any concerns.</li> <li>Support students in the completion of course requirements by the due date.</li> <li>Continue to monitor school correspondence for any changes to assessment requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with a course unit outline and an assessment plan including draft and due dates</li> <li>Contact home regularly when there are concerns about student progress (not passing or not achieving to potential) and record these contacts on OneSchool.</li> <li>Contact home where students are not meeting due dates and record this contact on OneSchool</li> </ul>	<ul style="list-style-type: none"> <li>Compile and publish all assessment dates on appropriate documents and platforms at the commencement of each school year.</li> <li>Distribute assessment dates to students and parents through emails, school website, newsletters.</li> <li>Manage applications for extensions.</li> </ul>

	<b>STUDENT</b> <b>It is the responsibility of the student to:</b>	<b>PARENTS</b> <b>It is the responsibility of parents to:</b>	<b>TEACHERS</b> <b>It is the responsibility of teachers to:</b>	<b>(HOD) Head of Department or Administration:</b>
Assessment Tasks	<ul style="list-style-type: none"> <li>• Submit all draft and final assessment items to teachers on or before the due date.</li> <li>• Submit drafts and final assessment that meet all requirements of the assessment item.</li> <li>• Show academic integrity</li> <li>• Ensure that all submitted assessment is authentic and can be verified as such. Suspicion of academic misconduct will be investigated by Head of Department (HOD) /Administration and further action taken.</li> <li>• Adhere to the school’s selected Reference System (APA).</li> <li>• Submit application for extension with appropriate documentation in circumstances where illness or other extraordinary events prevent the submission of assessment – minimum of 3 days prior to due date.</li> <li>• Submit application for Access Arrangements and Reasonable Adjustments (AARA) with appropriate documentation as per the guidelines.</li> <li>• Effectively use time provided for assessment work during lessons and access tutorial sessions, if required, for additional support.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively support and monitor student’s progress with assessment items at school.</li> <li>• Support the school in carrying out the assessment policy including consequences for students’ non-submission and/or non-completion.</li> <li>• Contact the school for any difficulties relating to the completion of assessment items and provide documentary evidence.</li> <li>• Support student’s academic integrity when completing assessment items.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all assessment items are valid, accessible and reliable.</li> <li>• Ensure only approved assessment items are used.</li> <li>• Ensure that all assessment items are fully explained.</li> <li>• Clearly outline submission requirements for all assessment items.</li> <li>• Monitor student progress through each assessment item and note observations about progress.</li> <li>• Engage in quality assurance of assessment to ensure consistent application of standards.</li> <li>• Provide appropriate class time for assessment if relevant.</li> <li>• Provide appropriate and timely feedback as per drafting policy timelines to students based on the assessment standards.</li> <li>• Provide students with assessment items within specified timeframes.</li> <li>• Support students/ parents in following application for extensions or AARAs as per guidelines.</li> <li>• Contact home when there are concerns about students’ submissions including non-submission and submissions not to standard and record these contacts on OneSchool.</li> </ul>	<ul style="list-style-type: none"> <li>• Approve all assessment item before they are used.</li> <li>• Monitor distribution of assessment items.</li> <li>• Manage application for extensions where appropriate.</li> <li>• Notify class teacher regarding AARAs.</li> <li>• Support teachers when there are concerns about students’ submissions including non-submission and submissions not to standard.</li> </ul>

	<b>STUDENT</b> It is the responsibility of the student to:	<b>PARENTS</b> It is the responsibility of parents to:	<b>TEACHERS</b> It is the responsibility of teachers to:	<b>(HOD) Head of Department or Administration:</b>
Records	<ul style="list-style-type: none"> <li>Keep evidence of all assessment submitted e.g. on USB; be able to print screen capture of 'sent email' of submission.</li> <li>Ensure all work is 'backed up' on students' school-drive - computer failure <b>will not be accepted</b> as a reasonable excuse for non- submission of assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Support students to keep evidence of all assessment items submitted.</li> </ul>	<ul style="list-style-type: none"> <li>Follow school guidelines for the submission and storage of student evidence (all senior evidence will be stored electronically)</li> <li>Record differentiation of tasks on requisite cover sheet.</li> <li>Maintain accurate records of student achievement including student profiles, KYSPs and anecdotal records.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure faculty follows school guidelines for the submission and storage of student responses and student results (all senior evidence will be stored electronically).</li> </ul>
Drafts & Feedback	<ul style="list-style-type: none"> <li>Seek feedback and guidance throughout the assessment item and submit drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Contact the school if there are any concerns regarding assessment, progress and/or learning.</li> </ul>	<ul style="list-style-type: none"> <li>Indicate some textual errors but not correct or edit all the textual errors in a draft.</li> <li>Provide effective individual feedback on drafts submitted.</li> <li>Provide students with draft feedback <b>one week</b> before the final due date.</li> <li>Keep evidence of draft.</li> <li><i>* see Drafting Policy for more detail</i></li> </ul>	<ul style="list-style-type: none"> <li>Monitor drafting processes for all assessment items to ensure effective feedback is provided <b>one week prior to the final due date</b> and evidence of drafts are retained.</li> </ul>
Reporting	<ul style="list-style-type: none"> <li>Read each student report</li> <li>Update your student performance profile in your student planner</li> <li>Review SET plan where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Read each student report</li> <li>Support your student to identify areas of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Provide an accurate level of achievement for each student in line with school reporting policy</li> <li>Provide accurate feedback to parents via effort and behaviour marks</li> <li>Meet school and external timelines for assessment and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Quality assure awarding of level of achievements.</li> <li>Quality assure teacher reporting.</li> <li>Support teachers in providing accurate feedback to students and parents via reports.</li> <li>Making judgements for student profiles not fully completed</li> <li>Meeting school and external timelines for assessment and reporting.</li> </ul>

