OAKEY STATE HIGH SCHOOL

Senior School
Learning & Assessment Policy

Years 11 & 12

Version 4.3 (Updated: 16/01/2024)

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1 Introduction

Oakey State High School has a focus on ***learning*** as a priority based on a strong belief that all students can learn. Each individual has qualities, interests, and character to be developed. The school provides learning experiences in all aspects of life where young people will experience learning that is rigorous, future-focused, and transferable.

There is a commitment to personal ***excellence*** and an expectation that each student strives to do their best and consistently works hard. We believe in setting high standards and providing quality support to help young people reach those standards and experience success.

This is underpinned by school mission, priorities, and values:

1.1 Mission and Values

Purpose Statement: Own it, Believe it, Achieve it!

Oakey State High School is committed to providing respectful and inclusive relationships amongst our school community to ensure excellence, participation, personality, and safety are evident every day. Our students own their learning, believe in their abilities, and strive to achieve their goals.

Statement of Beliefs and Values:

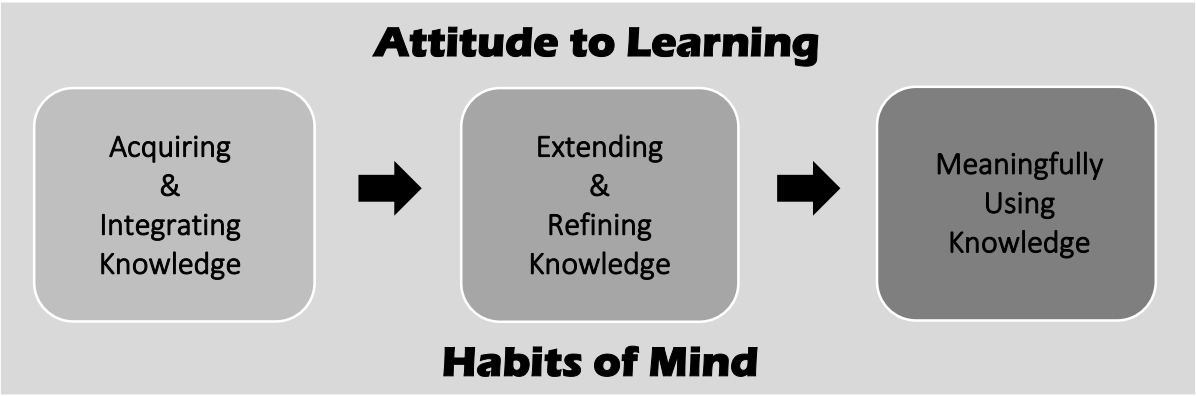
The school believes that the student is the focus of the educational process, and that efforts of the total school community should be directed to success for students, their learning outcomes and future pathways .

Our school values guide our decision making, are central to our conversations about how we see our community operating, and the policies and practices we follow.

They are:

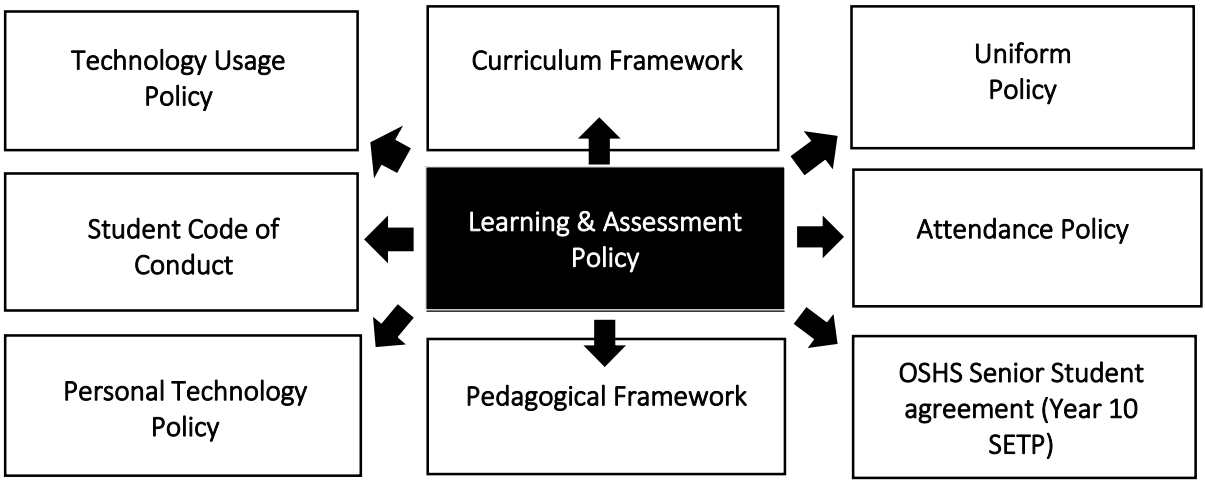
- **Respect**: Respect for self and others, regardless of difference or diversity.
- **Excellence**: Setting goals and working towards achieving our best.
- **Participation**: Actively engaging in learning and living.
- **Personality**: Being somebody who can be relied on.
- **Safety**: Thinking and behaving safely for self and others.

The provision of a Learning framework that provides a solid basis for the acquisition and integration; extension and refinement; and meaningful use of knowledge in a supportive student-centred learning environment is vital.



The core element of the framework highlights the sequence of learning—from the first experience of knowledge through to being able to meaningfully use this knowledge. These three dimensions provide a deliberate framework about the stages of learning.

This policy focuses clearly on student learning outcomes and has powerful overtones of accountability and quality assurance. For students and parents, it establishes an expectation and a standard of work that reinforces their responsibility and accountability in the learning process. It is central to all the other policies that we use and must be considered that way. The context could be shown diagrammatically as:



2 Rationale

The focus on learning is reinforced by the requirement that students ***must complete all of the work*** in a course of study if they are to receive credit for that work and be awarded a level of achievement. In order to achieve this, students who have not completed work will be identified and support instigated to allow the opportunity for satisfactory completion of their learning. Where the student does not take up this support to be successful, consequences will apply in line with this policy and other relevant policies (e.g. Student Code of Conduct).

