

# Learning Assessment & Reporting Policy

School Procedures that Support High Quality Learning and Teaching



## Kenmore State High School

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## Our Curriculum

Our curriculum is designed to enable our students to pursue various pathways upon their successful completion of school.

Junior Secondary students complete studies in a wide range of subjects drawn from the core learning areas in Years 7 and 8, with increasing opportunity for specialisation in Years 9 and 10 and beyond. There is a focus on developing core skills in literacy and numeracy, supported by school wide practices that help students make connections between their studies in different subjects. Social, emotional and physical wellbeing is enhanced through our Essentials Care and Wellbeing program, sport and leadership opportunities.

In our senior school, the curriculum is tailored for individual student pathways. The majority of our curriculum program is comprised of subjects authorised and monitored by the Queensland Curriculum and Assessment Authority (QCAA) and these are termed Authority Subjects and General Subjects. These subjects, when studied in sufficient quantity and depth, contribute towards the calculation of an Overall Position (OP) or Australian Tertiary Achievement Rank (ATAR). The school also offers a number of Authority-registered and Applied subjects that are developed from Subject Area Syllabuses (SAS) and when successfully completed contribute four credits towards the Queensland Certificate of Education (QCE). Vocational Education and Training (VET) subjects are offered in specific disciplines for students choosing vocational pathways. These subjects are delivered in accordance with national guidelines and monitored externally for quality assurance, and are available to students through our Access program as well as the general learning program. For a small number of students, the Queensland Curriculum and Assessment Authority (QCAA) offer a Queensland Certificate of Individual Achievement (QCIA) where students are working towards individual goals in core curriculum areas.

All subjects have a prescribed foundation content and assessment plan as detailed in approved planning documents. Each subject is comprised of a number of units of learning. These units are studied for a number of weeks, increasing in depth and complexity across time. A unit plan clearly indicates the topics to be covered across a term/semester/year in each subject. All units contain assessment that enables students to demonstrate their depth of knowledge and understanding.

## Work Completion

It is a requirement that students complete all prescribed coursework in every subject. While this is an obvious requirement to allow all students to achieve at full potential, it also enables 'credit' for work and levels of achievement to be awarded. All prescribed coursework must be completed to a satisfactory standard and assessment responses must be deemed a genuine response to the set criteria for the task.

Coursework includes classwork and classroom activities, homework and review, excursions and practical work – including work experience/placement - as well as all prescribed assessment tasks (exams and assignments).

Teachers will monitor students' progress and work during lessons to ensure students maximise learning opportunities. Teachers take appropriate action to ensure that students complete all coursework. This action may include: completion of classwork at home, in addition to homework; supervised completion of classwork or detention to enable work to be completed.

We operate a "No surprises" policy. Working in partnership with parents, teachers will make contact for repeated issues regarding completion of coursework. Teachers will endeavour to make contact with parents in sufficient time for the parent to support their student to successfully meet course requirements. Whilst the responsibility ultimately rests with the student to complete their work, we recognize the important role of the teacher and parents in proactively assisting students to meet that responsibility within given timeframes.

Students enrolled in VET subjects will participate in "continuous assessment", where students will have multiple opportunities within the duration of the course to be deemed competent in a particular task or skill. In order to ensure that students complete all modules within the given timeframe for the course, teachers may ask students to complete 'catch up' sessions during exam blocks, and other identified learning opportunities throughout the school year, to facilitate the completion of prescribed tasks.

Under legislation, students must complete all prescribed units of competency to receive a full VET certificate. Some certificate courses also require the completion of industry work placement. Placement requirements may include completion of a set number of hours (e.g., min. 120 hours for Certificate III in Early Childhood Education and Care), or completion of work 'shifts' with work placement providers (e.g., 12 shifts for Certificate II in Hospitality practices). Students in these courses must complete both written/theory modules as well as practical placement requirements to achieve competency in their chosen certificate.



## Assessment

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

Our assessment programs are designed with a number of key principles in mind:

- A range of assessment types are used and reflect, where possible, a range of learning experiences.
- Clear information and sufficient scaffolding are provided to ensure optimal student results while maintaining the integrity of the assessment item.
- Assessment is graded based on pre-determined standards/criteria.
- It is the quality of the student work that is the determinant of the student's result.
- Assessment matches the plan in the approved work program.

The assessment policy is intended to:

- Inform students, parents and teachers of the key principles around assessment and assessment requirements at Kenmore State High School.
- Ensure consistency of practice in the application of assessment conditions and treatment of assessment issues.

## What is Assessment?

Assessment is the purposeful and systematic collection of information about students' achievements. It is:

### Either

- formative (the use of day-to-day, often informal, assessments to explore pupils' understanding)

or

- summative which evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

### And in the senior school either

- Internal (designed and administered at the school site.)

or

- External (designed by QCAA and administered at the school site)

## Purposes of Assessment

Assessment information has multiple uses, including:

### Feedback to teachers, such as:

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

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

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

## Assessment Types in the Senior School

Internal Assessment	External Assessment
<p>Internal Assessment can include:</p> <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Extended responses</li> <li>• Investigations</li> <li>• Performances</li> <li>• Practical demonstrations</li> <li>• Products</li> <li>• Projects</li> <li>• Collection of work (Applied subjects only)</li> </ul> <p>Internal assessment is developed and administered for General and Applied subjects and Short Courses. In Year 11, this is Formative Internal Assessment (F.I.A.) and in Year 12 (2020) the first three assessment items are Summative Internal Assessment.</p> <p><u>Submission of Assignments (Extended Responses, Investigations, Products, Projects, Collections of Work):</u></p> <p>These assessment types must be submitted <b>during the lesson of the applicable subject</b> on the due date. If the applicable subject is not scheduled on the due date, they must be submitted to the appropriate Head of Department or to the office by 3pm of that same day.</p> <p>If submitted late (without prior AARA being granted) the assessment will be assessed and graded for feedback purposes only.</p>	<p>External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. Applied subjects do not include external assessment.</p> <p><u>External Assessment is:</u></p> <ul style="list-style-type: none"> <li>• an examination held at the end of the course of study.</li> <li>• common to all schools</li> <li>• administered by schools under the same conditions at the same time and on the same day</li> <li>• marked by the QCAA according to a commonly applied marking scheme.</li> </ul> <p>The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus.</p> <p>External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.</p>



## Assessment Techniques

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

## Principles of Engagement

Students have an obligation to complete and submit all mandatory assessment items to meet course requirements and maintain eligibility for semester credit for any semester unit for each subject being studied.

Summative assessment results will be recorded on the student's assessment profile in each subject and semester studied leading to overall levels of achievement being awarded.

A student who does not meet mandatory requirements and does not meet the substantial requirements of the course as per the **Education (General Provisions) Act 2006, (QLD)**, may be removed from the subject. This loss of credit for a unit of work may impact on the QCE credits of a student in the senior school and may have further impact on the eligibility of a student for an ATAR.

Failure to submit assessment may be considered to be part of a student refusal to participate in the learning grounds and form grounds for the cancellation of a student's enrolment as per the **Education (General Provisions) Act 2006, (QLD)**

## Assessment Schedules

At the beginning of each semester students will have access to their assessment schedules. In addition, students can also access the same schedule via their OneSchool account. Senior Students studying General have their QCAA external examination timetable distributed to them mid-year.

Exams may be held during class time, in scheduled exam blocks or during an extended half-day session on Monday afternoons.

The school administration provides exam block schedules, staff and room allocations for exam blocks to all staff, students and families in consultation with Heads of Department.

Monday exam sessions are conducted and coordinated by Heads of Department in consultation with Deputy Principal for Exam Timetable for rooms and staff cover and supervisions.

## Assessment Loads

Heads of Department coordinate collaboratively with each other and with Heads of Year in each year level to ensure that all students have reasonable and manageable assessment loads. The assessment expectations increase from junior to senior school in line with students' ability to manage their time.

As a guideline, Heads of Department and Heads of Year will seek to achieve the assessment targets below:

- No more than 2 assessments are to be due on any one day in Year 7 and 8, and no more than 3 assessments due in one week.
- No more than 3 assessments are to be due on any one day in Year 9 and 10, and no more than 4 assessments due in one week.