## 6.0 Submission of assessment

Students are required to complete and submit responses to all assessment items (formative, summative and diagnostic) on or before the due date. Assessment dates are published for students and parents at the commencement of each semester. Applications for extension must be via the school official form (AARA for seniors) and submitted to the Head of Department a **minimum of three days** before the due date.

It is an expectation of all Windaroo Valley students that the quality and quantity of work submitted is indicative of a commitment by the student to satisfy the instrument-specific criteria, and by extension, the course requirements. Judgements of student responses can only be made where sufficient evidence of student work is submitted by the draft and due date to match Australian Curriculum standards or QCAA standards and descriptors for that task.

A standard can only be awarded for an assessment instrument where evidence has been provided by a student, to be assessed against the syllabus standards and criteria/ dimensions. A spoken/ signed/ performance/ practical/multimodal assessment item cannot be awarded a level of achievement based on support materials – evidence must be presented in its appropriate mode in order to be matched to standards descriptors.

All assessment must be completed and submitted to the relevant teacher on or before the due date and by 3pm on the due date. **All written assessment must be submitted via QLearn** for ALL year levels.

If circumstances prevent assessment being submitted **on or before the due date**, students must apply via the relevant document for approval to submit their assessment.

Assessment cannot be left on a teacher's desk, nor given to another staff member to submit on the student's behalf. This process is in place to avoid misplacement of assessment and to ensure equity is provided to all students

### 6.1 Assessment and provision of feedback

Assessment at Windaroo Valley SHS includes any activity or item which contributes to an end of semester or Unit level of achievement for a student. Activities or items considered formal assessment include examinations, spoken/ signed presentations, multimodal, project work, performances, practical products, research tasks and assignments.

All formal assessment items will appear on the assessment planners published at the commencement of each semester through OneSchool and distributed to students and parents via email communication. Parents can also view these through Q-parents portal.

Feedback on formal assessment items is considered a crucial element of the teaching and learning process and will be provided to students according to the following guidelines:

- Assessment item cover sheets will clearly indicate the type of feedback that will be provided for each specific item.
- Draft work – feedback will be provided to students to identify areas for improvement prior to the submission of the final copy.
- Final copy - feedback will be provided following the internal quality assurance of this item **(within two weeks of submission)**.
- When receiving feedback, students are encouraged to match written comments with the attribution of standards descriptors on the criteria sheet as an indication of areas requiring improvement.
- *Note – all senior feedback will be provided electronically*

## 7.0 Conditions of assessment

The conditions for the completion of assessment are outlined on each assessment item cover sheet. Students must adhere to these conditions and to the requirements for submission.

## 8.0 Application for Assessment Extensions (non-examination)

An extension of time to complete an assessment response will only be granted in genuine cases. Valid reasons include:

Valid Reasons	Invalid Reasons
On-going illness with supporting documentation, i.e. medical certificates	External suspension
Extenuating family circumstances of which the school has been made aware, e.g. bereavement	Paid employment or sporting commitments
Surgery/medical procedure, with supporting documentation i.e. medical certificates	Assistance with everyday household responsibilities
	Lost/ faulty USB
	Computer/ printer faults
	Family holiday
	Teacher absence
	School camps, sporting or cultural activities for a different subject

Application for an extension must be received by the relevant Head of Department (HoD) a minimum of three days in advance of the due date. Required supporting documentation must be presented with the completed

Application for Extension – Assessment (Appendix A) for Juniors or Application for AARA for Seniors (Appendix B)

Each case will be considered on its merit and students need to continue to work on the assessment item according to the original due date until advised of the outcome by the HoD. Students should not assume that an application for extension will automatically be approved.

## 9.0 Drafting Policy

A Senior (10 -12) draft is a **preliminary version of a student's response to an assessment instrument.**

A Junior (7-9) draft is a **'point in time' version of a student's response to an assessment instrument.**

It should contain most of the elements of the final response to the task.

