



# Assessment Policy

## Assessment policy and procedures

Sunnybank State High School values assessment as the purposeful, systematic and ongoing collection of evidence for use in making judgments about each student's learning. This information is used to make judgments about student performance against syllabus criteria, to provide feedback on student progress and to inform our decision-making in relation to teaching and learning. Policies and procedures follow the QCAA guidelines while aligning the school decision sections and recommendations with our school vision and values.

### Supporting documents and websites

- P–12 curriculum, assessment and reporting framework  
<https://education.qld.gov.au/curriculums/Documents/p12-carf-framework.pdf>
- Assessment and moderation in Prep to Year 10  
<https://education.qld.gov.au/curriculums/Documents/assessment-moderation.pdf>
- QCE and QCIA policy and procedures handbook  
<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>
- QCAA Syllabuses  
<https://www.qcaa.qld.edu.au/senior/senior-subjects/az-list>
- QCAA Academic Integrity  
<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.1-understanding-academic-integrity>
- QCAA Academic Integrity – for students  
<https://www.qcaa.qld.edu.au/senior/assessment/academic-integrity>
- QCAA AARA  
<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara>

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# 1 Policy

## 1.1 Academic Integrity

Academic integrity is the responsibility of staff, students and parents of Sunnybank State High School. Staff model academic integrity in their everyday practices. The following procedures are followed at Sunnybank State High School:

Teaching staff at Sunnybank State High School complete and refer to the Academic Integrity course for teachers.

Students entering Years 11 and 12 will complete the course at least twice - once in Year 10 with a refresher prior beginning Units 3 and 4.

1.1.1 Student learning and engagement	As outlined in the Sunnybank State High School Responsible Behaviour Plan for Students, students are responsible for their own learning and as such have expectations to fulfil relating to their schooling.	
	<b>Expectation</b>	<b>Student Responsibilities</b>
	Respect	<ul style="list-style-type: none"><li>▪ present themselves in accordance with school guidelines in and out of school</li><li>▪ recognise and value the school community's diversity of cultures and religions</li><li>▪ treat school and personal property with care</li><li>▪ resolve differences in a peaceful and negotiated manner</li><li>▪ conduct themselves in a manner which facilitates learning for all students</li></ul>
	Responsibility	<ul style="list-style-type: none"><li>▪ complete all set tasks and assignments on time</li><li>▪ be prepared with correct equipment and materials for all classes</li><li>▪ set goals</li><li>▪ know and abide by school rules, policies and procedures</li><li>▪ attend school regularly and punctually</li><li>▪ own their behaviour</li><li>▪ be an active and contributing team member and member of society</li><li>▪ encourage and develop positive relationships with others</li><li>▪ develop resilience to effectively deal with problems and issues</li><li>▪ apply themselves to the learning process, facilitated by teachers and others</li></ul>
<p>The Sunnybank State High School Responsible Behaviour Plan for Students can be found at the following link:</p> <p><a href="https://sunnybankshs.eq.edu.au/supportandresources/formsanddocuments/Documents/sunnybank-state-high-school-responsible-behaviour-plan-2018-2020.pdf">https://sunnybankshs.eq.edu.au/supportandresources/formsanddocuments/Documents/sunnybank-state-high-school-responsible-behaviour-plan-2018-2020.pdf</a></p>		

1.1.2 Submission of assessment	<p>All assessment, including checkpoints and drafts will be submitted through the methodology specified in the assessment item, which may include, but are not limited to, SafeAssign in the Learning Place, submission folders via OneDrive or the school servers, physical performance and printed documents.</p> <p>All assessment instruments detail submission requirements including due dates, conditions, referencing and submission methodology.</p>
1.1.3 Policy communication	<p>The Assessment Policy is located on the school website.  <a href="https://sunnybankshs.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx">https://sunnybankshs.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx</a></p> <p>The policy is reviewed at regular intervals.</p> <p>Relevant sections of the policy are reiterated to students at various times including:</p> <ul style="list-style-type: none"> <li>▪ When assessment calendars are published <ul style="list-style-type: none"> <li>– via the school web site</li> <li>– in email to all students</li> </ul> </li> <li>▪ When examination timetables are published <ul style="list-style-type: none"> <li>– via the school web site</li> <li>– in email to all students in relevant year levels</li> </ul> </li> <li>▪ When assessment is handed to students <ul style="list-style-type: none"> <li>– in the class room</li> </ul> </li> <li>▪ During the SET plan process</li> </ul>
1.1.4 Due dates	<p>Sunnybank State High School is required to adhere to Education Queensland and QCAA policies for ensuring there is evidence of student achievement collected on or before the due date. If there is no evidence available at this time, the school will check to see if special provisions [years 7 to 10] or access arrangements and reasonable adjustments (AARA) [years 11 and 12] are applicable. If a student is not eligible for a special provisions [years 7 to 10] or an AARA [years 11 and 12], the school will follow Education Queensland and QCAA guidelines outlined in section <a href="#">2.3.3</a> of this document.</p> <p>Assessment calendars indicating proposed final response dates and examinations are published in advance. These are published via the school web site and email. Due dates for final responses, drafts and checkpoints are also communicated via individual task sheets.</p> <p>Assessment calendars are distributed to all students and examination timetables are distributed to Year 11 and 12 students.</p> <p>If students are not able to meet due dates, they will:</p> <ul style="list-style-type: none"> <li>• Complete the special provisions or AARA application form providing the relevant documentation prior to the due date, if foreseeable, or on or as close to the due date as possible if unforeseen and due to illness or misadventure. The school is to be notified on or before the due date of the student's intention.</li> <li>• Communicate with the classroom teacher, Head of Department, HOSES Inclusion and/or Guidance Officer(s) if they are eligible for 'Long term special provisions/AARA'</li> </ul> <p>For more information, please see sections <a href="#">2.3.1</a> or <a href="#">2.3.2</a> of this document.</p>