In situations where assessment exceeds these guidelines, Heads of Department and Heads of Year have taken into account that:

- some assessment is cumulative, ongoing work in class where the majority of the task has been completed in the lead-up weeks before the due date.
- Some assessment items may be part of a larger assessment item that has been divided into smaller tasks.
- Some assessment items are of a nature whereby students require little or no preparation or practice time outside of class time

## **Assessment Responsibilities**

### **Teachers**

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

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

### **Heads of Year**

Heads of Year (HOYs) are responsible for ensuring that assessment loads are reasonable and manageable for their cohort. HOYs advocate for and intervene when groups or individuals in their cohort face unreasonable assessment loads.

### **Heads of Department**

Heads of Department are accountable for quality assuring assessment items of Units 1 and 2 using both the QCAA's attributes of quality assessment.

In years 11 and 12 Heads of Department and the QCAA are responsible for quality assessment items; ensuring all assessment is valid, clear and meets the QCAA directives for assessment and submission of student rests.

Heads of Department are responsible for all assessment dates and conditions, including any amendments to individual, class or cohort due dates.

Changes to whole class or cohort assessment dates may only be requested by the Head of Department through consultation with the relevant HOY and year level DP. Consideration will be given to the impact of any new assessment dates on the overall assessment load and expectations on students during this consultation.

### **Students**

- All students are responsible for submitting both draft and assessment items on or before the due date.
- All students are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged.

- All students must show academic integrity.
- Authentication of student work is mandatory.
- All procedures surrounding the completion of assessment must be followed.

### Parents/Guardians

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Apply to the relevant Head of Year for any request for extensions to assessment or exam dates and provide documentary evidence where necessary.

### Examinations

An examination (or test) is the assessment of a student’s knowledge or proficiency in a particular subject or skill. Examinations will take place at a set date/time and require students to complete a number of written tasks or activities within a set amount of time.

Students will be notified of each examination for each of their subjects by their classroom teacher. Students should avoid appointments that clash with examination dates.

For students in Years 11 & 12, a formally constructed examination timetable will be used at the end of some terms. This timetable will be delivered to students with enough time for students to make preparations for their exams. All other examinations for each year level will be held during normal lessons.

All staff involved in senior exams must abide by the practices and procedures of the endorsed **Kenmore SHS Examination Guide** located in the policy and procedures file on SharePoint.

### Responsibilities (all exam types):

#### Administration must:

- Manage room changes, staff cover and supervisions and exam schedules in consultation with Heads of Department

#### Heads of Department must:

- Ensure assessment adheres to the qualities of good assessment.
- Ensure that all assessment tasks have a clear and explicit marking guide.
- Communicate to school staff, students and parents/caregivers: date and time of test/conditions/rules/approved equipment list

#### Teachers must:

- Be on time for examination administration.
- Actively supervise during examinations.
- Mark an attendance roll for each examination session.
- Ensure all examination conditions as outlined on the assessment guidelines are adhered to.
- Notify the principal’s delegate of any issues arising from the examination session as soon as possible.
- Notify parents/cares, and Heads of Department as soon as possible if a student has not attended an examination session.

**Students must:**

- Attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams at the end of term/semester.
- Be on time for all examination sessions.
- Adhere to all examination conditions relating to examination materials, perusal and all stated assessment conditions outlined on the examination task.
- If a student arrives late for an external assessment, they must report to the assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment. No extra time to complete the external assessment is granted if a student arrives late.

### Students absent from Exam due to illness

- Students absent from an exam must notify the relevant Curriculum Head of Department as soon as practical.
- On return to the school the student is responsible for reporting to the relevant Curriculum Head of Department to make alternate arrangements.  
It is a QCAA requirement for students in Years 11 & 12 that all absences from assessment for medical reasons be supported by documentation through an AARA application. A medical certificate must be produced on the student's return to school following an illness which causes an absence for a scheduled test / exam.
- The original medical certificate must be handed in to the main office.
- For students in Years 7-10, a parent note detailing the reason for absence must be submitted to the classroom teacher upon the student's return to school.
- If a student becomes ill during an examination, they must notify the Lead Supervisor. This may be before, during or immediately after the exam session.
- If a student knows in advance that they will be absent for a scheduled test they must communicate this clearly to their classroom teacher before the due date. If approved the student will be allowed to complete a comparable assessment piece as negotiated with the teacher in consultation with the relevant Curriculum Head of Department.

### Students absent from Exam without Justification

In the event of a student being absent for an exam without a justifiable and documented reason (illness or misadventure advisement) the school will have cause to treat this as an instance whereby a student has refused to participate in the program of instruction, and may be grounds for a cancellation of enrolment. The student will receive an NR (not rated) and may not be eligible for credit for the semester or unit of study.

## Year 12 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed for General subjects is summative. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

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

### Year 12 – Rules for External Assessment

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students.

## Responsibilities - External Assessment in Year 12 from 2020

### External Assessment Supervisor (Deputy Senior Schooling)

- Adhere to and manage external assessment processes outlined in this handbook and the *External assessment – directions for administration*
- Communicate to school staff, students and parents/carers the
  - *External assessment timetable*
  - *External assessment student rules*
  - approved equipment list
- Allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.
- Manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

### Teachers

- Comply with and supervise external assessment according to the external assessment guidelines
- Allow a student suspected of academic misconduct to complete the external assessment
- Inform the student that the **School external assessment (SEA)** coordinator will be advised of an alleged incident of academic misconduct
- Report an alleged incident of academic misconduct to the SEA coordinator



- Adhere to external assessment processes outlined in this policy document and the *External assessment — directions for administration*
- Supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- Report incidents when they suspect or observe an act of academic misconduct by a student.

### Students

- Read and comply with the *External assessment student rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- Read the information provided by schools, including the
  - *External assessment timetable*
  - *External assessment student rules*
  - approved equipment list
- Attend external assessment in which they are enrolled.

### Parents

- Read the *External assessment timetable* and *External assessment student rules* on the QCAA website
- Support students to participate in the external assessment in which they are enrolled

### Assignments

Assignments can take a variety of forms, i.e. written, oral, graphic, practical, performances etc.

Assignments are an integral part of the assessment program in many subject areas.

Assignments are completed partly in class time under teacher supervision, but largely in students' own time.

### Drafts

#### Definition:

A draft is a preliminary version of a student's response to an assessment. A draft is a response that is nearing completion. Drafts can also be used to authenticate student work.

### Responsibilities

#### Teachers:

- provide feedback at least once for all assignments that permit it up to the maximum number indicated by ACARA and QCAA guidelines.
- provide timely feedback of draft submission.
- will not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
- provide written feedback only on a draft submitted by the draft due date. Verbal feedback only may be provided after the due date.

- notify parents by as soon as practicable if a student fails to submit a draft. Record this contact on OneSchool and refer to Heads of Department.

#### Students:

- submit a hard copy or electric copy of the draft by the due date.
- strive to submit a completed draft that meets the word limit.
- students in Senior years in General Subjects are required to provide evidence of authenticity if required.

#### Parents:

- Encourage and support students to submit drafts on time
- Contact the relevant Head of Year if the student is not able to submit the assessment task on time to request an extension. In Years 7-10 this will be dealt with through KSHS's reasonable adjustment application process, whilst in Years 11 and 12 this application will be dealt with through the AARA process. It is essential that as much notice as possible is provided for this process to be initiated.

### Final Submissions (Excluding examinations)

#### Time of Submission

The **due date** for a piece of assessment will be specified by the classroom teacher and/or Head of Department and communicated to students via the assessment task sheet and school assessment schedules (where applicable). In all cases, the date specified on the task sheet is the day on which student work is to be submitted to the class teacher.

Assignments **must** be handed in by the due date. This is:

- to encourage disciplined time management;
- to give everyone the same chance of completing the task and
- to allow teachers sufficient time to assess the assignment and offer constructive feedback.

Teachers will also communicate the date/time of submission through classroom communication. Where the task sheet indicates a lesson that assessment must be submitted, submission of the assessment piece will be at the discretion of the classroom teacher.