- Senior Drafts must be submitted a **minimum of ten and maximum of fifteen school days prior** to the due date.
- Junior Drafts will be submitted at **two points with the final draft a minimum of five and maximum of ten school days prior** to the due date.

A draft will be used to **provide feedback** on a response as well as to **authenticate student work.**

Students will be required to meet checkpoints with their teacher throughout the development of their draft. Students may present a draft in a variety of formats or modes, depending on the subject and the assessment task.

### 9.1 Providing feedback on a draft

Teachers provide feedback on a maximum of **one draft** of each **Senior** 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.**

When giving feedback on a draft, a teacher:

- may provide feedback on a maximum of **one** draft of each **Senior** student's response
- may, for a written response, indicate key errors in spelling, grammar, punctuation and calculations. They may also remind the student that the draft requires more editing, but should not edit or correct all errors in the draft
- may, for a spoken response, indicate ways to improve spoken/signed and nonverbal features in the student's presentation
- should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements
- should not introduce new ideas, language or research that would compromise the authenticity of student work.

**Feedback on a draft should form only one part of the feedback the teacher provides to a student throughout their study.**

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.

Drafts with feedback will be returned to students a **minimum of one week prior to the final due date.**

It is expected that students **action the draft feedback** provided prior to submitting their final.

## **9.2 Feedback**

The purpose of feedback is to encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements.

Effective feedback encourages:

- self-reflection,
- students to actively monitor and evaluate their own learning, and facilitate self-direction and motivation.

Together assessment and feedback support continuous, collaborative, active and self-directed

learning. To support evaluation, self-reflection and improved understanding, feedback should be:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the standards/descriptions
- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- delivered in a way to support the learner to reflect and act on the feedback, to build their capacity for self-assessment.

Final assessment with feedback will be returned to students **within two weeks** of submission.

## 10.0 Permitted written exam equipment

It is essential that students are well prepared prior to entering an exam room. It is advisable that equipment is organised well before the exam session. Students will be advised of permitted equipment by the class teacher before each exam.

Permitted equipment – essential	Permitted equipment – optional	Not Permitted
Transparent container to carry equipment Pens (black ink) 2B pencils Pencil Sharpener Eraser Ruler Approved calculator Drawing compass and protractor (if required)	Correcting tape Highlighter/s Clear water bottle – must stay on floor during exams	Electronic devices (such as Smart Watch, mobile phones, iPad, laptops, translators)

N.B. If a student forgets to bring essential equipment to an exam some responses may be unable to be attempted. No replacement equipment will be provided to students when in the exam room.

Students should always check with their teacher, Head of Department or Exam Coordinator if they are unsure of what equipment is permitted to be taken into each exam session.

## 11.0 Assessment Absences: Years 10—12

**Windaroo Valley State High School strongly discourages student absences in Years 10 - 12 during periods of assessment.**

In Years 10 - 12 all student attendance will be guided by QCAA policy if absent during assessment periods and this may mean student's assignments need to be handed in before the due date. There is **no provision** for students to sit exams earlier. Failure to complete exams may mean a 'Not rated' is awarded to students, which can impact on their attainment of Queensland Certificate of Education (QCE) credits. For more information on the process for exams, please refer below.

If an **absence is known in advance of the due date** for an assessment item, then students should submit the assessment item on or before the due date:

- Electronically to the class teacher via QLearn by 3pm
- In the event that a student is unable to electronically submit the task via QLearn due to the absence, a parent/carer may submit the assessment by emailing it to the classroom teacher by 3pm. Please keep evidence of electronic submission (e.g. keep copy of read receipt).

Please note that it is strongly recommended that students are to be present during assessment periods as examinations cannot be completed in advance (see below) due to known absence. If the absence is due to medical grounds or due to emergent circumstances a student may apply to have late submission accepted if time permits. *There is no opportunity to sit missed external exams for General Subjects at the end of Year 12.*

Students involved in TAFE or school-based apprenticeships and traineeships that have an assessment due on the day of their study/ work placement **must submit work on/before the due date**. Students must negotiate with their employer to attend scheduled exam.

**Students who are absent on the day that an assessment** item is due should be aware of the following requirements.

- Students absent on the assessment due date should still submit their assessment to their teacher by 3pm where possible. Students must submit via QLearn or present the assessment to the office if it is a practical task.
- If Junior students (Year 7, 8 or 9) do not submit by 3pm on the final due date due to illness a **medical certificate or written explanation** from home must be provided for approval by the Curriculum HOD on the next day a student attends. If the absence on the due date is for any other reason a **written explanation from home** is to be provided to the Curriculum HOD for approval on the next day you attend. You can only submit the final copy once authorisation has been given.
- If Senior students (Year 10, 11 or 12) do not submit by 3pm on the final due date they must apply for an AARA to seek approval. If the absence is due to illness a **medical certificate** must be provided with the AARA. If the absence on the due date is for any other reason, the student must supply evidence of this reason. Final assessment will only be accepted once an AARA has been approved.
- If no explanation or medical certificate or an AARA is provided student's draft and other work will be marked and a grade awarded. A final copy will not be accepted.