3 Goals

- To ensure that students achieve planned learning outcomes by completing all work in courses of work they undertake.
- To identify students who are at risk of not achieving (e.g. attaining their QCE).
- To put in place strategies that will allow students to catch up on incomplete learning.
- To accept the school's accountability for student learning outcomes.
- To develop a supportive school environment based on continuous improvement in the quality of learning outcomes.
- To ensure that students understand the responsibilities they have with regard to learning.
- To maintain the flexibility to modify learning to suit individuals within the scope of QCAA rules and requirements (e.g. syllabus specifications, QCE & QCIA Handbook, etc.).
- To ensure timely and consistent information is provided to parents with regard to withdrawal of credit, eligibility for graduation, promotion to the next year level and unit, and cancellation of enrolment.

4 General Responsibilities

- **Teachers** – To monitor student work. Provide encouragement and support for the student to complete their work. Follow up in all cases. Communicate with parents/carers when students are not on track to be successful.
- **DPs/HODs** – Ensure that the policy is clearly explained to parents and students. Notify student and parent/s when a problem arises. Put in place appropriate procedures. Ensure that a program of work and assessment plans are provided each semester (teachers also have responsibility here).
- **Students** – To do all class work and submit assessment drafts/checkpoints and final items according to assessment task. Catch up on incomplete work. Develop a sense of responsibility for work.
- **Parents/Carers –** To monitor and support their students in all classwork and meeting assessment dates, including checkpoint and drafting dates. Advise the school, where possible, in advance of any issues or

concerns that may impact on their student's ability to complete the required coursework and/or assessment. This includes acquiring the required supporting documentation for their student to seek extensions of time and/or requests for reasonable adjustments to occur to the conditions of assessment. Parent/carers also need be aware that matters of their own choosing, e.g. family events/holidays during school curriculum time, are NOT accepted as reasons for extensions of time/reasonable adjustments for assessment according to QCAA policy (as reinforced by this policy).

5 Procedures

The following procedures are based upon the Queensland Curriculum & Assessment Authority's (QCAA) *QCE and QCIA Policy and Procedures Handbook*.

When there is a disparity between school policy and QCAA policy in relation to learning and assessment, the policy of the QCAA will be prioritised unless QCAA deems the matter a "school-based decision".

The school community can access a copy of the most current handbook on the QCAA website https://www.qcaa.qld.edu.au.

5.1 Completion of Learning and Assessment & Attendance

For a student to receive credit for a course of study, the requirements of that course of study must have been completed. For this condition to be satisfied, a student must have:

- Satisfactory attendance
- Completion of the course of learning

The ***course of learning*** is defined as ***all*** classwork, homework, fieldwork, and practical work as well as completion of all assessment. All work must be completed to an **acceptable standard**, i.e., a genuine effort in line with the set criteria.

- Student attendance will be monitored as one method of checking for the completion of work. When students are absent **for any reason (including illness, excursions etc.)**, the work missed must be completed. Teachers are to make available any class work and resources available to students for lessons missed by the student. However, the onus is on the student to ensure this work is accessed and to arrange with the teacher for any follow-up conversations.
- Students with an attendance rate of **less than 90%,** and do not have satisfactory explanation for this, may be at risk of having their subject enrolment or school enrolment cancelled as per the procedures of the Department of Education.
- Low rates of attendance will not be accepted as suitable explanation for extensions of time or for adjustments to assessment unless the reasons for the absences meet the requirements for AARA considerations ("Assessment" – section 5.3).
- To be eligible for QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, whilst also meeting literacy and numeracy requirements.
- Teachers will monitor student learning systematically. This will be supported by faculty and year level systems operated by HODs.
- When classwork is not completed, the teacher is to take steps to have the work completed by the student. A reasonable time should be given. In general, this will be up to 2-3 days. This may involve multiple steps and may include detention, given by the teacher. Teachers and students are responsible for taking reasonable steps to have set work completed.
- If the pre-assessment work is not completed within set times, the teacher is to liaise with the Curriculum HOD who will provide support/intervention at a level to be determined by the HOD. Parents/carers will be notified.
- If, after the appropriate steps have been taken, the work is still not complete, the HOD will liaise with administration. A review of student work undertaken will occur and parents notified.

5.1.1 Subject Changes & Change Junctures

The process for changing subjects in Years 11 and 12 must start with the HOD Senior Schooling as follows:

1. Student identifies a want or need to change subjects. A parent/carer, teacher, or HOD/DP/Principal can also identify a potential need for a subject change.

2. Student makes an appointment and meets with the HOD SS to request a change. The conversation involves discussion around subject progress (including the point within the unit/pair of units a change is requested), QCE risk, and ATAR eligibility. A subject change request form is pre-filled by only the HOD SS with the student.
3. Student takes the form to relevant teachers and HODs to sign. This is a process to ensure all are aware of the impending change and to communicate requirements such as a need to complete unit assessment before a change can occur. Teachers/HODs cannot refuse to sign the form—if there are concerns, teachers/HODs can contact HOD SS to discuss these concerns. Parent/Guardian consent is also sought by HOD SS. The HOD SS will ultimately make the final decision.
4. Student returns form to HOD SS who then provides to the Year Level DP for action on OneSchool.
5. The YL DP will action a new Timetable and provide the form to the officer responsible for Student Management who will then make changes to subject enrolments in consultation with HOD SS.