Once the time or lesson for submission of the assessment piece on the due date has passed, all assessment items not submitted in the appropriate manner will be considered late. The school policy on late submission of assessment will then be enacted.

In all cases where a time or a lesson within the school day for submission is not specified, students will have until **3:30pm on the due date** to submit their piece of assessment and no later.

Students are required to submit all assessment items to be eligible for credit in a subject. All items must be completed to a standard that shows a genuine attempt to address the criteria for the task to be eligible for credit in the subject.

## Absence on Due Date

Absence from School on the due date is **not** a valid reason for handing in a late assignment. If students wish to avoid having an assignment treated as a *late assignment - no extension granted*, students must do one of the following:

- Where directed by the classroom teacher and/or the task sheet, submit their assessment electronically. All assessment items must be submitted electronically by 3:30pm on the due date or, if specified, by a time within the school day stated on the assessment task sheet. Verification of time of submission may be required.
- Send it with a friend. The friend will take it to the General Office where a receipt will be issued to negate any claims of “lost” assignments.
- Ask parents / caregivers to deliver it to the School or contact the School (General Office). Once again, the General Office will issue a receipt to acknowledge that the assignment has been delivered to the school.
- Email the *teacher* and the *HOD* as a backup. However, an identical, hard copy must be given to the teacher immediately upon return to school. Teachers will not be expected to print the assignment.
- It is a QCAA requirement for students in Years 11 & 12 that all absences from assessment for medical reasons be supported by a valid medical certificate. Students must attach a copy of the medical certificate to the assignment. The original medical certificate must be handed in to the main office.
- For students in Years 7-10, a parent note detailing the reason for absence must be submitted to the classroom teacher upon the student’s return to school.
- For oral presentations, students must negotiate an alternative time to complete the assessment with their classroom teacher upon their return to school. A copy of the students’ written script/notes must still be submitted electronically to the teacher on the due date.

## Teacher absence on the due date

If a teacher is absent on the due date, then students must bring their assessable work to the General Office where it will be placed in a folder for the teacher to collect, or submit their work through the staffroom drop box system (where available).

Students who fail to hand their work to the main office or the teacher’s staffroom on the due date will have their work treated as - late assignment-no extension granted.

## Late Submissions

Assignments must be presented on the due date to the teacher unless an extension has been granted by the Head of Year.

- When an extension is granted by the Head of Year, a new 'due date' will be determined and communicated by the HOY to the student and faculty. All requirements for the extended due date must be met. If the assignment is submitted in accordance with those requirements on or before the new due date, the assignment will be marked and attributed towards the student's levels of achievement.
- Where an assignment is submitted late without an extension being granted by the Head of Year, the late assessment work will be marked and commented upon, but will not be attributed towards levels of achievement. The student's final result for that assessment piece will be based on the work and/or rough draft submitted by the student during the assessment task process.
- Should no work have been sighted prior to the due date, the work will be deemed "Not submitted". The school's policy on non-submission of work will be enacted (See non-submission of assessment).
- In all cases where a student fails to submit work on or before the due date for that piece of assessment, the student must still submit a genuine attempt at the assessment task to their classroom teacher. Failure to do so may result in withdrawal of credit for the course of study in that semester (or unit).

## Lost assignments

If the assignment is lost, students must immediately discuss the matter with their teacher and Head of Department. The onus of proof is on the student to present rough notes and / or draft copy. In this situation, the student's result will be at the discretion of the Head of Department.

## Partially completed Assignments

If a student has **no** valid reason for seeking an extension, they should submit to the teacher all work completed prior to the assessment deadline. This will be considered as a "complete" assignment for assessment purposes as there is no more available time. In some instances, it may be desirable also to hand in the draft and rough notes. Students are expected to complete the assignment so as to maintain "credit" for the semester, but they will be assessed on the initial rather than the final product.

## Computer Difficulties

Computer difficulties are generally not accepted as a reason for failing to submit an assignment on time unless under exceptional circumstances. It is an expectation that students will keep an electronic backup of their work separate to their electronic device or laptop (eg USB stick, external hard drive). Students will be expected to submit either an alternative copy of the assignment or rough notes/draft copy.

Circumstances under which computer difficulties may be accepted include:

Proof of the difficulties may be required. Proof could include screen shots of error messages, or independent third-party verification (e.g. from Technical Support). The circumstances for consideration are listed below:

- Where computer-based working is essential to the completion of the assessment task, and there is no other medium by which the task can be completed with equivalency.
- Where the assessment task can reasonably only be completed on the student's own computer, and other alternative computers are not available.
- Where a significant proportion of essential prerequisite computer files have been damaged or corrupted (e.g. camera files) preventing final completion of the task.

If computer difficulties have impacted upon group work, individuals are expected to provide evidence of working towards task completion.

### **Non-submission of Assessment**

In cases where a student fails to submit a piece of assessment on or before the due date and there is **no evidence** of work prior to the due date on which a judgement can be made, the following processes will be applied consistently across all subjects within the school:

- The student will be asked to attend an interview with the classroom teacher and the Head of Department for that subject. Parents may also be asked to attend the interview.
- The student will be counselled regarding responsibilities as a student of Kenmore State High School and the penalties that may be applied if school and QCAA assessment policies are not adhered to.
- A submission date will be negotiated for submission of the outstanding work. Once submitted, the work will be marked and commented upon but will not be attributed towards levels of achievement.
- If, after the interview, the student fails to submit the outstanding piece of work in the negotiated timeframe, the matter will be referred to the Deputy Principal with responsibility for the students' cohort.
- The Deputy Principal will contact the student's parents / caregivers. The Deputy Principal will discuss with the parents the school's concerns and possible consequences for non-submission of assessment.
- Consequences may include a loss of credit for that semester, withdrawal from the subject for a period of time or for persistent, post compulsory age students, cancellation of the student's enrolment. Consequences for non-submission of assessment will be determined by the Principal.
- Note: Standards can only be awarded based on work sighted. This means that work not submitted *cannot* be awarded a grade, including E-.
- Non-submission of work in Vocational Education and Training courses may result in non-completion of competencies and therefore no certificate can be issued. Students who fail to submit assessment items may be required to complete 'catch up' sessions during exam blocks, and other identified learning opportunities throughout the school year, to facilitate the completion of prescribed tasks.

## Appeals

If any student wishes to question any decision made regarding an assessable piece of work they have the right to discuss the issue with the relevant Head of Department in the first instance. The Head of Department will investigate and provide a response to the student in line with the school's learning policy.

### Teacher Responsibilities:

- Record that tasks have been submitted.
- Contact parent/guardian within 24 hours of an assessment task not being submitted.
- Award a grade using class work completed before the due date. An **E standard cannot be allocated** when there is no evidence demonstrated.
- For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.

If a student cannot complete formative or summative internal assessment because they require an Access Arrangement or Reasonable Adjustment, refer to Principal Approved AARA's and QCAA Approved AARA's sections for more detail.

If a student has not completed formative or summative internal assessment and an AARA cannot be applied, this student must immediately be referred to their Head of Department.

## Extensions

### For students in Years 11 & 12

Students and families in Year 11 and 12 seeking extensions will be assisted through the QCAA AARA process (See Access Arrangements and Reasonable Adjustments Section).

Changes to whole class or cohort assessment dates in Year 11 or 12 may only be requested by the Head of Department through the Deputy Principal Senior Schooling. Consideration will be given to the impact of any new assessment dates on the overall assessment load and expectations on students during this consultation.

- An extension of time must be requested by 9.00am of the day **before** the due date.
- Parents/caregivers seeking an AARA extension on behalf of their child may do so verbally or in writing by contacting the Senior Schooling Coordinator (Year 12) or HOY (Year 11). A medical certificate is required for any extension request.
- All applications for extensions for **extended** absence due to **special circumstances** (eg. Bereavement, illness, State or National sports representation) will be considered through the QCAA AARA process.
- When an assessment task is submitted late without an extension approval, the teacher will review the work and provide relevant feedback, but the final result will be based on the work and/or rough draft submitted by the student during the assessment task process (prior to the due date), as per QCAA Assessment policy.