## 1.2 Ensuring academic integrity – Internal assessment

1.2.1 Scaffolding	<p>Students will be exposed to two models of scaffolding in the classroom:</p> <ul style="list-style-type: none"><li>▪ scaffolding for teaching and learning</li><li>▪ scaffolding for assessment instruments. There are distinct differences.</li></ul> <p>Details of Scaffolding for teaching and learning are located on the QCAA website, using this link <a href="https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment#2">https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.2-integrating-learning-assessment#2</a></p> <p>Scaffolding for Assessment Instruments:</p> <p>Scaffolding in assessments must still allow students to come up with their own original response. Scaffolding should not lead a student towards a particular response. As students move through school, scaffolding will change and slowly become less instructional. By the time students are engaged with assessments for units three and four in senior subjects, in year 12, scaffolding may include:</p> <ul style="list-style-type: none"><li>▪ a timeline or checkpoints</li><li>▪ guiding students to make predictions and/or reflect on their learning</li><li>▪ providing prompts and cues for students about the requirements for their response</li></ul>
1.2.2 Checkpoints	<p>Checkpoints give:</p> <ul style="list-style-type: none"><li>▪ students an indication of how to plan their time to meet the task deadline</li><li>▪ teachers an opportunity to monitor student progress</li><li>▪ students and teachers a mechanism for managing task length and authentication</li></ul> <p>Teachers will contact parents, carers and the relevant Head of Department if students fail to meet task checkpoints.</p>
1.2.3 Drafting	<p>Teachers provide formal feedback on a maximum of one draft of each student's response. This feedback may be in the following formats: written, verbal, tick sheet or a summary of feedback to the whole class. The format will be specified on the task sheet.</p> <p>Teachers will not mark drafts nor allocate an indication of a result on a student draft response during the checkpoint/drafting stage. It is important for students to realise that if a final response is not submitted then any evidence collected on or before the due date and time, such as a draft, will be marked in lieu of the final response if special provisions or AARA may not be applied.</p> <p>Feedback may advise students to:</p> <ul style="list-style-type: none"><li>▪ consider other aspects of the text, report, performance or activity they are creating or responding to</li><li>▪ develop their response to show more awareness of the audience</li><li>▪ give priority to the most important points by rearranging the sequence and structure of ideas</li><li>▪ utilise approaches to address the required cognitions</li><li>▪ conduct further investigation to support an argument or communicate meaning</li><li>▪ adhere more closely to the referencing style selected by the school.</li></ul>

1.2.4 Access arrangements and reasonable adjustments (AARA) and Special provisions	<p>Sunnybank State High School is committed to ensuring equitable opportunities for all students by making reasonable adjustment to conditions of assessment. QCAA and Education Queensland guide the school in making these adjustments.</p> <p>Schools must consider circumstance, reasonability, equity, Education Queensland and QCAA guidelines when making these decisions.</p> <p>Application forms for special provisions and AARA can be found on the student G drive, student intranet and on the school web site.</p>
1.2.4.1 Access arrangements and reasonable adjustments (AARA) – Years 11 and 12	<p><b>Students are not eligible for AARA on the following grounds:</b></p> <ul style="list-style-type: none"> <li>▪ English is an Additional Language or Dialect (EAL/D)</li> <li>▪ matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)</li> <li>▪ matters of the student's or parent's/carer's own choosing (e.g. family holidays)</li> <li>▪ teacher absence or other teacher-related difficulties</li> <li>▪ matters that the school could have avoided (e.g. incorrect enrolment in a subject).</li> </ul>
<b>Summary of the adjustments for which schools are required to apply to the QCAA</b>	
Type of assessment	Adjustment
<p>Summative assessment — internal examination</p> <p>Summative external assessment or Senior External Examination</p>	<ul style="list-style-type: none"> <li>▪ extra time and/or rest breaks</li> <li>▪ format of papers</li> <li>▪ assistance</li> <li>▪ assistive technology, including the use of a computer</li> <li>▪ a reader and/or scribe</li> <li>▪ a change of venue or request for alternative venue (changes to rooms should be recorded)</li> <li>▪ any adjustments not identified as principal- reported in the table in <a href="#">Section 6.4.4: Possible access arrangements and reasonable adjustments</a>.</li> </ul>

1.2.4.2 Special provisions – Years 7 to 10	<p>Special provisions in the conditions of assessment reflect differentiation, or adjustments, made to curriculum delivery.</p> <p>Special provisions are not adjustments to the relevant achievement standard on which student work is judged.</p>
Types of special provisions	Who should be considered for special provisions?
<p>Special provisions in the conditions of assessment may include:</p> <ul style="list-style-type: none"> <li>▪ presentation – changing how an assessment appears or is communicated to a student from the regular format</li> <li>▪ response – allowing students to complete assessments in different ways</li> <li>▪ setting – changing location including the physical or social conditions in which the assessment is completed</li> <li>▪ timing – allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.</li> </ul>	<p>Any student who has a specific educational need may be considered for special provisions including students:</p> <ul style="list-style-type: none"> <li>▪ with educational needs arising primarily from socio-economic or cultural factors</li> <li>▪ with disability such as those of a sensory, motor and/or neurological nature</li> <li>▪ for whom English is an Additional Language or Dialect (EAL/D)</li> <li>▪ who are gifted or talented</li> <li>▪ with short-term impairments such as glandular fever or fractured limbs.</li> </ul>
1.2.5 Managing response length	<p>All assessment has an indication of length requirements on the task sheet. All tasks have been checked for scope and scale (meaning a complete response is possible within the guidelines) but responses will need to meet the minimum requirement to adequately respond to the task. This may be described using things such as:</p> <ul style="list-style-type: none"> <li>▪ page number, range and size</li> <li>▪ word length range – detailing inclusions and exclusions</li> <li>▪ time length range – presentations</li> <li>▪ space provided indicates response length</li> </ul> <p>Students going over the maximum length required will not have their whole task graded; teachers will only mark the required length excluding any evidence over the prescribed limit.</p>