#### **Students absent from an exam (in class or block exam)**

- The teacher will phone home to advise of the exam missed on the day of the exam (if no answer a text will be sent).
- Junior students (Year 7, 8 or 9) must provide a **medical certificate or a written explanation** for student illness to the Curriculum HOD for approval on the next day a student attends school. For all other absences a **written explanation from home** must be provided for approval by the Curriculum HOD in order for you to sit the exam the next day you attend school.
- Senior students (Year 10, 11 or 12) must apply for an AARA to seek approval. If the absence is due to illness, a **medical certificate** must be provided with the AARA. If the absence on the due date is for any other reason the student must supply evidence of this reason. Students will only be permitted to sit a comparable exam when an AARA has been approved. AARA applications must be submitted on the next day a student attends school.
- If no medical certificate or acceptable explanation is provided students will not receive credit for the exam (this may mean no semester or Unit credit awarded for senior students).

N.B. Students attending school camps or other extra-curricular activities is not grounds for application for an extension.

#### **Students on Suspension**

- In consultation with the Heads of Department Engagement, individual support provisions will be enacted for students on suspension to complete required exams.
- All other assessment tasks must be submitted on or before the due date as per normal

processes. N.B. Being suspended is not grounds for application for an extension.

### **11.1 Assessment non-submission**

The submission and progress of students is tracked on a regular basis. Any assessment not submitted by students will be:

- identified by class teachers and contact made to parents/ carers on the due date
- identified by the Curriculum HODs and junior students may be withdrawn from regular classes, including lunch breaks, to complete the items outstanding, senior students may be withdrawn to complete drafts
- Senior students who are behind in their work will be required to attend on Mondays until they are up to date

## 11.2 LATE/ NON SUBMISSION OF ASSESSMENT INSTRUMENTS WITHOUT EXTENSION APPROVAL

In cases where students do not submit a response to an assessment instrument by the due date, judgments will be made using evidence available **on or before the due date**. Teachers will have in place strategies which monitor progress of the assessment. Failure to submit assessment on the correct date will also result in follow-up action by the teacher in consultation with the Curriculum Head of Department (HOD).

A standard can only be awarded where evidence has been demonstrated. ***“Students may not be awarded credit in semester units in which there is insufficient coverage or inadequate assessment completed.” (QCAA)***

- Students must **save additional copies** of assessment, for example by using the use of email to send the assessment item to school or by using an alternative storage device such as a USB stick or external hard drive. **Electronic equipment failure is not an acceptable excuse for non-submission of work.** Students must plan for equipment failure (computers or printers) by saving assessment in multiple locations to ensure potential issues with lost work is averted.

**All non-submission of assessment** must be followed up as per policy and be recorded as a Behaviour Incident on OneSchool – for both **Draft** and **Final** non-submission – see flowcharts for process.

Record single or multiple (if more than one student) for any non-submission of draft and final assessment as follows:

Enter a behavior record as usual – SINGLE OR MULTIPLE IF MORE THAN ONE STUDENT

<b>Incident type:</b>	Minor
<b>Period:</b>	After school
<b>Location category:</b>	Select <b>Draft</b> assessment or <b>Final</b> assessment
<b>Incident details:</b>	Record the details of what has not been submitted
<b>Categories:</b>	Tick Refusal to participate in program of instruction
<b>Referrals:</b>	Refer to your curriculum HOD (for students on cancellation or being monitored by Senior schooling also refer to DP Senior schooling)
<b>Contact:</b>	Record <b>contact</b> with home in the behaviour incident

## 11.3 APPLICATION FOR ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

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

These **barriers** fall into three broad categories:

- permanent
- temporary
- intermittent

The school uses broad **application categories** for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional

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)

### **Application for AARA (Appendix B)**

## **12.0 ACADEMIC INTEGRITY & ACADEMIC MISCONDUCT**

Windaroo Valley State High School and QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity.

Plagiarism, the copying of another person's ideas, text, or other creative work and presenting it as one's own, will not be tolerated. Examples of plagiarism include:

- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data mathematical workings etc.
- Copying or adapting another student's work.
- Cutting and pasting statements gathered from a variety of sources.
- Submitting work produced by someone else on the student's behalf.
- Use of AI or other means to produce work.

### **12.1 Authenticating Student Responses**

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Windaroo Valley SHS uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

The suspected AI generated section of work will be clearly labelled on the student response by the school. Students will be required to demonstrate where they sourced information from and for what purpose.

The plagiarised section of work will be clearly labelled on the student response and will be disregarded in the awarding of criteria standards.

## 12.2 Types of Academic Misconduct defined by the QCAA

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.

Curriculum HODs will investigate instances of academic misconduct, inform parents and determine awarding of marks. The HOD Engagement will apply consequences.

