Lockyer District State High School

Assessment Policy

(Effective March 9 2026)

Purpose

This assessment policy sets out the purpose, priorities and processes for assessment at Lockyer District High School (LDHS). It informs students, teachers and parents/caregivers of the key principles of assessment requirements at LDHS. This policy is designed to empower students, teachers and parents/caregivers to understand their roles, responsibilities and the expectations for completion of summative assessment.

Scope

This policy provides information for students, teachers and parents/caregivers about the roles, responsibilities, processes and procedures that support the integrity of assessment across Years 7 – 12. It applies to all planned and enacted curriculum in Years 7 – 10, including Australian Curriculum subjects, Short Courses, Vocational Education and Training (VET) programs. It applies also to Queensland Curriculum and Assessment Authority (QCAA) subjects in Years 11 – 12 that contribute to the Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA), which include Applied and General subjects, Short Courses, and VET qualifications across all learning areas. The policy is informed by the QCE and QCIA Policy and Procedures Handbook v6.0 (available at https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook) and aligns assessment principles and practices with curriculum delivery across all phases of learning.

Principles

Lockyer District High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the Australian Curriculum (7 – 10) and the Senior Syllabus (11 – 12).

At LDHS, we ensure that our assessment is:

- Aligned with curriculum and pedagogy
- Equitable for all students, including approved adjustments
- Evidence-based, using established standards and designed to make defensible and comparable judgements about students' learning
- Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- Transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- Informative of the level students are at in their learning
- Valid – it is aligned with what is taught, learned and assessed
- Accessible – each student is given opportunities to demonstrate what they know and can do
- Reliable – results are consistent, dependable and repeatable.

Purposes of Assessment

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/caregivers 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.

Academic Integrity (including academic misconduct)

Students and Lockyer District High School are supported to develop and demonstrate appropriate academic integrity through a range of strategies. LDHS actively seeks to develop curriculum and assessment that allows for the identification of individual work and fosters a learning environment that encourages mutual trust and respect by acknowledging the ideas of others. Students are given access to resources to enable them to self-assess their compliance with academic integrity guidelines before submitting responses and are required to undertake the QCAA Academic Integrity module upon entry into Years 11 – 12. In Years 7 – 10, teachers explicitly teach effective practices that help students understand and practice academic integrity, using the *Years 7-10 Academic Integrity Toolkit* resources, available from the QCAA.

This assessment policy forms the basis of a holistic understanding of assessment, reflected through our Whole School Approach to Pedagogy and the K-12 Curriculum Assessment and Reporting Framework, meaning that students experience assessment for a range of purposes throughout their time at school. Engaging consistently with assessment and learning appropriate ways to engage with assessment, encourages students to develop and demonstrate academic integrity.

Students are responsible for:

- Drafting assignments and keeping copies of all draft versions
- Referencing sources used
- Providing a bibliography using Harvard or APA depending on subject requirements
- Signing a declaration on the cover sheet of the task, as required, stating that it is their authorship, and/or acknowledging authorship upon submission through AI and plagiarism-detection software (Turnitin in QLearn)
- Not engaging in any type of academic misconduct (See Appendix)
- Submitting their final response using AI and plagiarism-detection software (Turnitin in QLearn) for assessment that is not handwritten
- Completing the QCAA Academic Integrity module and 7 – 10 equivalent; QCIA students will complete a school-based academic integrity module
- Participate in interviews during and after the development of the final, when required for subject specifications
- Provide documentation of the drafting process (e.g. planning, research notes, drafts) when required.

Teachers are responsible for:

- Taking reasonable steps to ensure that each students' 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
- Collecting and storing evidence of the authenticity of student responses
- Actively participating in the moderation process to ensure assessment decisions are fair and equitable for all students.
- Completing the QCAA Academic Integrity Module for Teachers
- Reviewing AI and plagiarism-detection software (Turnitin in QLearn) reports for assessment that is not handwritten, to identify any issues
- Implementing strategies to ensure authentication of student work.

Parents/caregivers are responsible for:

- Supporting the efforts of teachers and students to authenticate student responses
- Encouraging students to approach their academic responsibilities in an honest, moral and ethical way
- Alerting the teacher if they suspect that their child has engaged in academic misconduct.