The following junctures apply for subject changes:

Subject Changes Timelines				
	Unit 1	Unit 2	Unit 3	Unit 4
ATAR Eligible	Within first 2 weeks U1 (General to General, General to Applied, Applied to Applied)	Within first 2 weeks U2 (General to Applied, Applied to Applied | avoid General to General)	No changes unless General to Applied (ATAR to non-ATAR) within first week U3 (**NOTE**: Units 3&4 must be studied as a pair)	No changes
ATAR Ineligible	Within first 2 weeks U1 (Cannot change to General subject)	Within first 2 weeks U2 (Cannot change to General subject)	Dependant on QCE risk within first week U3 (**NOTE**: Units 3&4 must be studied as a pair)	Dependant on QCE risk and completion of assessment for current units (e.g. tutorial line)

Subject change form can be found at G:\Coredata\Curriculum\Senior Schooling\5. SETP, Subject Selection, Subject Changes\2. Subject Changes\1. Subject Change Form. This form should only be given out by the HOD SS.

These junctures exist to comply with the QCAA *QCE and QCIA Policy and Procedures Handbook* Section 8.2.1 (Engaging in learning and assessment), Section 11.1.1 Units 1 and 2, and Section 11.1.2 Units 3 and 4. Students cannot be awarded a grade for an assessment item if they do not satisfactorily complete the assessment item (i.e. they do not produce a response at least to an 'E' standard [Applied subjects/Short Courses] or a '0' [General subjects] which requires the standard to be met across all criteria/dimensions). Where a student does not meet the minimum standard, they will be awarded an 'NR' result.

If a student is awarded an 'NR' result for one or more assessment tasks, they will receive an 'NR' for the unit (Unit 1 and Unit 2) or pair of units (Units 3&4). This has implications for subject results, QCE attainment, and ATAR eligibility.

5.2 Assessment

- Assessment plans will be provided by Week 3 of each semester.
- Students are required to plan out their assessment schedule plan and discuss any potential issues with teachers.

5.2.1 Definition of a Draft (QCAA Handbook, Section 8.2.5)

A draft is a preliminary version of a student's response to an assessment task. It can be used to provide feedback on a response as well as to authenticate student work. The types of draft that a student submits may vary depending on the syllabus and the type of assessment technique being utilised.

At Oakey SHS, the draft is defined as a piece of work that meets the completion requirements of the final submission. That is, where a student is required to complete a particular volume (breadth & depth) of work for the final submission, this same volume must be met in the draft. **It is not sufficient for a student to submit an incomplete draft where there are section/s incomplete.** It is the responsibility of the subject teacher to determine whether the submitted draft meets the requirements of the task.

Note: Whilst the draft must be complete, that does not necessarily mean it must be at the set standard (i.e. passing).

For example, if a task (as defined on the task sheet) is an essay requiring 5 paragraphs, the draft must have all five paragraphs. If a scientific report requires seven sections (e.g. rationale, processing of data, etc.), each section must be complete. If a task is practical in nature, each practical component must be addressed in the

draft. Again, it is at the subject teacher's discretion what constitutes the completeness of the draft based on the final submission requirements outlined on the task sheet.

Note specific to **practical subjects** (e.g. Sport & Recreation): It is crucial that subject teachers clearly define what constitutes a draft and then articulates this to all students (generally via the task sheet). Teachers gather draft evidence of performance so that an assessment result can be awarded in the case that the student does not present at the lesson where the final performance is scheduled to take place. If the subject teacher has not gathered draft performance evidence, a result of Not-rated (NR) must be awarded which is not a good outcome for the student when draft evidence should be collected.

5.2.1.1 Draft Copies – Requirements

- Due date(s) for a draft copy will be clearly outlined on all assessment task sheets.
- Draft copy due dates are mandatory.
- Parents/carers will be notified by the class teacher should their student not submit a draft copy or if the draft copy has not been genuinely attempted. (See Section 5.2.3. and 5.2.4. for specific details.)
- Drafts need to reflect the requirements of the assessment task.
- Drafts need to match the required work/time limit for the assessment task.
- Must be the student's own work.
- **Years 11 & 12** may submit only **one** (1) draft copy for teacher feedback (Section 8.2.5), but verbal feedback can be sought from the classroom teacher more than once in line with the QCE and QCIA Handbook (QCAA) and syllabus requirements.

5.2.2 Consistency of Practice with Draft Feedback (QCAA Handbook, Section 8.2.5; 8.3)

Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work. Feedback should encourage a student to reflect on strategies they might use to help refine their assessment task response. Draft feedback may indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument. Effective feedback should encourage self-reflection and allow students to actively monitor and evaluate their own learning. Feedback may be given in a variety of ways depending on the situation and syllabus requirements. Feedback may be written, verbal, via questioning techniques with the student, and/or advice to the whole class.

The expectation for teachers around drafting is listed below to ensure consistency of practice. The teacher must always consult the relevant QCAA syllabus document to ensure they are correctly providing feedback for the specific subject (e.g. Mathematics subjects only provide whole class feedback).

- Teachers **must NOT** provide students with a draft mark. Accordingly, students should not be told whether they have "passed" or "failed" a draft.
- Feedback must not compromise the authenticity of the student's work.
- Teachers must not introduce new ideas, language, or research to improve the quality of student responses.
- Teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing. However, teachers will provide no specific feedback on literacy issues such as spelling, grammar, punctuation, etc. when outside the scope of the specific syllabus. **It is not the role of the teacher to rewrite student work.**
- Teachers are **NOT** required to edit or correct all errors in a draft copy. Students must be clear that the responsibility of the quality of the final submission is theirs.
- All feedback must only address the task against ISMG/syllabus standards for improvements. Teachers thus ensure they refer to the specific syllabus to ensure feedback is in line with requirements.
- Suggestions for draft feedback may include (QCE & QCIA Handbook Section 8.2.5):
    - Consider other aspects of the text, report, performance or activity.
    - Develop the response to show more awareness of the intended audience or purpose.
    - Rearrange the sequence and structure of the response to prioritise the most important points.
    - Investigate further to expand the response.
    - Synthesise the response by editing or removing excess information.
    - Adhere to the required response length by: editing and refining the response, checking for relevance or repetition, etc.

- Adhere more closely to the referencing style required by the task.