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"><li>beginning to write during perusal time or continuing to write after the instruction to stop work is given</li><li>using unauthorised equipment or materials</li><li>having any notation written on the body, clothing or any object brought into an assessment room</li><li>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</li></ul>
<b>Collusion</b>	<ul style="list-style-type: none"><li>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)</li><li>assisting another student to commit an act of academic misconduct</li></ul>
<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"><li>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</li><li>paying for someone or a service to complete a response to an assessment</li></ul>
<b>Copying work</b>	<ul style="list-style-type: none"><li>deliberately or knowingly making it possible for another student to copy responses</li><li>looking at another student's work</li></ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"><li>giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li><li>making any attempt to give or receive access to secure assessment materials</li></ul>
<b>Fabricating</b>	<ul style="list-style-type: none"><li>inventing or exaggerating data</li><li>listing incorrect or fictitious references</li><li>Use of AI or other means to create a response</li></ul>

<b>Impersonation</b>	<ul style="list-style-type: none"> <li>allowing another person to complete a response to an assessment in place of the student</li> </ul>
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>distracting and disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>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)</li> <li>Use of AI or other means to create a response</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>duplicating work or part of work already submitted as a response to an assessment</li> </ul>
<b>Generative Artificial Intelligence</b>	<ul style="list-style-type: none"> <li>A student's use of Generative Artificial Intelligence tools in assessment tasks will be considered academic misconduct unless the use of AI is cited and the student can demonstrate that the work submitted is their own</li> <li>This may include false or misleading information generated from the use of Generative AI. This includes the use of Generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audio-visual assessment responses.</li> </ul>

### 13 Managing Response Length

Students **must** adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints and/or draft.
- Senior students are directed to redact their response to meet required length 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 either:

- mark only the work up to the required length, excluding evidence over the prescribed limit

*Or*

- ignore sections of the work outside the required length **and** annotate any such senior student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark

*Or*

- allow a student to redact their response to meet the required length, before a judgment is made on the student work (**this must be approved by DP SS for Senior students**).

## 14.1 Generative AI

Generative AI refers to a branch of artificial intelligence that uses data it has been trained on to generate new content, such as text, images, videos, software code, or even music, resembling what humans can produce. (Department of Education, 2025)

## 14.2 Referencing AI

As generative AI produces material that is not recoverable, the material itself cannot be cited — but since it is not information communicated by a person, it cannot be treated as personal communication.

Instead, a reference in-text to the use of the software is needed along with a citation to the software. If using content generated by the software, use quotation marks or a block quote just like any other quoted text. It is recommended research notes and AI prompts are saved made available upon teacher request.

Examples of text generation

In-text:

ChatGPT was used to summarise the results of the articles, and found there was "no statistically significant difference between the two methods" (OpenAI, 2025).

In the reference list:

OpenAI. (2025). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Example of text-to-image generation

In-text:

Image of child holding a flower generated using Midjourney (2025).

In the reference list:

Midjourney. (2025). Midjourney (V5) [Text-to-image model]. <https://www.midjourney.com/>

**Appendix A Application for Extension to Due Date Form**

**Appendix B - Application for Access Arrangements and Reasonable Adjustments (AARA) Form**

**Appendix C – Application for Extension or AARA Process**

**Flowchart Appendix D - Students Absent on Due Date Process**

**Flowchart Appendix E – Quality Assurance Process Flowchart**

**Appendix F – Exam Protocols**

## Junior Student Application for Extension to Assessment Item Due Date v1

Complete this application and see the relevant Head of Department a minimum of 3 days before the due date

Date of Application: \_\_\_\_\_

Student Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_ Care Class: \_\_\_\_\_

Assessment Item \_\_\_\_\_

Current Due Date \_\_\_\_\_ Requested Due Date \_\_\_\_\_

### Reason for application:

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Student signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

### Documentary Evidence Attached

Medical Certificate

Other – please specify (eg parent note) \_\_\_\_\_

Date Received: \_\_\_\_\_

Outcome: \_\_\_\_\_

Head of Department signature: \_\_\_\_\_

Date: \_\_\_\_\_

*\*Outcome communicated to HOD / teacher / parent / record of contact in OneSchool / original sent to office / scanned and attached to record of contact then filed in student file*