### For students in Junior Secondary (Years 7-10)

An extension of time may only be granted by the Head of Year of the relevant year level.



- An extension of time for individual students may only be granted by the Head of Year if there are extenuating circumstances. The request must be made by the parent/guardian and may be written or verbal.
- An extension of time must be requested by 9.00am of the day **before**<sup>1</sup> the due date. If the due date is a Monday then the extension must be requested prior to 9.00am of Friday the week preceding the due date.
- In the case of **extended** absence due to **special circumstances** eg. Bereavement, travel, serious illness - the Head of Year will help to coordinate work completion across all subjects and negotiate amended due dates. Work must then be submitted by the new due date, and failure to do so will mean the work will be treated as 'late' and the usual consequences apply.

## Determining a completed Unit of Work – Senior Secondary

Teachers and Heads of Department examine student folios and syllabus requirements to determine if sufficient evidence exists to credit a completed unit in the new QCE system.

During Units 1 and 2, each senior subject will include at least two, but no more than four formative assessments. At least one assessment must be completed for each unit.

Assessment in each unit ensures coverage of all unit objectives. If only one assessment is developed for a unit, it will allow a student to be assessed in all of the unit objectives. If more than one assessment is administered in the unit, all unit objectives will be covered across those instruments.

In both Applied and General subjects, teachers determine **satisfactory completion of a unit** when there is sufficient assessment for the teacher to make an on-balance decision using the reporting standards of the syllabus (General and Essential) or exit standards matrix (Applied). The evidence must also show typical achievement equivalent to a reporting standard of C or better.

## Retention and Disposal of Summative Assessment

Student assessment folios are retained and disposed of in compliance with the current Departmental schedule:

**Academic Record:** Permanently retain the overall level of achievement awarded to student through Oneschool academic records.

**Assessment plans:** Retained for 5 years through Oneschool curriculum and assessment planning functionality.

**Assessment task items:** Faculties to retain and version control for 5 years

**Student Profile Results:** Retained by faculties for 5 years.

**Student summative assessment (Year 12) and related marking guide:** Retained for 1 year each summative assessment task and teacher judgements. Faculties determine appropriate method of retaining records.

**Formative Student submissions and work samples:** Returned to students after mark has been recorded and following the end of the appeals process.

## Illness and Misadventure (All Assessment Types)

Illness and misadventure provides for students whose ability to attend, or performance in internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

This section provides for students whose attendance or performance in assessment was adversely affected by an **unexpected** event.

The following guidelines apply for illness and misadventure (Year 11 and 12):

- A student who has been approved for AARAs in years 11 and 12 is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment.
- The condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.
- Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances.

Examples of illness and misadventure:

For Internal assessment	External assessment
<p>A student who is ill and able to attend summative internal assessment should inform the principal’s delegate or assessment supervisor of their condition as soon as practical. This may be before, during or immediately after the assessment session.</p> <p>Principal-reported AARA should be implemented to provide, when possible, opportunities for the student to complete assessment. Example arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.</p> <p>Principal-reported AARA are implemented by the school until the closing date for AARA applications, as published in the Senior Education Profile (SEP) calendar. All efforts should be made to complete internal assessment.</p> <ul style="list-style-type: none"> <li>When summative internal assessment cannot be completed using principal-reported AARA by the closing date, schools should complete an application for illness and misadventure via the QCAA Portal. Where relevant, if submitted <i>after</i> the assessment event, application is to be submitted before confirmation of student work by the QCAA.</li> </ul>	<p>A student who is ill and able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.</p> <p>A student who cannot attend an external assessment must notify the principal’s delegate or the SEA coordinator as soon as practical.</p> <p>The student is responsible for completing the relevant sections of the Illness and misadventure form and obtaining the independent documentation to support the application.</p> <p>A separate application is required for each external assessment for which consideration is being sought. Schools will be asked to supply supplementary information to verify the student’s application.</p> <p>For external assessment, applications for illness and misadventure are accessed:</p> <ul style="list-style-type: none"> <li>for students, via Student Connect</li> <li>for schools, via the QCAA Portal.</li> </ul> <p>Applications for illness and misadventure for external assessment:</p> <ul style="list-style-type: none"> <li>open 14 days before the start of the external assessment schedule</li> <li>can be submitted from 14 days before the assessment event to 7 days after</li> </ul>

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

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

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

### Exemption (Allowance for non-completion of an assessment item)

An exemption will only be allowed when there is sufficient alternative information to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. For example, an exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student.

An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student's exit level of achievement, or the student being unable to meet the mandatory requirements stated in a syllabus or study area specification. Exemption is not an option where reasonable adjustment is appropriate. In all cases, the Head of Department, in consideration of all extenuating factors, and in consultation with the relevant Year level Deputy Principal, will make the final decision as to whether to exempt a student from a particular piece of assessment.

Exemption from assessment is not possible for students studying Vocational Education and Training certificates. In cases where a student enrolled in VET is unable to complete all required assessment tasks a "Statement of Attainment" can be issued by the school and students can continue with the certificate course externally.

For exemption relating to **Year 11 and 12 assessment** – see AARA section.

### Academic Integrity

One of our core values at Kenmore State High School is "integrity". We encourage all of our students to act with integrity as learners and to acknowledge the work of others in contributing to the generation of their own thoughts, ideas and actions. Teachers work with students to develop an understanding of how knowledge is constructed, how to use other people's work in support of their own, and a clear understanding of the expectations and required procedures (e.g. in-text referencing) to produce authentic work. Our commitment extends to ensuring that every Year 10 student engages in a QCAA endorsed academic integrity course.

Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers at Kenmore SHS have strategies in place to ensure authenticity of student responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

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

- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data mathematical workings etc.
- Copying or adapting another student's work.
- "Cutting and pasting" statements gathered from a variety of sources.
- Submitting work produced by someone else without acknowledgement.

### **Responsibilities for Establishing Authorship**

At Kenmore SHS, students and parents/carers have specific responsibilities for establishing authorship of responses.

#### **Teachers will:**

- take reasonable steps to ensure that students work is their own, particularly when students have access to electronic resources, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the assessment process (such as classwork, outlines, plans or drafts)

#### **Students should:**

- complete responses during the designated class time to ensure teachers are able to observe the development of work and authenticate student responses
- participate in authentication processes as required by schools, such as to sign a declaration of authenticity
- submit a draft
- submit the final response using plagiarism-detection software, where required
- participate in interviews during and after the development of the final response.

#### **Parents/carers should:**

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

### **Promoting Academic Integrity – Kenmore SHS**

Schools and teachers can promote academic integrity by developing students' skills and modelling appropriate academic practice.

## Scaffolding for Teaching and Learning

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses.

### Scaffolding Policy for Assessment Instruments

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own.

Scaffolding or task instructions **should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.**

Scaffolding for assessment instruments in Units 3 and 4 should refer to processes or presentation of the response. It should avoid repeating cognitions or the task description.

Scaffolding may include:

- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response.



## Feedback

One of the most critical parts of the learning process is feedback. Teachers provide feedback to students in a number of ways and at various times throughout the learning cycle. Feedback may be **formal** (written notes from the teacher provided on a written assignment) or **informal** (verbal feedback provided by the teacher during an in-class task). To enhance the opportunities for students to receive feedback on their learning, teachers provide clear **Learning Goals** (the intended learning for each lesson) and **Success Criteria** (ways for students to determine where they stand in relation to the goal(s) for the lesson) in each unit of work. Utilising learning goals and success criteria in each class means students have the opportunity to receive feedback from the teacher, but also can learn to self-regulate and provide feedback to the teacher on their progress towards the intended learning goals.

In order to maximize opportunities for students to receive feedback during an assessment piece, students may be asked to complete and submit a 'draft' response to the assessment task. The purpose of viewing student drafts is to provide feedback to students so that they may improve their performance.

## Drafting

A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work.

The type of draft students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft might be a rehearsal of this presentation.

### Drafting Policy for Assessment Instruments

1. Teachers provide feedback on a maximum of **one draft** of each student's response as a **consultative process**, not a marking process.
2. Teachers should **not allocate a result** for the draft student response.
3. Feedback on a draft **must not compromise the authenticity** of student work. Teachers **should be mindful with regard to their introduction of new ideas, language or research** to improve the quality of student responses.
4. Teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, **but should not edit or correct all errors in a draft.**

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

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

- adhere more closely to the referencing style selected by the school (refer APA citation style).