5.2.3 Due Date & Submission

All assessment tasks are to be submitted by the due date. This includes draft copies. Meeting due dates:

- encourages consistency and management;
- allows teachers to monitor authenticity of student work;
- affords every student the same chance of completing the task; and
- allows teachers sufficient time to examine the work and offer constructive feedback.

Unless the assessment task is an 'in-class' task (which requires submission/ completion of work in the actual lesson), assessment will be considered to have been submitted on time if received by the teacher before midnight of the stipulated due date (i.e. 11:59 pm). Practical-based subjects will have submission requirements listed on the task sheet.

It is each subject teacher's responsibility to ensure that students are on-track to complete their assessment draft and final submissions on time. Teachers will **define checkpoints which will be clearly articulated to students** to help guide the student through the task. Putting in place clearly defined steps and checks is the most effective way to ensure draft and final submissions are complete at the set standard. Teachers will utilise the QCAA effective pedagogical strategies for assessment and checking for understanding strategies to underpin assessment management.

For example, each lesson/week, the teacher (generally via task sheet) might define a section that must be completed and emailed/submitted online to track student progress. Teachers would then contact home if a checkpoint is missed (phone call required for missed draft date), issue a detention to catch up on the work, etc. to support the student to meet the draft and final submission deadlines.

Submission of digital documents should be checked for authenticity of student work via a plagiarism checker.

5.2.4 Late Submission and Extensions (QCAA Handbook, Section 8 & Section 11)

Students are expected to engage in all aspects of learning in a subject or course of study including all assessment.

Applications for extension must go through the HOD SS. The process as outlined on the form in *Appendix 4 – Student Request for Assessment Extension Form* must be followed.

In circumstances where the provisions of AARA do not apply, the following applies:

- **When a student does not submit a final response** to an assessment item on, or before, the due date set by the school, a result should be awarded using evidence available on, or before, the due date as applicable (i.e. draft work previously submitted). QCAA has mandated this response – see QCE & QCIA Handbook Section 8.2.7. In the case of **practical assessment** (e.g. performance tasks), as noted in Section 5.3.1., performance draft evidence is to be collected by the subject teacher and then used to make a final judgement.
- **Where a student has not submitted a draft (as defined in Section 5.2.1.), or met checkpoints,** where an extension has not been granted, a medical certificate has not been provided or illness and misadventure has not occurred (AARA), the teacher will follow their normal behaviour management strategies in line with the school's behaviour management policies (e.g. Student Code of Conduct; PBL) in the first instance. The following will apply:
  1. Process for the Teacher:
     - Following the missed submission deadline (i.e. 11:59 pm the previous night), the teacher issues, as a **minimum**, **at least one (1) detention with the class teacher** to complete the task. The teacher will inform the student that they will have until 11:59 pm the following day to submit a suitable draft (as defined in Section 5.2.1.). If this falls on the weekend, the student must email the assessment draft to the subject teacher the following night, regardless of whether this is a school day or not. If the draft is due by midnight Friday or over a weekend (not recommended), teachers will follow processes outlined above and the new draft date will be by Tuesday midnight, allowing for time for process to run. The purpose of this process is not punitive, but rather supportive to ensure every student submits a completed draft to ensure they can be awarded a mark/grade at the end of the assessment.

- The teacher of the subject will contact via a phone call (NOT email or voicemail; only if repeated attempts to phone are unsuccessful, all logged on One-School as records of contact, then an email is suitable) the parent/carer of the student to inform them of the process for incomplete assessment. The teacher will enter this behaviour as a "**Refusal to participate – Minor** on One-School (OS) behaviour record and will refer the OS entry to 1) the Curriculum HOD, 2) the Year Level Deputy Principal, 3) Year Level HoSS, and 4) the HOD Senior Schooling.
- If the draft is completed by the new deadline, this is the **end of the process.**

2. Next Step Process for the Curriculum HOD responsible for the subject area:
   - If the student does not attend the detention set by the classroom teacher or does not submit a suitable draft by the extended deadline (both requirements must be met), then the Teacher refers to the Curriculum HOD as **Refusal to participate -Major** and Curriculum HOD will follow up with the student to ensure they understand the consequences and support in place to ensure a completed draft is produced. This behaviour is a contravention of the Senior Student Agreement signed by the student during the SET Planning process in Year 10 and is filed in their student file.
   - Phone home and explain the next steps for the parent/carer
   - The Curriculum HOD will issue an after-school detention the following day (or following week if Friday/weekend submission) for the student to attend to complete a suitable draft. 24 hours of notice is required for parent/carer. Record **Action on One-School**
   - If the draft is completed by the new deadline, this is the **end of the process**.
   - if a suitable draft is not submitted by the deadline and the after-school detention is not attended (both requirements must be met), then the student will be referred to the Year Level Deputy Principal via a One-School contact as **Defiance- Major** and the below process applies.
3. Process for Year Level Deputy Principal:
   - The Year Level Deputy Principal discusses ongoing disobedience with the Principal and, if it is the student first and only offence across Years 11 & 12, the Year Level Deputy Principal will issue an appropriate consequence, which could include detentions (i.e. during or after school).
   - If this is the student's second or subsequent offence across Years 11 & 12, then the Year Level Deputy Principal will liaise with the Principal and the Principal may* (in the vast majority of cases) make the decision that a suspension is the appropriate course of action given the ongoing disobedience displayed by the student (this process is no longer about the draft, but has become an issue of not following direct instructions by school staff). Following an external suspension, it is the expectation that the student returns to school with a complete draft.
     *As with all suspension processes, the Student Code of Conduct requirements will be adhered to (i.e. special considerations will be heard by the Principal when making their decision).