## Application for Access Arrangements and Reasonable Adjustments (AARA) v6

<b>Date:</b>		<b>Student Name:</b>			<b>Care:</b>	
<p><b>Student is <u>not</u> eligible for AARA on the following grounds:</b></p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related difficulties (e.g. change of teachers)</li> <li>• matters that the student could have avoided (e.g. misreading an exam timetable or instructions, IT issues including lost or stolen USB/computer, non-curriculum based excursions, traineeships, apprenticeships or work experience)</li> <li>• matters of the student's or parent's/carer's own choosing (e.g. family holiday)</li> <li>• matters that the school could have avoided (e.g. incorrect enrolment in a subject)</li> <li>• sporting representative duties other than national level – all other sporting representative duties please see Guidance Officer</li> </ul>						
<p><b>Examples of approved adjustments</b> (This is not an exhaustive list - adjustment/s must still allow the student to demonstrate assessment objectives)</p> <ul style="list-style-type: none"> <li>• Extension to due date</li> <li>• Re-scheduling (e.g. car accident/influenza/funeral: complete an assessment at a later time – an alternative, comparable assessment may be used. NOTE: not applicable to external assessment)</li> <li>• How the instrument is presented to the student (e.g. hearing impairment: written rather than verbal instructions)</li> <li>• How the student responds to the assessment (e.g. dyspraxia: complete the assessment using a computer with approved software)</li> <li>• Time allowed (e.g. rest breaks: may have 5 minutes per half-hour extra time provided in supervised assessment)</li> <li>• Environment in which the assessment is undertaken (e.g. reader/scribe provided in another room with student)</li> <li>• Mode of the assessment (e.g. diagnosed anxiety disorder: student presents to teacher at lunch or provides a pre-recorded response)</li> </ul>						
<p><b>For most applications in Yr 10 (single subject) see the Curriculum HOD. For extensions in Yr 11 and 12 see Curriculum HOD. For missed exams in Yr 11 and 12 see DP Senior Schooling.</b>  <b>For more information on eligibility, multiple or recurring AARAs, please contact our Guidance Counsellors or DP Senior Schooling (07) 3804 2333.</b></p>						
Subject/s	Teacher Code	Assessment Item/s	Original Due Date	New Due Date	HoD Approved	Date
<p><b>Adjustment/s requested (circle or note other)</b>  <i>Extension to due date:    Sit a missed exam:    Submission of a late assessment:    Other .....</i></p>						
<b>AARA CATEGORY A:</b> (tick)			<input type="checkbox"/> Temporary <input type="checkbox"/> Intermittent <input type="checkbox"/> Permanent			
<b>AARA CATEGORY B:</b> (tick)			<b>DOCUMENTATION REQUIRED</b> tick what evidence provided			
<input type="checkbox"/> Cognitive			<input type="checkbox"/> Medical Certificate or *Medical report (see below)			
<input type="checkbox"/> Physical			<input type="checkbox"/> Medical Certificate or *Medical report (see below)			

<input type="checkbox"/> Sensory	<input type="checkbox"/> Medical Certificate or *Medical report (see below)
<input type="checkbox"/> Social/Emotional	<input type="checkbox"/> Medical Certificate or *Medical report (see below)
<input type="checkbox"/> Illness/Misadventure	<input type="checkbox"/> Medical Certificate or *Medical report (see below), <i>and/or</i> <input type="checkbox"/> Misadventure could include police report, witness statement, agency report, official notice, etc. Please specify:
<b>STUDENT STATEMENT</b> (student to complete – parent or case manager may assist)	
<input checked="" type="checkbox"/> For <u>disability, impairment and/or medical condition</u> , please explain how this affects you in assessment. <input checked="" type="checkbox"/> For illness or misadventure, please explain the impact that your illness or situation has/will have on your assessment. <b>Please attach statement to your AARA application.</b>	
<b>MEDICAL REPORT</b> Registered GP, specialist or psychologist to complete medical report; practitioner must not be related to student	
Medical report/certificate attached to application must provide the following information:	
<input checked="" type="checkbox"/> diagnosis of disability and/or medical condition <input checked="" type="checkbox"/> date of diagnosis <input checked="" type="checkbox"/> date of occurrence or onset of the disability and/or medical condition <input checked="" type="checkbox"/> symptoms, treatment or course of action related to the disability and/or medical condition <input checked="" type="checkbox"/> information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment <input checked="" type="checkbox"/> professional recommendations regarding possible access arrangement or adjustment (see over page for examples).	
<b>STUDENT SIGNATURE AND DATE</b>	
Date:	Date:
<b>PARENT/GUARDIAN SIGNATURE AND DATE</b>	
<b>GUIDANCE OFFICER SIGNATURE AND DATE</b>	
Date:	Date:
<b>D/PRINCIPAL SIGNATURE AND DATE</b>	
<b>OFFICE USE ONLY</b>	
<b>AARA approved:</b> <input type="checkbox"/> Yes or <input type="checkbox"/> No	<input type="checkbox"/> Separate school statement attached
<input type="checkbox"/> Relevant documentation attached to application	<input type="checkbox"/> Parent, student, teacher & HOD emailed decision outcome
<input type="checkbox"/> Additional documentation provided?	Documents uploaded to: <input type="checkbox"/> OneSchool <input type="checkbox"/> QCAA Portal
<b>ADDITIONAL NOTES:</b>	