<p>1.2.6 Authenticating student responses</p>	<p>Task sheets will include details on what evidence will be used to authenticate student work. To establish authorship, students may be required to use strategies such as, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>▪ provide documentation of your progress at specific checkpoints</li> <li>▪ use SafeAssign to submit your response</li> <li>▪ produce a unique response by following certain strategies, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports etc.</li> <li>▪ when working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task</li> <li>▪ produce summaries during your response preparation</li> <li>▪ submit a declaration of authenticity</li> <li>▪ acknowledge all sources using the APA style of referencing</li> <li>▪ produce sections of the final response under supervised conditions.</li> </ul> <p>Teacher initiated:</p> <ul style="list-style-type: none"> <li>▪ compare the responses of students who have worked together in groups</li> <li>▪ conduct interviews after submission to clarify or explore aspects of your response</li> <li>▪ conduct interviews or consultations as you develop the response</li> <li>▪ collect and annotate a draft</li> <li>▪ collect copies of your response and monitor at key junctures</li> <li>▪ observe you completing work in class</li> <li>▪ provide class time for task completion</li> <li>▪ consultation with other staff including utilising the school moderation process.</li> </ul> <p>If there is a need after submission, the following strategies may be employed:</p> <ul style="list-style-type: none"> <li>▪ teachers may compare responses with that of other students in a group, class or cohort</li> <li>▪ use plagiarism detection software</li> <li>▪ interview a sample of students</li> <li>▪ interview the student involved asking direct questions around the content covered in the response submitted.</li> </ul> <p>If a student's work cannot be authenticated, please refer to section 2.4.</p>
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1.2.7 Managing non- submission of assessment by the due date	<p>Students are expected to complete all course and assessment requirements. Assessment not submitted by the due date may not be graded. If this occurs, the subject teacher and the Head of Department will consult to see if special provisions or AARA may be applied. If there is no final submission available on or before the due date and special provisions or AARA is not applicable, the following may occur:</p> <ul style="list-style-type: none"> <li>▪ evidence from an earlier submission (checkpoint/draft/work) may be marked.</li> </ul> <p>If there is no evidence to be found, the following will occur:</p> <table border="1"> <thead> <tr> <th data-bbox="377 422 843 458">Year 7 to 10</th><th data-bbox="843 422 1489 458">Years 11 and 12</th></tr> </thead> <tbody> <tr> <td data-bbox="377 458 843 1163"> <p>Students will be allowed one single lesson to provide a response. This will then be marked.</p> </td><td data-bbox="843 458 1489 1163"> <p>Units 1 and 2: Students will not receive a result for that piece. This may mean that they will not have evidence across all objectives therefore not eligible for a subject result. This will impact QCE eligibility.</p> <p>Units 3 and 4: Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. NR (not rated) will be entered into the QCAA Student Management system as the result for the student in the subject.</p> </td></tr> </tbody> </table>	Year 7 to 10	Years 11 and 12	<p>Students will be allowed one single lesson to provide a response. This will then be marked.</p>	<p>Units 1 and 2: Students will not receive a result for that piece. This may mean that they will not have evidence across all objectives therefore not eligible for a subject result. This will impact QCE eligibility.</p> <p>Units 3 and 4: Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. NR (not rated) will be entered into the QCAA Student Management system as the result for the student in the subject.</p>
Year 7 to 10	Years 11 and 12				
<p>Students will be allowed one single lesson to provide a response. This will then be marked.</p>	<p>Units 1 and 2: Students will not receive a result for that piece. This may mean that they will not have evidence across all objectives therefore not eligible for a subject result. This will impact QCE eligibility.</p> <p>Units 3 and 4: Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school a subject result cannot be allocated. In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. NR (not rated) will be entered into the QCAA Student Management system as the result for the student in the subject.</p>				
1.2.8 Internal quality assurance processes	<p>All assessment at Sunnybank State High School is subject to an Internal Quality Assurance process with assessment items for Units 3 and 4 in General Subjects also subject to the External Quality Assurance process of Endorsement conducted by the QCAA.</p> <p>All marks for items in Units 3 and 4 are provisional until the completion of the Confirmation Process conducted by the QCAA.</p>				

### 1.3 Academic integrity – Academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. The types of misconduct and examples listed in the table below are not exhaustive.

Type of misconduct	Examples
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> <li>▪ begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>▪ uses unauthorised equipment or materials</li> <li>▪ has any notation written on the body, clothing or any object brought into an assessment room</li> <li>▪ communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>
Collusion	When: <ul style="list-style-type: none"> <li>▪ more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>▪ a student assists another student to commit an act of academic misconduct</li> <li>▪ a student gives or receives a response to an assessment.</li> </ul>
Copying work	A student: <ul style="list-style-type: none"> <li>▪ deliberately or knowingly makes it possible for another student to copy responses</li> <li>▪ looks at another student's work during an examination</li> <li>▪ copies another student's work during an examination.</li> </ul>
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

For further information refer to section [8.1.2](#) of the QCE and QCIA policy and procedures handbook.

Procedures followed if a student is involved in a situation detailed above are found in sections [2.1.5](#), and [2.4](#).

## 2 Procedures

### 2.1 Procedures for examinations

Examinations of varying types may be held in class time in all year levels. For students in years 11 and 12, examinations may also be in examination blocks or require students to come out of their regular scheduled classes to attend. In such cases students are required to attend all applicable examinations during the Examination Block.

#### 2.1.1 Examination procedure

- All formal examinations will be actively supervised by school staff and/or external invigilators where required by the QCAA
- Examination conditions and instructions will be available on the task sheet
- Students must stay in an examination room for the entire allotted time unless otherwise specified
- Students are not permitted to leave an examination room for any reason unless supervised
- Toilet breaks during an examination are discouraged unless absolutely necessary. Where there is more than one supervisor in an examination room, supervisors may accompany a student to and from the toilet
- Students must wear full and correct uniform to an examination unless their subject teacher directs them to wear protective or other clothing as required by the conditions of the examination
- If a student asks for help of any kind with an examination, supervisors are to tell them to re-read the directions and question and keep working. Supervisors are not to give any other advice or assistance, and take no other action
- Students must leave all unnecessary equipment and belongings, such as bags, books and communication devices outside the examination room or where directed by the examination supervisor.

#### 2.1.2 Equipment

- Students are responsible for bringing all necessary equipment to the examination. Equipment required will be detailed on the examination instructions. Equipment will not be provided if students do not have their own in the examination room
- All forms of personal electronic equipment, except for approved calculators, are prohibited from being in a student's possession during an examination. This includes the wearing of Smart Watches, Fit bits etc.
- No books or papers will be brought into the examination room unless students are otherwise instructed
- Notes that are permitted according to the conditions of the examination will be checked by the examination supervisor. If the notes do not meet the established conditions, they will be confiscated
- Students who intend to use graphics calculators in any examination in any subject must declare those calculators at the start of the examination and allow examination supervisors to reset the graphics calculator
- Any student who, in an examination, attempts to use a graphics calculator which has not been declared and reset will have the graphics calculator confiscated for the duration of the examination.