- If a student is eligible for AARA and an extension of time is granted by the HOD SS, Deputy Principal or Principal, this becomes the new date for the student.
- **Computer or printer or any other hardware failure is not an acceptable reason for an extension to be granted**. Students should always ensure that assessment material is backed up regularly. In the event of printer failure, students may bring the assessment task to school on a USB device and request it to be printed or emailed to their teacher at the school. Should a student state that assessment material has been emailed to a teacher and the teacher has not received it, the student must be able to produce evidence of the attempt to send it to the teacher. It is a requirement for students to utilise their school webmail for online submission of assessment as the school will then be able to 'track' any attempt by the student to email their teacher(s). When assessment is being emailed, it is good practice to have saved the material so that it can be produced if requested.
- It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.
- For senior Applied subjects, an 'E' cannot be awarded when there is no evidence for that standard.
- For senior General and General (Extension) subjects, a mark of zero cannot be awarded if there is no evidence.
- **In all of these cases where a student does not submit work meeting the minimum requirements to be awarded a mark/grade, the only result that can be awarded is 'Not-Rated' (NR).**

5.2.4.1 Flowchart for Management of Submission of Assessment

Teacher sets assessment and clearly defines checkpoints, draft date, and final submission date. Dates match One-School & SS schedule.

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If **student** misses checkpoint deadline, **teacher** suggested to make contact home and issue support/consequence Details recorded on One-School as CONTACT .

↓

If **student** misses draft deadline (11:59 pm on due date), the **teacher**:

- Issues detention day after missed draft & extends deadline to 11:59 pm the following day
- Enters One-School behaviour "***Refusal to participate- minor***"& refers to: 1) Curriculum HOD, 2) HOD SS, 3) HoSS, and 4) YL DP
- Phones home to explain course of action from here (i.e. detention, new due date, next step is referral to Curriculum HOD if still incomplete or does not attend the detention)

If **student** attends detention and draft is submitted by new deadline (both conditions must be met), **process ends** here.

↓

If **student** misses new draft deadline or does not attend detention, **teacher** enters One-School behaviour as "***Refusal to participate - Major***" and refers to 1) Curriculum HOD, 2) HOD SS, 3) HoSS, and 4) YL DP.

The **Curriculum HOD** then:

- Issues after school detention day after missed extended draft & extends deadline to 11:59 pm the following day
- Phones home to explain course of action from here (i.e. detention, new due date, next step is referral to YL DP if still incomplete or does not attend the detention)

If **student** attends detention and draft is submitted by new deadline (both conditions must be met), **process ends** here.

↓

If **student** misses new draft deadline or does not attend after school detention, **Curriculum HOD** enters One-School behaviour as "***Defiance- Major***" and refers to 1) HOD SS, 2) HoSS, and 3) YL DP. The **YL DP** then:

- Discusses ongoing disobedience with the **Principal** and, if it is the student first and only offence across Years 11 & 12, the **YL DP** will issue an appropriate consequence, which could include detentions (i.e. during or after school)
- If this is the student's second or subsequent offence across Years 11 & 12, then the **YL DP** will discuss ongoing disobedience with the **Principal** who may* make the decision that a suspension is the appropriate course of action given the ongoing disobedience displayed by the student
- Phones home to explain course of action from here (i.e. external suspension with the expectation that the student returns to school with a complete draft)

*The vast majority of situations will result in suspension, not withstanding special/exigent circumstances.

5.2.4.2 *Process for Missed Examinations (Internal Assessment)*

Where a student is not present for an exam, the following principles apply:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation e.g. summons/subpoena to appear in court or close family members' death/funeral.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- See QCAA QCE & QCIA Handbook Section 6.5.1 Illness and Misadventure – internal assessment

Where a student is not present for an exam, the following process must be followed:

1. A student who is ill and unable to attend school for internal assessment due to illness or misadventure **should inform the principal's delegate or assessment supervisor as soon as practical**. This may be before, during, or immediately after (on the day of the assessment) the assessment session.
2. Where the absence is **not medical in nature**, the student is required to **present documentation to support their absence**. E.g. written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, policy officer, solicitor, or funeral director.
    - In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma, or serious intervening event, and must not have a close personal relationship with, or be related to, the student.
3. Where the absence is due to a **medical condition**, the student must present to the Head of Department Senior Schooling a completed copy of the ***QCAA Confidential Medical Report (Access Arrangements and Reasonable Adjustments [AARA])*** **as soon as possible** (by the day of return of the student to school at the latest – preferably sooner). This report must be completed by a Doctor and the report must indicate how the student's illness has affected their ability to complete their assessment (i.e. the report must be completed). A standard medical certificate does not suffice if it does not cover the level of detail as the QCAA document.
4. Where it is deemed the illness has prevented the student completing the exam, the student will be provided a **comparable assessment at the earliest possible time** (e.g. the day of their return).
5. Where there is not sufficient supporting evidence, the student will be awarded a result of 'NR' for the piece of assessment.

5.2.5 Awarding Subject Results (QCAA Handbook, Section 11.1)

- Students are expected to **complete all course and assessment requirements**.
- There must be evidence of a response to **each assessment item** for a student to achieve a subject result. Evidence must be sufficient to satisfy at least the lowest performance level (i.e. a student must produce work that at least matches the requirement for a '0' or 'E') or an 'NR' must be awarded.
- Where there is no evidence of a response to each assessment item, on or before the due date as set by the school (unless AARA provisions have been granted), a subject result cannot be allocated for the unit (i.e. Unit 1 or Unit 2) or pairs of units (i.e. Units 3 & 4 pair). **Should there be no evidence available due to non-submission by due date (unless AARA provisions have been granted), a student will receive a formal subject grade of 'Not-Rated' (NR).**
- No student can be granted exemption or extension for assessment under the following examples:
    1. unexplained absence
    2. family holiday
    3. representative sports
    4. misreading assessment tasks or calendars
    5. technology breakdown
    6. teacher absence
    7. any other condition as set by QCAA

All senior assessment items must be completed to the syllabus standards to be eligible for QCE credit.