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

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

### Managing Response Length Policy

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. This information is provided to indicate the scope and scale of the response required, ensure equity of conditions for all students and support students to develop skills in managing the length, scope and scale of their responses appropriately.

#### Supporting Guidelines for Length of Response

	Word length	Page count
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>• all words in the text of the response</li> <li>• title, headings and subheadings</li> <li>• tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• quotations</li> <li>• footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• raw or processed data in tables, figures and diagrams</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes*</li> <li>• page numbers</li> <li>• in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes*</li> </ul>
<p>* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

## Responsibilities for Managing Response Length

### Teachers will:

- take reasonable steps to ensure that students are able to respond to assessment within required length
- provide feedback about the length of student responses throughout the process

### Students should:

- develop a response that meets the required length.
- respond to draft feedback about the length of their response
- document the length of their response using a word count, page count or time.

## Managing response length after assessment has been submitted

Where positive response length strategies have been implemented, and a student submits an assessment that exceeds the word length, duration of time or page count as required in the conditions of the assessment item, the teacher will

mark only the work that meets the required length or time, excluding evidence outside the stated conditions.

## Marking and Moderation

Kenmore SHS develops and maintains a whole-school approach to moderation to: align curriculum, pedagogy, assessment and reporting; and support consistency of teacher judgments and comparability of reported results against the relevant achievement standards. Kenmore SHS is committed to a **Community of Practice** around moderation to build shared understandings, continuous improvement, and a professional process of shared learning.

The communities of practice that allow teachers to develop quality assessment instruments and valid, equitable results for students take place during:

- Monday Collaboration Time meetings
- Dedicated Faculty meetings
- Professional preparation and correction time

## Processes

A whole school process of moderation at Kenmore SHS is a four-stage process to:

**Align the pedagogy:** Teachers endorse the assessment and its place within the curriculum to maximise students' learning outcomes against the achievement standards

**Develop Consistency of Judgement:** Teachers develop a shared understanding about curriculum and achievement standards that leads to greater consistency in professional judgements.

**Make on-balance Judgements:** Developing agreement on how to use the marking guides/matrix through agreement on elements of student work

**Build Assessment Literacy:** through developing professional knowledge

**Review and Confirm:** the effectiveness of the assessment and the end point overall results of students

## Moderation Process

At Kenmore SHS each assessment instrument requires an agreed marking guide and expected response. Following the completion of the assessment by students, a facilitator selects de-identified random samples to be used in the “calibration process”.

Teachers collectively grade the selected samples together in order to achieve uniformity in understanding of performance standards. Standards descriptors are used as the basis for common and explicit language for teachers to use in their discussions about the quality of student performance. These discussions are based on evidence provided in student responses. Teachers aim to adjust their interpretation and application of standards to reach consensus. This process is repeated for all the student samples. Teachers then individually grade all their students’ responses, applying their shared understanding achieved through this calibration process.

### Four stages of Moderation

#### STEP 1

Before assigning assessment – **ENDORSEMENT**

**Endorsement** begins before assessment takes place, at the planning stage.

#### What are we doing?

- Teachers collaboratively design, amend and agree on assessment task as early as the planning stage of the unit
- Developing shared agreement of the intended achievement standards
- Aligning the pedagogy and curriculum to the summative assessment
- Clarifying the meaning of the Unit Learning Goals and how they relate to the assessment task

#### How do we do this?

- Meet purposefully as a team in Collaboration Time
- Identify and clarify the unit intent and assessment purpose and conventions
- Ensure the cognitions in the achievement standards are used in the assessment task
- Reflect on past scripts and samples to inform any amendments
- Ensuring alignment and agreement on the task conditions
- Ensure the marking guide/matrix is fit for purpose and aligned to assessable aspects of the standards
- Review the teaching and learning sequence and timelines for formative and summative assessment
- Ensure the task meets the techniques and conditions of the QCAA

#### STEP 2

Before marking – **CALIBRATION**

**Calibration** takes place before marking of class sets takes place, and includes all considerations and inputs that may enhance understanding of teacher judgements against student responses to formative, draft and final assessment. Teachers may discuss evidence throughout the unit that assists to formulate judgements in the lead-up to formal moderation. Teachers also meet formally after assessment has been submitted but before marking in collaboration meetings to seek alignment and consensus.

### **What are we doing?**

- Enhancing understanding, accuracy and group alignment of teacher judgements and eliminating bias
- Following an agreed process to agree on elements of student work that exemplify the task or standards
- Developing agreement on how to use the marking guides/matrix through evidence of student work
- Reaching consensus of judgments against the standards with a sharp focus on evidence and performance

### **How do we do this?**

- Teachers share incidental observations and evidence in formative, draft and final assessment
- Select random deidentified samples for cross marking
- Define meaning of qualifiers and cognitions
- Refer to previously annotated past samples
- Share individual interpretations and justifications of evidence to standards and the marking guide/matrix
- Teachers agree on judgements for graded samples through professional conversations

### **What is the process?**

Before marking, teaching teams enhance their reliability and accuracy of judgements by being familiar and aligned to:

- The syllabus documents (achievements standards and assessment objectives)
- The assessment instrument and what is being assessed
- The marking matrix and the characteristics described in the performance levels
- The meaning of the qualifiers and cognitions that differentiate each of the performance descriptors

### **During the meeting:**

- Determining consensus of judgements for a small number of selected randomly sampled and de-identified samples
- Using QCAA annotated responses or past school samples
- Considering exemplar samples
- Interpretations and understanding of the standards. At moderation samples of work are confirmed or adjusted following teacher consensus

## **STEP 3**

After assessment is marked – **MODERATION**

Teaching teams meet after individual grading of student work and select student samples representative of their understanding of A to E qualities and the marking matrices. Moderation is a peer-review conferencing process involving professional dialogue to share and discuss their judgements. These discussions are based on the evidence provided in the student responses with the aim to reach consensus on the interpretation and understanding of the standards. At moderation, samples of work are confirmed or adjusted following teacher consensus.

### **What are we doing?**

- Peer reviewing teachers' grading of student work
- Conferencing in a professional setting to share and discuss judgements of student evidence to the standards
- Engaging in professional and respectful dialogue to confirm or adjust samples of work following teacher consensus
- Building assessment literacy and developing professional knowledge
- Reviewing the effectiveness of the assessment and making 'end point' conclusions

### How do we do this?

- Teachers meet after individual grading of student work
  - Teaching team meets in a Collaborative Moderation model (led by facilitator) or Expert Moderation model (led by expert)
  - Teaches select representative samples of their understanding of A to E qualities and the marking guides
  - Teachers discuss student responses to seek consistency and consensus in judgements
- Teachers are aware of and follow meeting protocols to include everyone and avoid bias

#### Before (or during) the Moderation meeting:

- Be aware of all meeting protocols
- Complete all marking based on consensus from calibration
- Identify any key samples for discussion (threshold, A+, D students)
- **If Blind marking:** Teachers use an anonymous clean copy of a student response
- **Peer review** of random responses: responses are randomly selected; inconsistencies discussed at meeting
- **If Cross-marking:** Student responses are distributed to teachers, not their own.
- **If Double marking** of select responses: Marking by more than one teacher
- **Threshold** samples cross-marked; A+ samples cross-marked; D students cross-marked

#### Threats to reliability as a marker:

Bias occurs when other ancillary factors external to the syllabus affect marking, such as being influenced by the presentation and neatness of student work, or the performance of one part of a student's work influencing the mark in another part of the task. Stereotyping occurs when markers know students and adjust their judgements on past performance. Norm-referencing can occur when student work is related to other student work in the cohort rather than to assessment objectives. Drift (the inconsistent application of marks) and bunching (not using the full range of marks) can also be avoided by effective moderation meetings.

#### Meeting protocols:

Moderation teams are most successful when they take part in professional dialogue focused on the evidence apparent in the student samples.