### 2.1.3 Absence from examinations

- A student in Years 7-10 who is absent from an examination due to illness or injury must notify the subject teacher and/or Head of Department on or before the day of the examination and present a medical certificate to the subject teacher on the first day of her/his return to school to arrange the completion of that examination
- A student in Year 11 or 12 who is absent from an examination due to illness or exceptional circumstances must notify the relevant Teacher and Head of Department on the day of the examination or prior to the examination if it is an on-going medical condition. Students must present a medical certificate or other documentation along with an AARA application to the relevant Deputy Principal and Head of Department on their return to school and make arrangements with the relevant Head of Department to complete the examination. This is to be at the first possible opportunity
- The subject teacher and/or Head of Department will contact parents/carers on the day of the examination or as soon as is practical if no prior communication is made
- Students in Years 7 to 10 who still need to complete their examination after the set date will be required to:
  - Complete the examination during class time, or
  - Complete the examination through other arrangements, such as a separate, supervised room. This decision would involve discussion between the subject teacher and the Head of Department, and the relevant Deputy Principal where needed.
- Students in Years 11 and 12 who still need to complete their examination following the set date will be required to:
  - If during Examination Block, complete the examination with another supervised examination
  - If outside the Examination Block, complete the examination through other arrangements, such as a separate, supervised room. This decision would involve discussion between the subject teacher and the Head of Department, and the relevant Deputy Principal where needed
  - Examination conditions such as length, time, leaving the examination room and equipment are still to be adhered to during these examinations, unless special provisions apply, as explicitly granted by the relevant Head of Department /Deputy Principal.
- Practical subjects, such as Music and Drama, pose a greater challenge as they are limited by venues and equipment. Therefore, the examination is to be completed at the earliest possible time. This decision would involve discussion between the subject teacher and the Head of Department, and the relevant Deputy Principal for students in Years 11 and 12. The students will be required to:
  - Complete the examination during class time, or
  - Outside of class time, i.e. a lunch break or after school; or at a time where the set-up of equipment is possible
  - If during Examination Block, complete the examination at a time that can be accommodated by the teacher's resourcing constraints.
- Group examinations, such as drama performances, may also be more difficult to coordinate when a student is absent on the set date. Nonetheless, the examination must be completed at the earliest possible opportunity, within the constraints of time, space and resourcing that apply to the subject teacher and the other students. This decision would involve discussion between the subject teacher and the Head of Department, and the relevant Deputy Principal for students in Years 11 and 12. The students will be required to:
  - Complete the examination during class time, or
  - Outside of class time, i.e. a lunch break or after school; at a time where the student/s and subject teacher are available
  - If during Examination Block, complete the examination at a time that can be accommodated by the teacher, the teaching space, and the other students.

#### 2.1.4 Absence known in advance

- Students in Years 11 and 12 are not eligible for AARA if circumstances are within their or their family's control.
- Students in Years 7 to 10 should not ask to change examination schedules to accommodate family holiday arrangements. Where an absence from an examination is foreseeable, parents are to contact the relevant Deputy Principal and/or the Principal in writing (email is preferred) so that a fair and reasonable arrangement may be made concerning the student sitting the examination. Students must obtain and complete a special provisions application.
- Students in Years 7 to 10 who need to complete their examination following the set date will be required to:
  - Complete their examination on the first available time upon returning to school
  - Complete the examination during class time, or
  - Complete the examination through other arrangements, such as a separate, supervised room. This decision would involve discussion between the Subject Teacher/s and the relevant Head(s) of Department, and the relevant Deputy Principal where needed.
- Students in Years 11 and 12 who are eligible for AARA will be required to:
  - Complete the assessment at the approved time and date
  - Complete a comparable piece of assessment if necessary to ensure integrity of the piece is maintained.
- Students in Years 11 and 12 who are not eligible for AARA will be required to:
  - Complete the assessment piece prior to their absence
  - Complete a comparable piece of assessment if necessary to ensure integrity of the piece is maintained.

#### 2.1.5 Academic misconduct during an examination

Disruptions during an examination are not in alignment with the expectations of students at our school, Education Queensland policy and the QCAA Academic Integrity guidelines. Disruptions during an examination are monitored and evaluated by the Examination Supervisor. They may take the form of but not limited to the following:

- Drawing attention to yourself
- Making noise
- Making excessive movements
- Asking inappropriate questions.

If a student disrupts an examination, the following may occur:

- The student will be given one quiet, private reminder of the examination conditions and expected behaviour of students
- If a student disrupts a second time they will be removed to the Head of Department where practicable.
- The student's parents/carers will be called at this point
- The student may have forfeited their opportunity to sit the examination / complete work on their examination which would then be marked on the completed sections
- In exceptional circumstances, at the discretion of the Head of Department in conjunction with the relevant Deputy Principal, the student may be allowed to complete their examination either in the original examination room or in an alternative venue as decided by the relevant Deputy Principal.

Cheating is a serious breach of examination conditions. A teacher may deem that a student has cheated if they see the student talking, looking in the direction of another student or their work, passing notes, and/or using or possessing unapproved notes or communication device/s or communicating with another student in any manner.

Where a case of cheating is observed by an examination supervisor, the teacher is to remove the offending material or take note of or record the material which the student has copied from another student or from the plagiarised matter. The teacher will allow the student to complete the examination without the plagiarised material. If sections of the assessment have already been completed, the student, where possible, will be provided a clean copy of the assessment with the instruction to start where they had proceeded to in the original paper with the original paper being taken by the teacher.

At the conclusion of the examination the following procedure will be followed:

- The supervising teacher will report all details to the Head of Department
- The student will be given an opportunity to discuss the breach of examination conditions with the teacher and Head of Department
- The Head of Department will notify the relevant Deputy Principal
- Cheating will be determined by the relevant Deputy Principal in consultation with the relevant Head of Department
- The Head of Department will determine the extent of the plagiarised work, disregard it and assess only the work determined to be the student's original work
- A result will then be determined
- If the examination paper is wholly or substantially affected by the cheating, the examination piece may be considered incomplete or invalid. If the piece is considered incomplete or invalid in a senior subject, the student may risk not completing the syllabus objectives, and, under QCAA guidelines, cannot be awarded a result for that unit in that subject. This will mean no QCE point can be gained for that subject and may put the student's QCE in jeopardy
- Parents will be notified by the Head of Department or relevant Deputy Principal
- Consequences applied for the infringement of the Assessment policy and procedures.

## 2.2 Procedures assignments and practical tasks

Assignment work can take many forms whether written, oral, practical or multi-modal. The due date for assessment can be found on individual task sheets, as well as on assessment calendars.

### 2.2.1 Task details

For an extended piece of assessment, whether assignment, examination, or practical, each student will receive or be given access to a task sheet. This will detail:

- Task description
- Task conditions
- Instructions
- Authentication strategies
- Check points and drafting timeline
- Due date.