- Year 10 AARA Application for extension or missed exams go to the Curriculum HOD
- Year 11 and 12 AARA Application for Extension go to the Curriculum HOD
- Year 11 and 12 AARA Application for absences on due date (assessment or exam) to DP Senior Schooling

# Application for Extensions to Due Dates

## ALL YEAR LEVELS

Student and/or parent/carer identifies an issue impacting on student performance or ability to meet due date

2

### Application

Junior student applies to Curriculum HOD for Application for extension using the school form, minimum of 3 days before due date or Senior student applies to Curriculum HOD

- \* using the school AARA forms and providing relevant supporting evidence, minimum 3 days before due date
- \* chronic health issue or extensions to multiple senior subjects refer to DP SS/GO
- \* draft extensions only require application/AARA if final due date requires extension/AARA

**Note** refer to Assessment Policy for acceptable reasons to apply for extension or AARA

### Monitor

HOD Curriculum monitors that approved Extensions/AARAs are applied by teachers

### Outcome

HOD Curriculum communicates outcome to student, parent/carer, teacher and records contact on OS.

**AARA** forwarded to DP  
**AARA** recorded on OS and filed in Student file

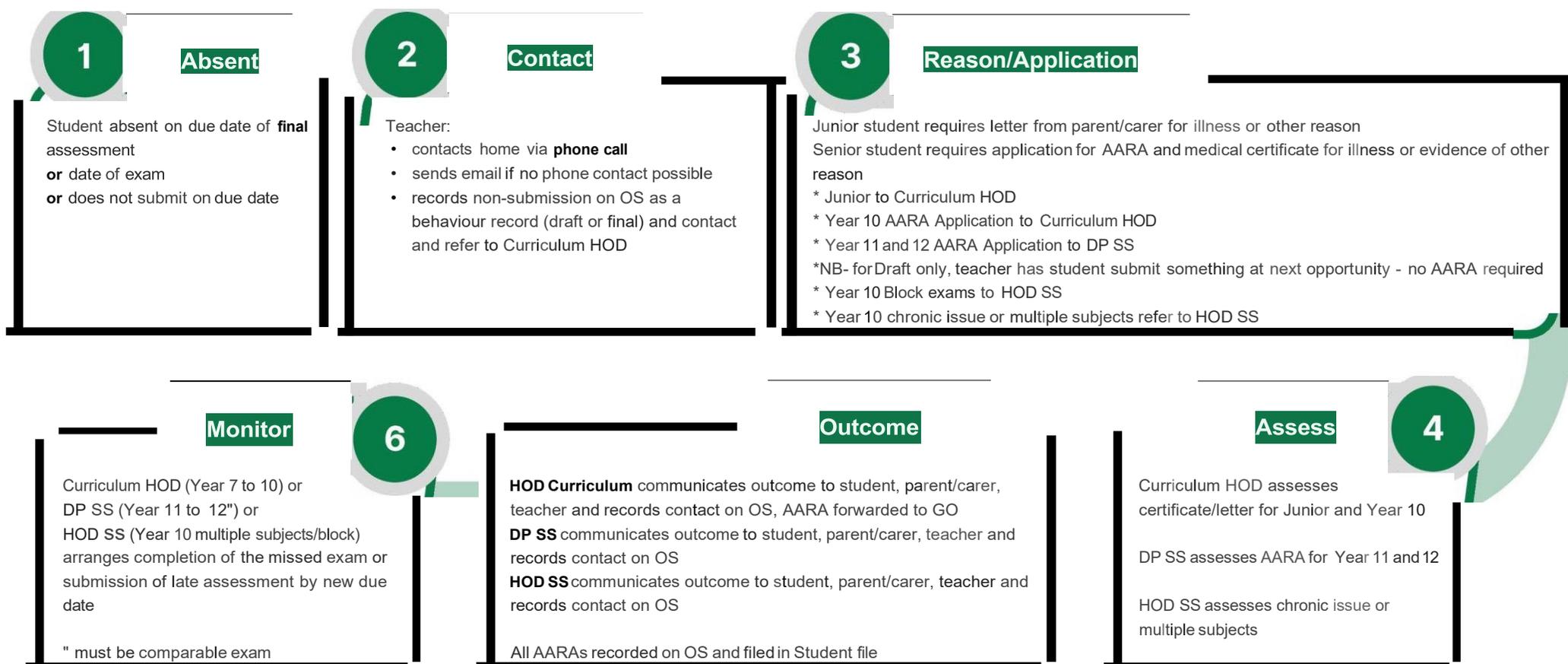
### Assess

HOD Curriculum assesses student application for Extension or AARA (with advice from DP SS or GO if required)

3

# Student Absent on Due Date of Assessment/Exam or Non-submission by Due Date Process

## ALL YEAR LEVELS



# Quality Assurance Processes

1

## Establish

HOD ensures Quality Assurance (QA) has been applied to Unit planning via internal and/or external processes and keeps record of evidence (eg meeting minutes, communications with critical friend)