Remember to consider:

- Teaching teams may be overly influenced by the status of senior staff, while other teachers may be under-represented in their contributions
- Discussions of professional judgements may easily be interpreted as personal criticism; stay focused on the evidence and the assessment criteria.

### STEP 4

#### Confirmation end point – **REPORTING AND PROFILING**

Teachers and HODs use the evidence in the student assessment folio to make on balance judgements about the students' overall achievement against the targeted aspects of the achievement standards that have been taught and assessed in the reporting period in each subject.

#### What are we doing?

- Making accurate and reliable judgements for reporting results and overall levels of achievement
- Confirming or adjusting calculations of overall results in student profiles from students' folios of evidence

### How do we do this?

- Teachers follow agreed upon consensus process to determine consistent and valid on-balance judgements against achievement standards (7 – 10) and reporting standards (11- 12)
- Teachers report on students who have an endorsed ICP
- Make adjustments as appropriate to results following QCAA confirmation events (Year 12)
- Issue a written report to parents four times per year

### Supporting documents:

- Teacher Collaboration Booklet: (Describes meeting processes and actions for calibration and moderation meetings)
- Whole School Moderation Plan checklist Tool: *See Appendix A*
- Whole School Moderation: Before After After End Model: Department of Education
- ACARA and QCAA syllabus documents and resources



## Academic Misconduct

### Types of Academic Misconduct defined by the QCAA

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

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

### **Impersonation**

- listing incorrect or fictitious references
- allowing another person to complete a response to an assessment in place of the student

### **Misconduct during an examination**

- distracting and disrupting others in an assessment room

### **Plagiarism or lack of referencing**

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

### **Self-plagiarism**

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

The school has taken a number of steps to ensure that students possess the necessary knowledge and skills to avoid breaches of academic integrity. Kenmore subscribes to the Education Queensland authenticity site, 'Safe Assign'. This site is designed to detect plagiarism in written work using a database of published works and previously submitted student assignments. Students are asked to submit their assignments electronically to teachers through this website to ensure the authenticity of their work.

Teachers will monitor the development of student work through the usual drafting processes associated with assessment development. Teachers who suspect that a student's draft work may be in breach of this policy will have an opportunity to counsel the student on the appropriate acknowledgement of sources and use of others' work or ideas in support of their own.

The school has also developed a student 'Research Booklet' that has been designed to guide students through the phases of research assignments. It contains important information on locating, selecting and evaluating sources, organizing and presenting information, and acknowledging sources and referencing within the context of the student's work. Students should refer to this document for information on when and how to reference.

The school places a high value on academic integrity and breaches of this policy will be treated as a serious breach of the school rules. The following procedures should be followed where a student is in breach of this policy.

## **Responsibilities – Academic Integrity and Academic Misconduct**

### **The School: Support Staff, Teachers, HoDs**

Kenmore State High School can support **academic integrity** by:

- Developing curriculum and assessment that allows for the identification of individual work
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others

- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses
- Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity
- Developing processes to manage, resolve and appeal cases of academic misconduct

### Students

- May be required to sign a declaration on the cover sheet of the task stating that it is their own original work.
- Draft assignments and keep copies of their drafts.
- Reference other sources used.
- Provide a bibliography
- Not engage in any type of academic misconduct
- May be required to submit their final response using plagiarism-detection software
- May be required to complete an approved course about academic integrity
- May be required to participate in interviews during and after the development of the final
- May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).

### Teacher

- Take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work
- Collect evidence of the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students
- Implement strategies to ensure authentication of student work.

### Parents

- Support the efforts of teachers and students to authenticate student responses
- Encourage student to approach their academic responsibilities in an honest, moral and ethical way
- Alert the teacher if you suspect that your student has engaged in academic misconduct

## Responses to Plagiarism

Students cannot be graded on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

- Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded.
- Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, consequences will be applied.
- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room.

- Parents/Caregivers notified
- HOD notified
- Parts of the exam in question may be disregarded while grading the exam.
- The student may be required to complete an alternative exam at the soonest possible opportunity.

When a student is suspected of or observed participating in an act of academic misconduct students are permitted to complete the assessment despite the alleged incident of misconduct and are notified at the end of the session that a report may be made to the Head of Department, Deputy Principal (Senior School) and QCAA (for summative and external assessment).

## Assignments

Where directed by the classroom teacher and/or the task sheet, students must submit draft and final copies of written assignments through the Education Queensland authenticity site, 'Safe Assign', located on the Learning Place.

If a teacher **suspects** that academic malpractice has occurred, the matter will first be referred to the Head of Department. He/she will call up the students involved and discuss the matter with them.

If it is established that the work submitted was not the students' own work, only those sections of the assignment that are verified as the original work of the student will be assessed against the criteria for that assessment piece.

If a student submits an assignment done by another person the work will not be marked or attributed towards the student's level of achievement for the course. These matters will be referred to a Head of Department and appropriate disciplinary action will be taken in consultation with Administration. The student may be required to resubmit an original attempt at the assessment piece to satisfy course requirements.

If the standard of assignment work is significantly different from the standard of work done under test / exam conditions the matter may be referred to the Head of Department. Work done by a parent/caregiver, tutor or any other person is not acceptable as work done by the student.

## Exams/Tests

If a student is caught cheating in a test / exam, including the use of digital devices (e.g. Smart phone, smart watch), the paper will be removed immediately. The teacher will date/sign the paper and record on the test paper any questions attempted/completed by the student up to that point. The student will be issued with a new, clean test paper. If necessary, the student may be moved to another part of the room where he / she will continue with test/exam. At the completion of the exam, the Head of Department for that subject area will investigate the circumstances surrounding the breach of examination rules. A decision on results and/or consequences for the student will be made following the outcome of the investigation.

## Special Provisions

### Reasonable Adjustments for Assessment – Yr 7,8,9 and 10 – Junior Secondary

## Explanation and Summary of Reasonable Adjustments

Reasonable Adjustments are administered to ensure that the conditions of assessment are equitable for all students. Reasonable Adjustments may apply to any student, depending on the circumstances. In making a decision about reasonable adjustments, the school will consider what adjustments and access arrangements are appropriate for the students and the assessment conditions taking into account individual circumstances.

Reasonable adjustments can include:

- extra time and/or rest breaks
- altered format for tests
- assistive technology, including the use of a computer
- a reader and/or scribe
- a change of venue
- food, drink and medical requirement breaks
- access arrangements to ensure the psychical requirement is accessible
- Alternate/Comparable assessment

## Process for eligibility for Reasonable Adjustments- documentation

Students requiring reasonable adjustments can include students who identify with:

- Impairments related to a cognitive, physical, sensory or social condition. These can include Dyslexia, Auditory Processing, ADD, ADHD.
- Students with English as an Additional Language or Dialect

Documentation may include Education Qld Verification Documents under the Education Adjustment Program, Specialist reports and or Medical Certificates.

## Application Process

### STEP 1: Identify students requiring adjustments and discuss reasonable adjustments

- Student, teacher and or Teaching and Learning Support Staff identifies that a student may require adjustments for upcoming assessment.
- Student is referred to either DP- Inclusion, Inclusion Teachers, Head of Department, Guidance Officers or Junior Senior Schooling Head of Department to begin the process of applicable adjustments.

### STEP 2: Student and or parent's source documentation for adjustments.

- Students who have an **Educational Adjustment Program - Verified Diagnosis** lodged with KSHS's Teaching & Learning Support (TALS) unit will have Reasonable Adjustment identified on their Personalised Learning plan.
- Students applying for AARA on the basis of a long-term/ short-term/ temporary condition or illness: require a completed **medical or specialist report**.

- Appropriate documentation sited or discussed is required for adjustments to be granted.
- Relevant staff will email teachers with information on the condition and advise on approval and adjustments for the student.

### **STEP 3: Action the adjustments for identified students**

- Adjustments Enacted for students. These will be relevant to the student and their circumstances.
- Staff to discuss with Teaching and Learning Support for arrangements to be made for adjustments such as scribe, alternate venue, alternate format as required.
- Adjustments administered and recorded on the students One School Personalised Learning Plan. If applicable an email to all teachers to inform of new diagnosis and adjustments to ensure that the student is able to access the curriculum.