### 2.2.1.2 Drafts/check points

- All assignments will have draft or work-in-progress due dates
- Drafts should meet the assessment task criteria in full where possible
- Should teacher or peer feedback be a condition of an assessment piece, students may seek written feedback on only one draft per assessment piece that is submitted on time. It is a general expectation that students will demonstrate increasing independence as any given year or subject progresses. Draft feedback is not correction or marking of student work
- Evidence in these drafts/check points may be used as supporting evidence of authenticity, or as a final submission, should a final copy not be produced by the due date.

### 2.2.1.3 Practical tasks

A draft may not be possible in some subjects where the assessment is a performance or presentation. In such cases, instead of a draft the student will conference with the subject teacher to demonstrate the work completed; this conference will provide opportunity for subject teacher feedback in relation to the task criteria.

For spoken or multi-modal tasks a draft may take the form of an audio recording of a section of the presentation and/or a copy of the materials to be used in conjunction with the verbal presentation.

#### 2.2.1.4 Final copy

- By the due date the student must submit the final copy in hard copy (unless otherwise stated in the task conditions), in an acceptable condition, and with a copy of the criteria sheet attached, along with any other supporting material as specified by the task sheet
- There may be slight variations depending on the assessment item. In all cases students will be given clear and explicit directions on the task sheet regarding how assessment is to be submitted
- All written responses or sections of responses will be submitted via the methodology specified in the assessment item
- Students are to electronically store a ‘back up’ version of the submitted assessment item where possible
- Students who are ill, injured or absent on the due date, must notify the school of any assessment which is outstanding that day and follow the guidelines for special provisions/AARA applications
- Any student who will be/is absent on the due date must still submit their assessment item via the specified submission methodology or appropriate means by the specified time on the due date. If the item to be submitted is of a practical nature or is a physical artefact then that must be submitted as soon as practicable
- In cases when the assignment is not submitted/presented on the due date, a Medical Certificate along with a special provisions /AARA application will be required where appropriate
- If assessment is not received by the due date and special provisions/AARA may not be approved the subject teacher will either:
  - Mark a draft or check point as a final copy
  - Have a student complete the assessment during the first single lesson the student is present.

#### 2.2.2 Spoken or practical assessment

##### 2.2.2.1 Order of speakers

- The order of speakers will be determined by the teacher
- Students must be prepared to present on the day the task is due and/or a subsequent date allocated to a specific student by the subject teacher prior to the date due. An inability to present on the due date will be treated as a non-submission unless special provisions/AARA is applicable
- All students must submit their script/presentation via the specified submission methodology for their spoken task on or before the due date
- If students are not prepared to present their spoken task when required to do so they may be required to verbally answer questions about the task and be graded according to their response
- Teachers may take into consideration other written evidence gathered on or before the due date to make a judgment in cases where the student fails to present their response to the task.

##### 2.2.2.2 Special equipment

Any equipment required for the presentation must be organised well in advance. If teacher assistance is required in this regard, at least two school days’ notice must be given. If such assistance is not able to be provided, the student is responsible for proceeding with the presentation without these resources.

##### 2.2.2.3 Presenting with an audience

- Spoken tasks are presented in front of a common audience, i.e. the class, unless other conditions are specified by the task sheet
- If a student whose disability, impairment, medical condition or other circumstance may affect their ability to respond to the task using the conditions given, they need to apply for special provisions/AARA. The student must ensure that any such variation to conditions has been approved in advance and has consulted with their subject teacher around the varied conditions.

## 2.3 Procedures for submission of assessment

### 2.3.1 Extensions – Years 11 and 12

- Students in Years 11 and 12 are only eligible for an extension of time through a successful AARA application
- Students who have Long Term AARA applications are to negotiate due dates with their teacher, Head of Department and relevant Deputy Principal
- Students applying for Intermittent or Short Term AARA must apply before the due date except in the case of unforeseen circumstances. If illness is a contributing factor, a Medical Certificate is required for all students in Years 11 and 12. For further information as to the details required please refer to section [6.5.3 Supporting documentation](#) of the QCAA QCE & QCIA handbook
- The relevant Deputy Principal will notify the subject teacher and Head of Department of an approved extension of time
- Where the student does not submit by the approved extended due date, non-submission procedures will be followed. This will be communicated by the Head of Department to the parents/carers.

### 2.3.2 Extensions – Years 7 to 10

- Students in Years 7 – 10 are only eligible for an extension of time through a successful special provisions application.
- Students who have Long Term special provisions applications are to negotiate due dates with their subject teacher and Head of Department with the assistance of the HOSES Inclusion and/or Guidance Officer(s)
- Students applying for Intermittent or Short Term special provisions must apply before the due date except in the case of unforeseen circumstances. If illness is a contributing factor, a Medical Certificate is required
- The Head of Department will notify the subject teacher of an approved extension of time
- Where the student does not submit by the approved extended due date, non-submission procedures will be followed. This will be communicated by the subject teacher to the parents/carers.

## 2.3.3 Non-submission by the due date (all year levels)

### 2.3.3.1 Drafts

The following procedures apply where a draft has been specified and the student fails to hand in a draft by the due date:

- If draft check point is not met, the subject teacher will:
  - Give the student the first single lesson they are present to respond to the task and take a copy of this to keep on record as a tool for authenticating the final response, or, if a final copy is not produced on or before the due date, evidence to be marked
  - Contact the parents/guardian.
- Students will be required to submit a full draft within a negotiated timeframe as supporting evidence of authenticity and to be used as evidence if the final copy is not submitted on or before the due date. Drafts submitted after the due date will not receive feedback if that is a condition of the assessment.

### 2.3.3.2 Final copy, presentation or other

A final copy or other assessment task is considered to be complete only when all of the task conditions have been met. Should a student fail to submit an assessment task, of any type (if possible, written assessment should also be submitted through the methodology specified in the assessment item) on the due date, then it is deemed to be a ‘non-submission’.

If a student fails to submit their final copy, the subject teacher will:

- Check to see if special provisions/AARA has been applied and/or an extension granted
- If appropriate circumstances exist inform the student that they need to apply for special provisions/AARA and who to meet with to support them in this process. In the event of a non-submission, the following procedure will apply:
  - The subject teacher will contact parents via email or telephone; the Head of Department may be required to contact parents in unresolved situations
  - The subject teacher will apply the applicable criteria to draft or evidence gathered at checkpoints as specified in the assessment task
  - If no draft or checkpoint is available on or before the due date, a result will be determined based on the evidence available, such as class notes or journal
  - Where no evidence exists on or before the due date, the subject teacher will give the student the first single lesson the student is present after the due date to respond to the task; this will be marked against the task criteria and a grade awarded
  - Where students have not submitted the required assessment for a unit, they may have insufficient assessment to be awarded a result for that unit. This may impact the student’s QCE eligibility.