5.2.6 Consequences

- **QCE credit loss:** Students must complete all required coursework to be able to be rated for a subject for that semester/Unit. In Year 11, incomplete coursework can result in the awarding of an exit level

of “Not Rated” for that particular curriculum Unit. The number of Units completed satisfactorily is recorded on the Queensland Certificate of Education, which is issued by the Queensland Curriculum & Assessment Authority.

- **Years 11 & 12 (& Year 10 where applicable):** Incomplete coursework may affect QCE eligibility and may also impact exit level results since all work is considered in its determination.
- **Units 3 & 4:** This may also affect a student’s ATAR eligibility/result (where applicable).

- **Progression:** Students in Years 11 & 12 may not proceed with a subject where there is incomplete work, depending on the circumstance.
  - Given that English and Mathematics are compulsory requirements of the Queensland Certificate of Education, Year 10 work in these subjects must be completed before enrolling in Year 11.
  - Cancellation of enrolment may be a consideration in Years 11 and 12 under certain circumstances as per the policies of the Department of Education.
  - The options of changing subjects may be considered at appropriate junctures in a student’s course of study. A student may be required to complete assessment in a subject before a change will be considered.
  - Once a student commences Unit 3, no further subject change can occur for the remainder of their senior schooling unless QCE is at risk and the student is changing to an applied subject or VET course where they will be able to complete the required assessment items.

5.2.7 Managing the response length of a task (QCAA Handbook, Section 8.2.6)

- All assessment tasks will clearly indicate the required length of a response as a word length, duration of time, or page/slide count as per the respective syllabus document.
- Teachers will inform students as part of the draft feedback process (this is the best approach to prevent response length issues at final submission and is a teacher responsibility during drafting process) if the draft response is longer or shorter than the required length.
- Students **MUST** be meeting the task length requirements. Work that occurs after the required response length has been met will **NOT** be considered when determining a final result for an assessment task. This is to ensure that students are skilled in meeting word requirements—external confirmers and external assessment markers will be ensuring that a student’s assessment work has received the appropriate result in accordance to the designated marking guidelines. Part of these guidelines includes the adherence to the response length of the task.
  - Teachers **MUST** clearly annotate on the student’s response where they have stopped reading/ viewing/ listening for the Confirmation process.
- Elements of a student’s work that are included or excluded from the word length or page count of a written response can be seen in **Appendix 1**.
- **Years 11 & 12** – Non-adherence to the response length **has the potential to impact on results utilised for QCE eligibility across Units 1-4 and on results utilised for ATAR calculations in Units 3&4.**

5.2.8 Marking Internal Assessment (examinations) guidelines

QCAA dictates marking guidelines for the External Assessment (EA) examinations. However, QCAA suggests schools include marking guidelines in their school-based policy for Internal Assessment (IA). Accordingly, at Oakey SHS the following applies which is in-line with the QCAA EA requirements:

- When a student crosses out working or an answer, this cannot be marked regardless of whether the response is correct or not.
- If a student provides multiple responses to a question, where there is no evidence that part of the response has been crossed out, only the first response is marked.

5.2.9 Academic integrity in assessment (QCAA Handbook, Section 8.1)

Accurate judgements of student achievement can only be made on genuine student responses, i.e., a student’s own work. This applies to all subjects, including VET courses.

5.2.9.1 Academic Integrity—general expectations

- All students will demonstrate academic integrity in all aspects of their learning and assessment.
- Students will acknowledge work that is not of their own doing.

- Students will utilise the **APA Reference** system with assessment tasks.
- Students must complete the QCAA online Academic Integrity course within first term of enrolling in Year 11 or as a new student.

5.2.9.2 Academic Integrity—strategies for establishing student authorship

- Students will receive sufficient class time for students to complete the assessment task and for teachers to monitor the development of their responses to the assessment task.
- Teachers can collect evidence during the development of responses to ensure the authorship of final student responses. These can include (but not restricted to):
    - In-class checkpoint dates: monitor, collect or observe progressive samples of each student's work at various stages, etc.
    - Interview or consult with each student at various checkpoints to ensure responses are based on the students own work, etc.
    - Submission of draft copies of work at the required time.

5.2.9.3 Academic Integrity—establishing authorship of final responses

To help establish student authorship of final responses, teachers may (but not restricted to):

- Directly compare the responses of students who have worked together;
- Utilisation of plagiarism – detection software
- Interview a sample of students after their responses have been submitted to determine their understanding of, and familiarity with, their responses; and/or
- Cross-marking between classes

5.2.9.4 Academic Integrity—responsibilities for establishing authorship

Everyone has a responsibility in helping ensure genuine student authorship of submitted work.

- Teachers by taking reasonable steps to ensure checkpoints and drafts are undertaken.
- Parents/carers ensuring that tutors, family members, or others that are assisting students follow the guidelines for drafting and providing feedback.
- Students, most importantly, by:
    - completing responses in class time and meeting checkpoints and draft dates to ensure teachers can observe the development of their work;
    - signing a declaration of authenticity when submitting their assessment response;
    - submitting the assessment response via plagiarism–detection software; and/or
    - participating in interviews during and after the development of the final response.

5.2.9.5 Academic Integrity—inability to establish authorship

To make judgements about student achievement, schools must have sufficient evidence of the student's own knowledge and skills within the assessment response. Work that has been submitted and is deemed not to be the student's own work constitutes what is known as **'academic misconduct'** and can take many forms.

Appendix 2 outlines the most common forms of academic misconduct that tends to occur.
Responses that are not the student's own genuine work <u>CANNOT</u> be used to make a judgement.

When authorship of student work cannot be established, or a response is not entirely a student's own work, the school will:

- Provide the student with an opportunity to demonstrate that the submitted response is their own work;
- Make a judgement about the student's knowledge and skills using the parts of the response that can be identified as the student's own work. In these instances, judgements about student achievement will be made using the available student work and the relevant syllabus standards.
- Where a draft is not submitted, or there is submission of an insufficient draft, a final result of 'NR' may be awarded if it is not possible to establish the authenticity of the student response.
- Where a student is found to have engaged in cheating (e.g. use of unauthorised notes or technological devices in the case of supervised assessment – see Appendix 2), only the section/s of student work that can be determined as the student's authentic work will be used to make a judgement. The student will then be referred to the relevant behaviour management process as per the school's Student Code of Conduct for a behaviour consequence.