### **Access Arrangements and Reasonable adjustments (AARA) Senior Secondary**

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

Kenmore State High School and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARAs to assessment conditions for internal and external assessment.

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

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

#### **Short-term conditions or temporary injuries**

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

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

## Eligibility for AARA:

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

These barriers fall into three broad categories:

- permanent
- temporary
- intermittent.

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

The definition of 'disability' used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances (see Section 6.6: Illness and misadventure).

For more information about supporting documentation required for different eligibility categories and possible adjustments see Section 6.5.1: Supporting documentation.

## Ineligibility for AARA:

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

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



### **Failure to complete internal assessment without an AARA will result in one of the following:**

- The student may not be permitted to progress to the next unit of study in the subject necessitating a course change and further impact on QCE and ATAR eligibility.
- Cancellation of enrolment procedures may begin.
- When a student submits a response to an assessment instrument after the due date a result should be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.
- The practice of allocating a lower result, mark or standard as a penalty for late submission is not valid.
- When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.
  
- For General subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment.

### **Making decisions about AARA**

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, summative assessment for Short Courses and for external assessment in General, General (Extension) and General (Senior External Examination) subjects, as defined in the table below.

QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted with the AARA application via the QCAA Portal.

Schools must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

### Summary of adjustments for which Kenmore is required to apply to the QCAA for approval

Type of assessment	Adjustment
Summative assessment — internal examination	<ul style="list-style-type: none"><li>• extra time and/or rest breaks</li></ul>
Summative external assessment or Senior External Examination	<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 alternate venue (changes to rooms should be recorded)</li><li>• any adjustments not identified as principal-reported in the table in Section 6.4.4: Possible access arrangements and reasonable adjustments.</li></ul>

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

The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

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

### Possible access arrangements and reasonable adjustments

The following table summarises possible principal-reported and QCAA-approved AARA. It is not exhaustive. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments not listed. Email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).

## Summary of possible principal-reported and QCAA-approved AARA

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Alternative format papers	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers, e.g. N18, N24, N36</li> <li>• black-and-white materials.</li> </ul>	Principal reported	QCAA-approved	QCAA-approved
Assistance	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing/ under-taking the assessment task.</li> </ul>	Principal reported	QCAA-approved	QCAA-approved

Assistive technology	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• amplification system</li> <li>• speech-to-text application</li> <li>• magnification application.</li> </ul> <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student’s disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>	Principal reported	QCAA-approved	QCAA-approved
Bite-sized food	<p>The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.</p>	Principal reported	Principal reported	Principal reported
Comparable assessment	<p>An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.</p>	Principal reported	Not applicable	Not applicable
Computer	<p>Desktop computer or laptop computer with an approved software application.</p>		QCAA-approved	QCAA-approved
<p>Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i></p>				

*Information sheet* via the QCAA Portal. Schools should provide this information sheet to eligible students.

Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal reported	Principal reported	Principal reported
Diabetes management	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• bite-sized food</li> <li>• drink</li> <li>• blood-glucose monitoring equipment</li> <li>• rest breaks to eat, measure blood glucose level or access toilet facilities</li> <li>• medication</li> <li>• varied seating and rest time for the practical aspects of managing the condition.</li> </ul>	Principal reported	Principal reported	Principal reported
Further information is available in the <i>Diabetes management</i> information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.				
Extension	<p>An extension to the due date for submission or completion of an:</p> <ul style="list-style-type: none"> <li>• extended response project <i>or</i></li> <li>• performance <i>or</i></li> <li>• non-examination.</li> </ul>	Principal reported	Not applicable	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved	QCAA-approved

Individual instructions	<p>A clean, unannotated copy of the written instructions.</p> <p>The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.</p>	Principal reported	Principal reported	Principal reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal reported	Principal reported	Principal reported
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• specialised desk or chair</li> <li>• cushion or pillow</li> <li>• crutches</li> <li>• heat or cold pack</li> <li>• towel</li> <li>• lighting</li> <li>• ventilation</li> <li>• temperature</li> <li>• other physical aid.</li> </ul>	<p>Principal reported</p> <p>Not reportable as AARA if this is approved equipment for the assessment</p>	Principal reported	Principal reported
Reader	A reader that reads the assessment or the student's response aloud as often as the student requests.	Principal reported	QCAA-approved	QCAA-approved
<p>Further information is supplied with the AARA decision letter for external assessment and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>				

Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	QCAA-approved	QCAA-approved	QCAA-approved
Further information is supplied in the <i>Rest breaks</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.				
Scribe	Work with someone who transcribes the student’s verbal response or directions during the assessment.	Principal reported	QCAA-approved	QCAA-approved
Further information is supplied with the AARA decision letter for external assessment, and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.				
Varied seating	<p>Varied seating, if needed, is determined by the school external assessment (SEA) coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> <li>• single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)</li> <li>• small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)</li> <li>• seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically.</li> </ul>	Principal reported	Principal reported	Principal reported



<p>Variation to venue</p>	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents.</p> <p>Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.</p>	<p>Principal reported</p>	<p>QCAA-approved</p>	<p>QCAA-approved</p>
<p>Vision aids</p>	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• coloured transparency overlay</li> <li>• different lighting</li> <li>• other vision aids.</li> </ul>	<p>Principal reported</p>	<p>Principal reported</p>	<p>Principal reported</p>

## School Application Processes and Organisation

The Kenmore SHS Senior Schooling Office oversees all AARA processes at the school; managed by the Senior Schooling Coordinator.

### Senior Schooling Office role

- Communication of AARA information to students, parents and school community.
- Liaising with students/parents/staff to determine AARA eligibility.
- Gathering and managing of information and supporting documentation to inform and support AARA applications.
- Centralised management of AARA data for access by relevant staff.
- Management of documentation currency.
- Submission of applications via the QCAA Portal for QCAA-approved and principal-reported AARA on students' behalf.

### Student Support Responsibilities

The staff indicated below will be responsible for:

- Face to face student support to liaise and assist with assuring assessment adjustments
- Completing the School Statement and forwarding to Senior Schooling office
- Collecting current medical documentation and forwarding to Senior Schooling office
- Completing Personalised Learning Plan (PLP) on Oneschool

Teaching and Learning Support (TALS)  
Deputy Principal - Inclusion

Student with an Education  
Adjustment Program (EAP)  
(Long Term verified conditions)  
Some Social-emotional related

Senior Schooling Office  
(Senior Schooling HOD)

New referrals;  
Illness and Misadventure

Guidance Office

Social-emotional related  
short term

## Timelines for principal-reported and QCAA-approved AARA

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments <i>and</i> General (SEE) subjects
Alternative format papers, e.g. • braille  • large print	Due dates are determined by the school.	<b>Applications are due by the end of February in the summative year.</b>  Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions — applications are due by completion of Units 1 & 2.  For all others, applications are due <b>as soon as possible</b> before the assessment event.	For existing long-term and chronic conditions — applications are due <b>by the end of Term 1</b> in the summative year.  For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — applications are due <b>by the end of Week 5 Term 3</b> in the summative year.
Principal-reported AARA only	Notification is due prior to the relevant confirmation event (see Section 9.4.1: Confirmation process).	Notification is due <b>by the end of Term 3</b> in the assessment year.

### Supporting documentation

#### School statement

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

- a detailed overview of the observed impact of the student’s disability and/or medical condition on the student’s functioning during timed assessment
- a description of how the disability, impairment and/or medical condition is a barrier to the student’s access to the assessment and/or to the student’s ability to communicate a response to assessment
- a list of the student’s previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.

The school statement should be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.

Except with the prior written agreement of the QCAA, applications for QCAA-approved AARA that are submitted by the main learning provider without an appropriate school statement will be declined until the appropriate evidence is provided.

### Student statement (optional)

The student may choose to submit a statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment. However, the absence of a student statement does not disadvantage an AARA application.

### Medical report

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

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

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

The medical report must be completed by a relevant practitioner who is a general practitioner

(GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act 2001*), and who is not related to the student or employed by the school.

Schools contact the QCAA for advice if a student is unable to provide a medical report.