## 2.4 Procedures for plagiarised assignment work

All written assessment, drafts and final responses, will be submitted using the methodology specified in the assessment item.

Concerns about a student's suspected plagiarism will be discussed initially with the student. Where necessary, parents/guardians will be invited to meet with relevant school staff.

- If the authorship of a student's assessment task is questionable or plagiarism is otherwise suspected, the class teacher, after consultation with the Head of Department, may request that the student provides further evidence in support of their claim to authorship, through the submission of additional notes, plans or drafts.
- If it is determined that a student used work that was not their own and neglected to reference that work, the subject teacher will, through the use of SafeAssign or other means, notionally delete the plagiarised work from the piece of assessment and grade the task on the basis of student-authored work only. This will ensure the grade awarded is fair and equitable, not only for the student in question, but for all students.
- If it is determined that a student has used another student's work, the subject teacher will disregard the plagiarised matter and grade the rest of the work. Where the original authorship cannot be established, both students (the donor and the receiver) will have the common material disregarded in the teacher's grading of their work.
- The subject teacher will report the incident to the Head of Department, and in the case of severe incidents, the Head of Department will liaise with the relevant Deputy Principal.
- If the assignment work is wholly or substantially plagiarised, the piece may be considered incomplete or invalid. If the piece is considered incomplete or invalid and is designated a mandatory piece in a senior subject syllabus, the student may risk failing to complete the unit, and under QCAA guidelines cannot be awarded credit for that unit in that subject.
- The subject teacher will contact the student's parents/carers concerning serious plagiarism cases, and in severe instances an academic interview will be scheduled with the relevant Head of Department and/or relevant Deputy Principal.
- Academic consequences for the infringement of the assessment policy in relation to plagiarism will be determined by the subject teacher in consultation with the relevant Head of Department, in alignment with QCAA guidelines; and in severe cases with the relevant Deputy Principal.

## 2.5 Procedures for VET courses

VET qualifications at Sunnybank State High School are provided by the school and a number of external Registered Training Organisations (RTOs). Teachers deliver the qualifications in accordance with QCAA VET requirements or in alignment with the external RTO's policies and procedures.

All VET qualification teachers communicate to students their responsibilities with regards to the following:

- How to submit assessment,
- When to submit assessment, and
- Timelines to complete practical components.

The relevant Head of Department will follow up students in relation to:

- Completion of modules/components/clusters [Senior Schooling]
- Attendance at practical placements [Subject Area]
- Attendance and behaviour at practical placements [Subject Area].

Where an external RTO is delivering the qualification they are responsible for setting of timelines for assessment activities to be completed. However the Sunnybank State High School teachers who are working with these groups will monitor each student's compliance with these and communicate to the RTO and the relevant Head of Department if appropriate progress is not being made. Sunnybank State High School staff will liaise with the external RTO to manage the student's assessment workloads in relation to their other subjects.

### 2.5.1 Traineeships

Students attending traineeships have the same attendance expectations as if they were at school. They must notify the employer or supervisor and the school if they are late or absent on a traineeship day. Students missing school classes to complete traineeships must contact their classroom teachers every lesson they miss. This could be by conversation or email the day before the traineeship.

Each employer, supervisor and industry will have slightly different expectations. As a general guide, the following is applicable.

Students are expected to engage in the business and fulfil work and training requirements as per the specified timelines. If they are having difficulties, they are expected to take all possible steps to improve their performance. This includes but is not limited to discussing issues with the Industry Liaison Officer or directly with the immediate supervisor or employer. Students who continuously fail to adhere to the specified timelines may have their traineeship terminated.

Misconduct may be construed as any behaviour or action that is deemed inappropriate and can disrupt the learning and work of other students, employees, customers or others; interfere with business operations; inhibit or prevent staff members from carrying out their duties; endanger the health and safety of themselves, other employees, staff or customers; or criminal activity.

In undertaking an apprenticeship or traineeship, students are expected to:

- Work to the best of their abilities and make genuine attempts to progress successfully by meeting course requirements and deadlines and by maximising attendance and/or engaging with learning activities. Students must attend all rostered days (exceptions will be made for illness and important school activities e.g. exams, assessments). When a student is sick the student is to inform the school and supervisor or employer at the start of the day and then provide explanation for their absence in accordance with the expectations of the employer which may include the provision of a medical certificate. The student is to let the employer know at least one week in advance if they are required to attend important school dates such as excursions or examinations
- Arrive on time and only leave once a departure time is nominated by the apprenticeship or traineeship supervisor or employer

- Behave in a manner that does not impair the reasonable freedom of other persons to pursue their work and participate in activities. Poor behaviour may result in the student's Apprenticeship or Traineeship being terminated. This may also affect future opportunities of gaining an Apprenticeship or Traineeship while at school
- Comply with all assessment and competency instructions, submission and collection requirements as outlined by the employer, supervisor or trainer
- Liaise with the Industry Liaison Officer, the employer or supervisor, if due to personal illness or other extenuating circumstances if they need to be absent for a period of time
- Dress in a manner that is neat, clean, and safe at all times, and in a manner that is expected in the workplace; this includes uniforms, footwear and grooming. If the student does not comply with the dress code they may be sent home from the workplace
- The use of mobile phones, sound and photographic equipment and other electronic devices is only to occur when students are explicitly instructed or advised they may do so by their supervisor or employer
- Comply with the Sunnybank State High School Responsible Behaviour Plan for Students.