## Authorise

HOD authorises all Assessment Item cover sheets with signature

## Record Prior

HOD ensures QA prior to delivery of Unit via internal processes and keeps record of evidence (eg meeting minutes)

## Monitor

HOD ensure QA of judgement via monitoring - internal for multiple class and external for single classes and keeps records of evidence

## Record During

HOD ensures QA during delivery of Unit via internal and/or external processes and keeps record of evidence (eg class observations, KYSP meeting minutes)

### Read all italicised text to students.

#### **BEFORE exam** and entering the room (note – start all exams together):

- *ALL phones and all other electronic devices must be switched off and in bags.*
- *ALL watches must be removed and in bags (regardless of type).*
- *These are prohibited items and must not be brought into the exam room.*
- *Drink bottles are to be clear and once in the room on the ground.*
- *No communication verbal or non-verbal once in the room – Exam conditions.*
- *All students stay until exam is finished.*
- *Do not touch the materials on your desk until you are directed to do so.*
- *Show your equipment to a supervisor upon entry.*
- *Fill the room from the front.*
- *Non-compliant with these instructions could result in academic misconduct consequences.*

#### **On entry - Exam supervisor to:**

- *Check equipment allowed – no solid, coloured or large pencil cases.*
- *Allow bags at front/back of room if required.*
- *Fill from the front*

#### **Once students are in room:**

- *Welcome to the exam for (subject)*
- *Do not touch the materials on your desk until you are told to do so.*
- *You are NOT allowed to leave the room until the session has finished.*
- *Do NOT ask for interpretation or explanation of the test paper.*
- *You are not to borrow equipment from another student. Put your hand up now if you do not have all equipment.*
- *Do not communicate in any way (verbal/non-verbal) with any other person other than a supervisor during this test session.*
- *Make sure that the response you submit is your own work..*
- *Non-compliance with these instructions could result in academic misconduct consequences.*
- *Check that you have the correct paper and resources in front of you*
- *Write your full name and teachers name on your exam cover sheet. Put pens down.*

#### **Exam supervisor to - Check for mobile phones and watches again**

- *Make sure you do not have prohibited items in your possession. If you have accidentally brought in a prohibited item, raise your hand now and hand it in.*

### **START of Perusal/Planning – start all exams together**

Exam with Planning Time	Exam with Perusal Time
<p><i>You are allowed &lt;time&gt; planning time. Use this time to read the assessment materials and make notes. You may only make notes on the planning paper (and stimulus (if given)) during planning time. Writing on your question and response book during planning time is consider academic misconduct.</i></p> <p><i>Unless otherwise specified, the space provided is indicative of the expected response length.</i></p> <p><i>Planning time starts now.</i></p>	<p><i>You are allowed &lt;time&gt; perusal time. Use this time to read the assessment materials. You must not write anything or use a calculator during perusal time. Writing or using a calculator during perusal time is consider academic misconduct.</i></p> <p><i>Unless otherwise specified, the space provided is indicative of the expected response length.</i></p> <p><i>Perusal time starts now.</i></p>

**Exam supervisor to:**

- **Actively** supervise the planning/perusal time students are adhering to planning/perusal instructions.

**START of Exam Working Time**

- *That is the end of planning/perusal time. Listen to the following instructions:*
- *Answer all questions to the best of your ability. Manage your time so that you give yourself every opportunity to finish the assessment.*
- *You are allowed <time> minutes working time. You may start working now.*

**Exam supervisor to:**

- Write start and finish times on board.
- Mark off 10 minutes on the board.
- Give 10 minute warning. When there is 10 minutes remaining say:  
*There are ten minutes remaining.*

**Late students:**

- Students who arrive late should be seated and start working immediately.
- They should be given the correct amount of working time but not planning or perusal time.
- Students who are later than 30 minutes should be sent to the office.

**End of exam**

- *Stop writing now and put your pens down. Close your question and response book.*
- *Stay seated until you are told to leave.*
- *Do not talk to another student until you have left the room.*
- *You must not take any materials with you including planning paper.*
- *Check you have put your name on your response book.*
- *Please wait silently until materials are collected.*

**Exam supervisor to:**

- Collect exam papers (and planning paper if used) – do not staple – return to appropriate staffroom.
- Check number of papers matches student numbers.
- Collect any used paper. Students are not to leave with any materials from the exam.

**Note: Students with AARA Provisions**

- Student with extra time is 5 minutes for every half hour of working time. This adds to working time and a student will continue to work past the cohort finish time.
- Students with rest breaks is 5 minutes for every half hour of working time. This stops the clock. Note the time the student stops and returns to work, adjust finish time to reflect this.
- Other AARA Provision will be communicated on the day of assessment and on the class rolls.

**Remind students:**

**At end – students may exit and go directly home – if not, they can have break and go to the library to study.**

**Students are not allowed to leave school and go to the shops**

**Remind them to be quiet when exiting**