### Evidence of verified disability

When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4

in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable.

Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required (see Section 6.5.2: Currency of supporting documentation).

### Other evidence

For eligible students, supporting documentation may also include:

- teacher observations
- results from standardised academic testing.

Where the condition is not medical, students may supply other relevant evidence including:

- police reports
- official notices.

School is to contact QCAA for further advice where the evidence requirements cannot be met due to extenuating circumstances.

For principal-reported AARA, school is required to keep supporting documentation at the school and may be required to supply the documentation as part of the quality assurance processes for AARA or as part of a review.

### Currency of supporting documentation

School statements should be current — they should be written at the time the application for AARA is submitted.

The currency of supporting medical documentation depends on the diagnosed disability, impairment and/or medical condition.

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

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

Where an application has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student's condition.

### Short-term conditions or temporary injuries

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

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

The following table is a summary of documentation requirements for AARA. The list of possible AARA is not exhaustive and depends on a student’s individual circumstances.

### Summary of AARA documentation requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Extra time</li> <li>• Reader</li> <li>• Rest breaks</li> <li>• Scribe</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• No earlier than Year 10</li> </ul>	<ul style="list-style-type: none"> <li>• No earlier than Year 10</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Assistance</li> <li>• Computer</li> <li>• Extra time</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior to the relevant assessment event</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> </ul>

Sensory	<ul style="list-style-type: none"> <li>• Alternative format papers</li> <li>• Assistance</li> <li>• Assistive technology e.g. amplification system, magnification applications</li> <li>• Extra time</li> <li>• Individual instructions</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i></li> <li>• EAP verification covering Unit 3 &amp; 4 assessments</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior to the relevant assessment event</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than 1 April of the assessment year</li> </ul>
Social/emotional	<ul style="list-style-type: none"> <li>• Alternative venue</li> <li>• Assistance</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i></li> </ul> <p>EAP verification covering Unit 3 and 4 assessments School statement</p>	<ul style="list-style-type: none"> <li>• Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event.</li> <li>• Other conditions: No earlier than Year 10</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> <li>• Other conditions: No earlier than Year 10</li> </ul>

## Reporting

Reports are issued at the start of Terms 2, 3 and 4, and the end of Term 4. (4 times per year). Reports indicate an achievement rating for each subject as well as a grade for effort, behaviour and homework.

## Work Completion

Kenmore SHS operates a “No Surprises” policy. Working in partnership with parents, teachers will make contact for repeated issues regarding completion of coursework. Teachers will endeavor to make contact with parents in sufficient time for the parent to support their student to successfully meet course requirements. Whilst the



responsibility ultimately rests with the student to complete their work, we recognize the important role of the teacher and parents in proactively assisting students to meet that responsibility within given timeframes.

## **Junior Secondary**

**Full year subjects:** (Maths, English, Science)

Term reports are cumulative; each term report provides an updated ‘fullest and latest’ report on the progress of each student.

### **Semester subjects:**

The reports issued at the end of terms 1 & 3 are considered ‘progress’ reports and indicate the student’s results on assessment pieces in that term only. At the end of each semester (end of terms 2 & 4) student reports are based on all assessment items completed by the student in that semester for each subject studied.

## **Individual Curriculum Plan (ICP)**

Students working on an Individual Curriculum Plan (ICP) will have their results recorded as per the reporting processes for all other students. The report card will contain a comment about the level of work undertaken in a particular subject. For

example, a student in Year 8 who is working at a Year 4 level in English will have a comment on their report card similar to the following, “(Student name) has been taught and assessed Year 4 English in ways that suit his/her chronological age this term.” This comment will appear for all subjects where an ICP has been entered for a particular student.

## **Senior Secondary**

For students in Years 12 2019, assessment is cumulative and results reported at each reporting juncture represent the cumulative result of all assessment undertaken by a student in each subject at that point in the course.

### **Senior Secondary - New QCE system**

At Kenmore SHS Senior students in the New QCE system will complete Units 1 to 4 during the two year senior phase of learning. Depending on subjects chosen by students, units may have different start and end dates, as well as varying lengths of study. In year 12, students will participate in external exams coordinated by the QCAA.

For the students enrolled in the New QCE system exiting in 2020 and beyond, reporting periods may occur at different points in unit completion from subject to subject due to the staggered nature of unit timings within faculties. Reporting is cumulative and reflect ‘point in time’ results at each reporting juncture, with some subjects reporting on different units or reporting at different time periods within a unit. For example, Term 2 Year 11 report may indicate Unit 1 final results in one subject, and a cumulative result of completed Unit 1 and some evidence of Unit 2 in another subject.

Cumulative reporting for formative unit 1 and 2 assessment ends when summative results can be reported, in most cases in Term 4 Year 11. Reporting of summative Unit 3 and 4 work from this point on continues to be cumulative at each reporting juncture. When reporting Summative results in Units 3 and 4, families should be advised when results are provisional and not yet confirmed by the QCAA.

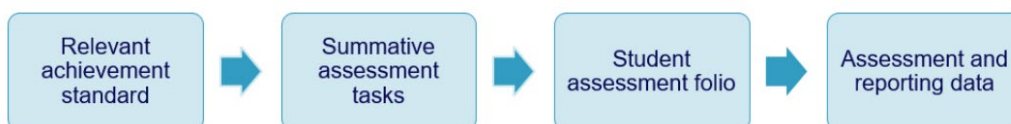
### Awarding an 'N' result

The 'N' result will only be used in exceptional circumstances and when approved by the relevant Head of Year in consultation with the Deputy Principals.

#### Year 7 to 10

Teachers need to take steps to ensure that they have collected sufficient student work to rate every student in each term against their assessment folio.

An assessment folio contains student responses to 'summative' assessment that gathers evidence of student work against the relevant achievement standard and the selected assessable elements.



In situations where there is not enough evidence in the folio to support a result, Heads of Department may approve the inclusion of a formative assessment item that has addressed the achievement standards into the folio for the purposes of reporting a result. Heads of Department consider the circumstances of each case individually and may consult with Heads of Year for further information.

#### Year 11 and 12

For students in Years 11 and 12, assessment is cumulative and results reported at each reporting juncture represent the cumulative result of all assessment undertaken by a student in each subject at that point in the course.

Cumulative reporting for formative unit 1 and 2 assessment ends when summative results can be reported, in most cases in Term 4 Year 11. Reporting of summative Unit 3 and 4 work from this point on continues to be cumulative at each reporting juncture.

Reporting is strictly limited to the scheduled summative assessment tasks that have been nominated for Unit 1, 2 3 or 4. Heads of Department may not include formative tasks. N results are considered once any eligible AARA provisions or draft submissions have been applied if appropriate.

### Vocational Education (VET)

Students studying VET certificates will be assessed and reported according to the Australian Skills Quality Authority standards. Reported achievement will reflect a student's progress towards the achievement of 'competency' in the relevant Vocational Education certificate course. These achievement standards may include – 'Working towards competency', 'Competency Achieved', or 'Competency not achieved'. To give students who are 'Working towards competency' in a VET certificate more information on their progress towards achieving competency, the school has also developed a 'Satisfactory' or 'Unsatisfactory' standard. Students who are rated as 'Working towards Competency – Unsatisfactory' are not producing work to a standard necessary to complete the requirements of the certificate. Students in this category may be required to attend competency 'catch up' sessions during exam blocks, or work placement during exam blocks or during school holiday periods

## Supporting Legislation and Policies

### Legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992
- Anti-Discrimination Act 1991
- Disability Standards for Education 2005

### Relevant Policy

- QCAA October 2019 - QCE & QCIA Policy and Procedures, 4.6.1 School-based Assessment policy
- QCAA October 2019 - QCE & QCIA Policy and Procedures 7.1 – 7.8 Access arrangements and reasonable adjustments
- QCAA October 2019 - QCE & QCIA Policy and Procedures 4.1 – 4.6 Assessment
- QCAA October 2019 - QCE & QCIA Policy and Procedures 5.1 – 5.8 Internal assessment quality management system
- Roadmap for P-10 curriculum, teaching, assessment, and reporting – Department of Education, Training, and Employment (DETE) 2011