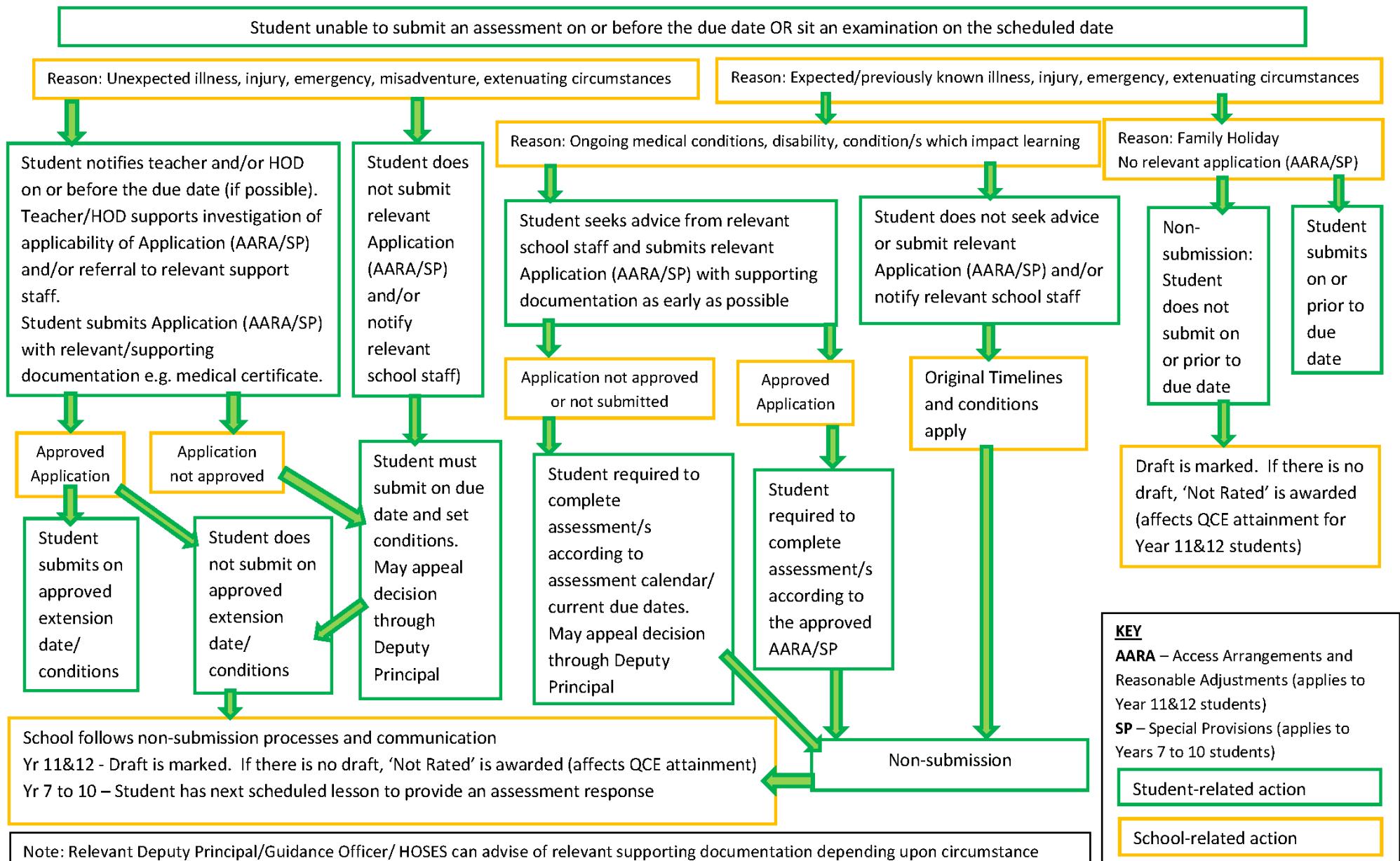
## 2.6 Procedures for leave from school

Students are expected to attend school from the first day of school to the last day of school each term. Parents/guardians/carers seeking leave from school for their student for sporting, cultural or family commitments must make a request in writing to the relevant Deputy Principal and/or Principal.

For students in Years 11 and 12, QCAA does not allow AARA, specifically, adjustments to assessment dates to accommodate events within the student or family's control.

- Students who are absent for reasons other than those covered by special provisions/AARA must abide by all due dates. Assessment other than examinations must be handed in prior to a known student absence
- Students with approved absences must negotiate with the relevant Deputy Principal and the Head of Department to complete the examination upon their return to the school
- Students in Years 11 and 12 must provide evidence on or before the due date for all assessment unless they have a successful AARA application
- Teachers are not required to prepare work for students who will be absent from school due to family vacations or similar
- It is the responsibility of the student to ensure that he/she speaks with teachers regarding how best to complete work missed, prior to her/his departure, where possible
- Years 11 and 12 students who miss assessment may not receive credit for the unit in the subject for which assessment was missed.

## Appendix 1 – Student actions flowchart



### KEY

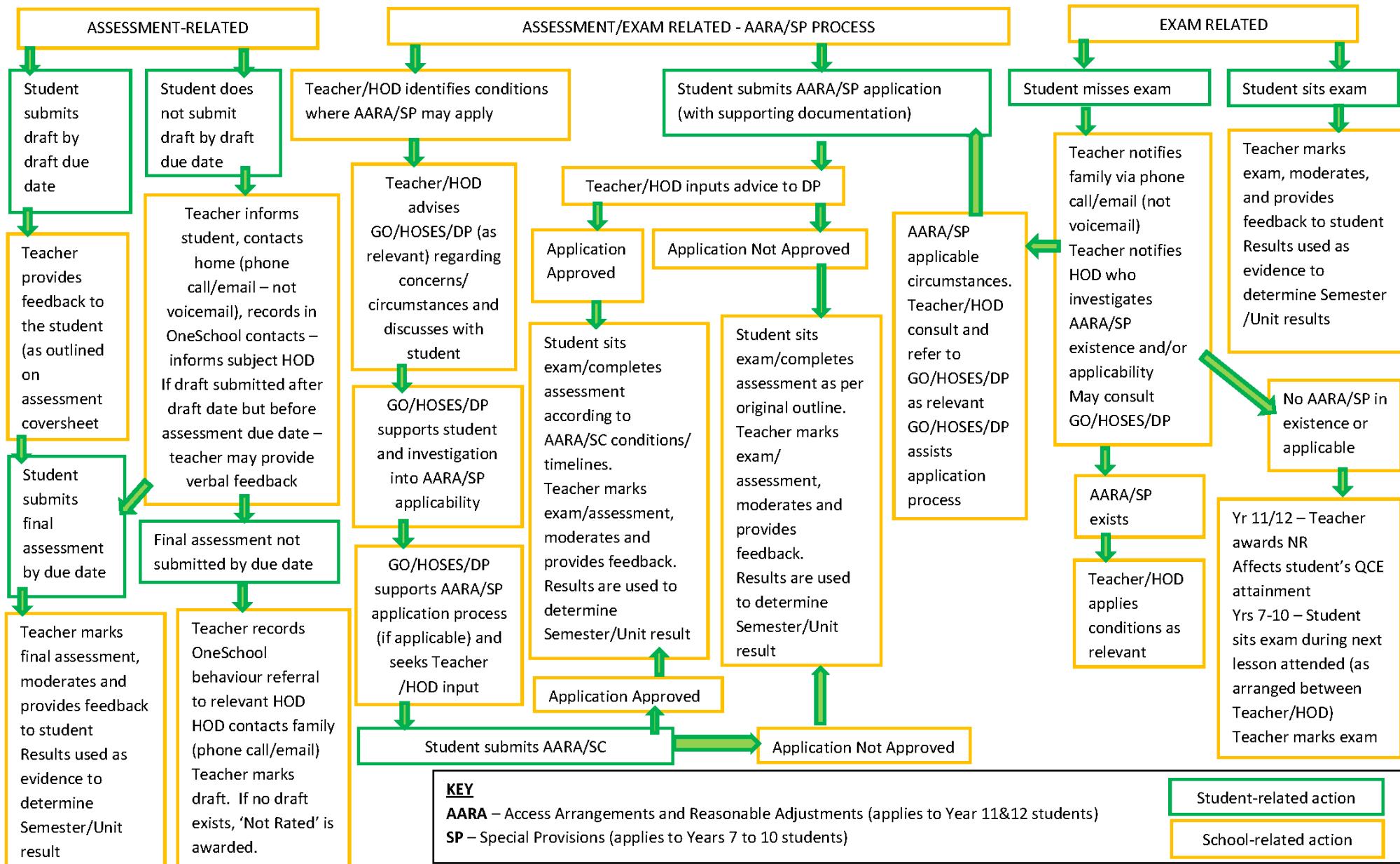
**AARA** – Access Arrangements and Reasonable Adjustments (applies to Year 11&12 students)