- **Where it is deemed that a student has submitted and plagiarised the 'complete' assessment response (either in full, or complete sections solely addressing a criteria/dimension, a result of "NR" (Not Rated) will be entered.**
    - This can have a serious impact on the overall result for that particular subject and also the potential for QCE/ATAR eligibility.

5.3 Access Arrangements and Reasonable Adjustments (AARA)

Access Arrangements and Reasonable Adjustments (AARA) are designed to assist students whose disability, medical condition, or other circumstance act as a barrier to their performance in assessment.

These barriers fall into three broad categories – permanent, temporary, or intermittent. QCAA uses the same categories as NCCD and the Disability Discrimination Act for the application of AARA:

- cognitive
- physical
- sensory
- social / emotional

The application of AARA to student assessment is based on the functional impact of the condition or circumstance. A student with a disability may require AARA for one piece of assessment, but not necessarily for the next. Each situation must be assessed on its own merit.

AARA is complex and, as such, this policy will defer to the detailed information surrounding AARA in Section 6 of the *QCE and QCIA Policy and Procedures Handbook*. The information in this section will always be privileged about what is written in this policy.

QCAA Website: https://www.qcaa.qld.edu.au/senior/assessment/aara
OSHS G-drive: G:\Coredata\Curriculum\Senior Schooling\3. AARA

5.3.1 AARA – Decision Making

AARA is not an automatic 'given' and certain documentation must be provided before it can be approved as per the *QCE and QCIA Policy and Procedures Handbook*. **The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.** For illness and misadventure, the illness or event is **unforeseen and beyond the student's control**.

Detailed information surrounding AARA can be found in Section 6 of the *QCE and QCIA Policy and Procedures Handbook*.

AARA at Oakey SHS will be managed by three people:

- HOSES – students with disabilities (verified and non-verified) and ongoing medical conditions
- Guidance Officer – students with mental health conditions and/or other social/emotional conditions
- HOD Senior Schooling – students affected by illness or misadventure

5.3.2 Oakey SHS Process for Applying for AARA

See **Appendix 3** for application form.

This process applies to each individual piece of assessment, and does not act as a general application for the subject. There are specific timelines for Principal-reported and QCAA-approved AARA – see the QCIA/QCE Handbook for details.

1. Teacher discussion with relevant Case Manager (see above) and Curriculum HOD
2. Case Manager to contact parent / carer to discuss eligibility and negotiate AARA – contact is to be entered onto OneSchool and referred to the Curriculum HOD and HOD Senior Schooling
3. Teacher / Case Manager to discuss AARA with student and provide QCAA Information Sheets (if relevant)
4. Application is made / recorded:
    - Year 11: Teacher records negotiated AARA on the relevant school form

Teacher scans form and uploads it into the Support Provisions tab in OneSchool
Teacher attaches form to the relevant piece of assessment
Teacher arranges to apply the AARA during the assessment

- Year 12: Case Manager collects required evidence
Case Manager completes relevant QCAA forms and/or school form (for Principal-reported AARA) and uploads them via the QCAA Portal
Case Manager scans forms and uploads them to Support Provisions tab in One School
Case Manager informs student, parents and Teacher of outcome of QCAA decisions
Teacher arranges to apply the AARA during the assessment

5.3.3 AARA – Supporting documentation

The *QCE and QCIA Policy and Procedures Handbook* prescribes required documentation across all categories of AARA and should be consulted when considering AARA.

In accordance with the *QCE and QCIA Policy and Procedures Handbook*, the school can request supporting documentation from the student to support an AARA application for illness or misadventure. Failure to comply with any such request can result in the application being declined.

Computer or printer or any other hardware failure is not an acceptable reason for an extension to be granted.

5.4 Extra-Curricular Activities and Year 12 Graduation/Formal

- **ALL students** must be satisfying the expectations of the **Learning & Assessment Policy** and the school's **Student Code of Conduct** to be eligible to participate in school representative activities, to be eligible for nomination by the school to participate in wider representative activities, or to participate in school-based extra-curricular activities.
- **Year 12 Students** must be satisfying all **Learning & Assessment Policy** requirements to be eligible to participate in the school formal and their graduation ceremony. In addition to the requirements of the **Learning and Assessment Policy**, students must also be demonstrating compliance with the school's **Student Code of Conduct**. This includes the submission of ALL assessment tasks.

6 Appendix 1 – Guidelines about the length of an assessment response

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word length	Page count
Inclusions	• all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • raw or processed data in tables, figures and diagrams • bibliography • reference list • appendices* • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography • reference list • appendices*
* Appendices should contain only supplementary material that will not be directly used as evidence when marking the response.		

7 Appendix 2 – Types of academic misconduct and examples

Type of misconduct	Examples
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
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.

8 Appendix 3 – AARA Application Form

APPLICATION ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

Student Name: _____

Eligibility Category: Cognitive / Physical / Sensory / Social &/or Emotional
Permanent / Temporary / Intermittent

Verified: Yes / No ID / ASD / SLI / PI / VI / HI

Subject:
Unit:
Task:

CATEGORY	ADJUSTMENTS	
Cognitive	❒ assistive technology _____ ❒ extra time (5 minutes / half hour) ❒ reformatting text ❒ reader ❒ scribe ❒ different room	❒ change to mode of assessment ❒ teacher aide verbal support ❒ use of computer ❒ individual instructions
Physical	❒ assistive technology: _____ ❒ breaks (5 minutes / half hour) ❒ scribe ❒ different room ❒ physical aid	❒ change to mode of assessment _____ ❒ assist with manipulation of equipment ❒ adjustment to seating (desk, chair etc.) ❒ use of computer
Sensory	❒ assistive technology _____ ❒ provide additional space to written text ❒ enlarge ❒ provide written instructions ❒ reader ❒ scribe ❒ use of computer	❒ different room ❒ change to mode of assessment _____ ❒ electronic format ❒ black & white materials ❒ Braille ❒ amplification system ❒ magnification
Social / Emotional	❒ breaks (5 minutes / half hour) ❒ extra time (5 minutes / half hour) ❒ assistive technology _____ ❒ reformatting text ❒ reader ❒ scribe	❒ different room ❒ change to mode of assessment _____ ❒ teacher aide verbal support ❒ use of computer ❒ individual instructions
Other	❒ scheduling ❒ comparable assessment ❒ extension ❒ bite-sized food	❒ drink ❒ diabetes management ❒ medication ❒ alternative venue (off site)
Notes		
Teacher Signature		HOD Signature

9 Appendix 4 – Student Request for Assessment Extension Form

Form Location: G:\Coredata\Curriculum\Senior Schooling\2. Assessment\1. Request for Extension

Student Request for Assessment Extension Form

This form must only be issued to a student by the HOD Senior Schooling & VET.

Section 1	To be completed by HOD SS & VET and student provides to class teacher a minimum of two (2) days before the due date of assessment task.

Student Name: _____

Subject: _____

Teacher: _____

Assessment No.: _____

Due Date: _____

Extension Date: _____

Student Reason/s: _____

(Student to attach relevant QCAA template with supporting evidence / medical certificate/s)) _____

_____

Section 2	To be completed by class teacher. Student then takes to Curriculum HOD.

Recommendation: ☐ Extension Recommended ☐ Extension NOT Recommended

Comment: _____

(Make comment on student progress to date e.g. draft evidence) _____

_____

Teacher Signature: _____

Date: _____

Section 3	To be completed by Curriculum HOD. Student then returns to HOD SS & VET.

Recommendation: ☐ Extension Recommended ☐ Extension NOT Recommended

Comment: _____

_____

_____

Curriculum HOD Signature: _____

Date: _____

Final Decision – HOD Senior Schooling & VET				
Decision:	☐ Extension Granted		☐ Extension Denied	
HOD SS & VET Signature:				
Date:				
Decision Communicated:	☐ Student	☐ Parent/Carer	☐ Curriculum HOD	☐ Teacher

Note: Scan this form and other supporting documentation and add to student profile on OneSchool (Support tab > Student Plan > Support Provisions)

10 Appendix 5 – Version History

Version	Update/s
3.0	• Added numbers to section headings. • Removed +/- 10 % from section 6.3.7. • Added *as applicable* to section 6.3.2. • Changed title: Senior School Learning, Assessment, & **Reporting** Policy. Removed 7-10. • Modified assessment submission guidelines & consequences. (Sections 6.3.1. & 6.3.2.) • Removed dates from section 6.5. • Added reporting guidelines – Section 6.3.5. • Definition of "Draft" defined in Section 6.3.1. – COMPLETED draft (all sections completed as per the task – not necessarily a 'C') • Section 6.1 changed attendance % from 85 to 90%. • Added section 6.3.2 Consistency of Practice with Draft Feedback to define requirements of the drafting process.
3.1	• Minor spelling and grammatical corrections

4.0	• **Deletion of sections has significantly altered section numbers**
	• Section 1, 2, 3, 4, & 5 – minor changes
	• Combined Sections 4, 6.1, & 6.2 and renamed COMPLETION OF LEARNING AND ASSESSMENT & ATTENDANCE
	• Edit to section 6.3.1. – added note specific to practical subjects
	• Edit to section 6.3.2. – added link back to syllabuses
	• 6.3.3. – reference to QCAA assessment strategies added.
	• Edit to section 6.3.4.
	  ○ Evidence to be gathered from draft work – student classwork not sufficient evidence given the challenge of authenticating student work.
	  ○ Inclusion of HoSS referral to keep HoSS in the loop.
	  ○ Amendments to the process for incomplete assessment.
	  ○ Addition of flow chart – Section 6.3.4.1.
	• Removed Section 6.3.6. as this is now in the OSHS Reporting Policy. See this policy for details. Subsequent sections now renumbered as a result.
	• Moved Section 6.3.8. (drafting) to Section 6.3.1. (also drafting). Made minor amendments. Subsequent section number references have changed as a result.
	• Removed Sections 6.4.1, 6.4.2, 6.4.5, 6.4.6 – OSHS policy now defers to detailed information surrounding AARA in Section 6 of the *QCE and QCIA Policy and Procedures Handbook* to ensure fullest and latest (correct) information available.
	• Deleted Appendix 4 and 5 – version control. Both relate to Section 6 of the *QCE and QCIA Policy and Procedures Handbook.*
	• Updated Appendix 4 and corresponding form for extension (change process)
	• Added links throughout document to *QCE and QCIA policy and procedures handbook v2.0*
	• Added section 5.2.4.2 Process for Missed Examinations (Internal Assessment)
	• Changed location of technological issues section
	• Added section about marking IA guidelines (5.2.8 now)

4.1	Edits post teaching staff feedback • Sect 5.2.3 now includes information about submission through SafeAssign & change from phone call to contact for missed checkpoint (phone call still required for missed draft) • Publish to parents, carers, students, and staff.
4.2	Edits due to One-School changes and staffing duties • Remove all reference to HOD SS & VET to read HOD SS • Remove date from *QCE and QCIA Policy and Procedures Handbook* • Change Section 5.2.3 – remove reference to Sage Assign • Section 5.2.4 – for One-School compliance – "Refusal to participate in program of instruction" replaced with "Academic Misconduct – minor or major" in first instances and "Defiance – major" in third instance.
4.3	Edit due to One-School changes

	• Section 5.24 – Return to “Refusal to participate – minor and major” – first two instances