**SP** – Special Provisions (applies to Years 7 to 10 students)

**Student-related action**

**School-related action**

## Appendix 2 – Staff actions flowchart





## Access Arrangements and Reasonable Adjustments Application Form

### Instructions for AARA Applications:

- To be considered, this application must be submitted at a minimum on or before the due date.
  - Please refer to the Sunnybank SHS's Assessment Policy prior to submission of the application.
  - Granting of AARA is at the discretion of the Principal/ Principal's delegate and approved only:
    - ✓ When the student successfully meets eligibility criteria;
- AND
- ✓ The student's circumstance provides a barrier for eligible students to demonstrate their knowledge and skills in their assessment.

**Date of application:** Click or tap to enter a date.

**Student's Name:** Click or tap here to enter text.

**Roll Class:** Click or tap here to enter text.

**Subject:** Click or tap here to enter text.

**Teacher:** Click or tap here to enter text.

**Assessment Type:** Click or tap here to enter text.

**Due date:** Click or tap to enter a date.

**Adjustment/arrangement being applied for:** Choose an item.

**Eligibility criteria** (select from the conditions and categories below):

Time-frame of condition	Category
<input type="checkbox"/> temporary <input type="checkbox"/> intermittent <input type="checkbox"/> permanent	<input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Social/emotional <input type="checkbox"/> Illness/medical/injury <input type="checkbox"/> Bereavement <input type="checkbox"/> Misadventure/extenuating circumstances <input type="checkbox"/> Other

**Student statement explaining reason for application:** Click or tap here to enter text.

**Parent/Carer statement explaining reason for application:** Click or tap here to enter text.

**Supporting evidence (please attach to application):** Choose an item.

### Parent/Carer Acknowledgement

I have discussed the grounds for this application with my child and I support the request for additional support for my student. I acknowledge that this is a request only and is subject to approval from the Deputy Principal in line with Sunnybank SHS and Queensland Curriculum and Assessment Authority procedures.

Parent/Carer Signature: \_\_\_\_\_

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

Student Signature: \_\_\_\_\_

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

## Application Submission

- Applications can be submitted in person and delivered to the front office at Sunnybank SHS.
- Applications can be submitted electronically to the relevant year level Deputy Principal through [AARA-SP@sunnybankshs.eq.edu.au](mailto:AARA-SP@sunnybankshs.eq.edu.au).

### This section to be completed by the Head of Department

I am satisfied that this application meets the requirements as determined in Sunnybank SHS's Assessment policy and QCAA AARA guidelines.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have consulted with the classroom teacher.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I support this application.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Comments:</b> Click or tap here to enter text.		

HOD Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### This section to be completed by the Deputy Principal

I am satisfied that this application meets the requirements as determined in Sunnybank SHS's Assessment policy and QCAA AARA guidelines.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
The following staff members have been consulted: Click or tap here to enter text.		
This application is approved.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Comments:</b> Click or tap here to enter text.		

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date entered on OneSchool (Profile/Contact-other): \_\_\_\_\_  
Date entered on Student Management (if unit three or four): \_\_\_\_\_



## Special Provisions Application Form

### Instructions for Special Provisions Applications:

- To be considered, this application should be submitted at a minimum on or before the due date.
- You may refer to Sunnybank SHS's Assessment Policy for further information.
- Applications may be submitted to the Classroom Teacher, Head of Department or electronically through [AARA-SP@sunnybankshs.eq.edu.au](mailto:AARA-SP@sunnybankshs.eq.edu.au).

**Date of application:** Click or tap to enter a date.

**Student's Name:** Click or tap here to enter text.

**Roll Class:** Click or tap here to enter text.

**Subject:** Click or tap here to enter text.

**Teacher:** Click or tap here to enter text.

**Assessment Type:** Click or tap here to enter text.

**Due date:** Click or tap to enter a date.

**Adjustment/arrangement being applied for:** Choose an item.

**Student statement explaining reason for application (attach any supporting information e.g. Medical Certificate, Parent Note):** Click or tap here to enter text.

Student Signature: \_\_\_\_\_

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

### This section to be completed by the Head of Department

I am satisfied that this application meets the requirements as determined in Sunnybank SHS's Assessment policy.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have consulted with the classroom teacher.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have consulted with other relevant staff: Click or tap here to enter text.		
I approve this application.		Yes <input type="checkbox"/> No <input type="checkbox"/>

**Comments:**

Click or tap here to enter text.

HOD Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<input type="checkbox"/> Copy to Student	<input type="checkbox"/> Copy to Teacher	<input type="checkbox"/> Copy to Student File
<input type="checkbox"/> Entered on OneSchool (Profile/Contact-other)		