Engaging in Learning and Assessment

Students are expected to engage in learning in the subject or course of study including all course content and/or objectives. They produce evidence of achievement in response to assessment planned for each unit, pair of units or course.

Students are responsible for:

- Submitting full and completed draft and assessment items as per checkpoint requirements
- Arriving on time for examinations, unless special consideration has been formally arranged in advance or the Illness and Misadventure rule applies (see Access Arrangements and Reasonable Adjustments)
- Conforming to academic integrity standards outlined above
- Authenticating their work, as outlined in the authentication strategies published on the task sheet
- Following the completion of assessment, submitting via the designated method to the teacher or learning area Head of Department on or before approved due date and time.

Teachers are responsible for:

- Supporting students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses.
- Engaging students in feedback on their assessment and will be able to articulate reasoning about judgements of the standards achieved.
- Informing parents when students do not engage in learning and assessment and are likely to be awarded an unsuccessful result or a Not-rated (N) on their report card.

Parents and carers are responsible for:

- Supporting and encouraging their children to participate in all learning expectations and complete and submit all drafts and assessment on or before the approved due date
- Maintaining awareness of the school's assessment expectations and Access arrangements and reasonable adjustments (AARA), as per this policy
- Supporting and encouraging their children to adhere to the requirements of this policy

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- Informing the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary (see *Access arrangements and reasonable adjustments* for further information)

Scaffolding

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding for assessment helps students understand the process for completing the task.

Scaffolding will:

- Maintain the integrity of the requirements of the assessment task or assessment instrument
- Allow for unique student responses and not lead to a predetermined response.
- Not interfere with students' ability to independently demonstrate their knowledge and understanding.

Across the phases of learning, students will gradually be given more personal responsibility for understanding and applying the processes required to complete their tasks.

Checkpoints

Checkpoints will be:

- Detailed on student task sheets
- Assist in monitoring student progress
- Be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use checkpoints to identify and support students to complete their assessment. Learning area Heads of Department and parents/caregivers will be contacted if checkpoints are not met.

Drafting

Drafting is a key checkpoint. Types of drafts differ depending on the subject. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback on a draft is:

- Provided on one draft of each student's response with formal written feedback for written tasks and verbal feedback for practical tasks
- A consultative process that indicates aspects of the response to be improved or further developed
- Additional feedback may be given in writing or orally; to an individual or to the whole class; and/or through questioning
- Delivered in a consistent manner and format for all students
- Provided within one week of a submission of a draft.

Feedback on a draft must not:

- Compromise the authenticity of a student response
- Introduce new ideas, language or research to improve the quality and integrity of the student work

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- In Senior subject, edit or correct spelling, grammar, punctuation and calculations
- Allocate a result

A copy of the feedback will be stored by the teacher, with the draft, in the student's folio. Heads of Department and parents/carers will be contacted if draft submission requirements are not met.

Timelines for feedback

Drafts submitted to teachers by the published due date should be expected back, with feedback by teachers, two subject lessons after the draft due date.

Drafts submitted beyond the specified due date will be returned to students at the teacher's earliest convenience, however draft due dates are provided for the reason of ensuring timely feedback. If students fail to meet these due dates, the school can accept no responsibility for the provision of feedback before the assessment due date.

Failure to Submit a Draft

If no draft work is submitted, the class teacher will contact the parent/carer and Head of Department. The class teacher will note on the student profile "No Draft". The class teacher will actively encourage the student to submit their draft work for feedback prior to the final due date.

In Years 7 – 10, should the student not submit a final assessment response or draft submission, then work completed in class can be used for an achievement result. This will be the result assigned on the student profile.

Managing Response Length

Students must adhere to assessment response lengths (see Appendix) as specified by syllabus documents and/or published on task sheets. The procedures below support students to manage their response length:

- All assessment instruments indicate the required length of the response
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task
- Model responses within the required word length are available
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus or QCAA Techniques and Conditions, the student is given the option of either:

- Written tasks marked only up to the required length or time, excluding evidence over the prescribed length or time; or,
- 30 minutes in a lesson under teacher-supervised conditions with a marker to redact a hard copy of their written assignment response to meet the required length.

Practical performances and digital projects will be viewed up until stipulated response length.

Teachers will annotate any such work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

Written exam responses are not eligible for redaction.

Access Arrangements and Reasonable Adjustments (AARAs), incl. illness and misadventure

Lockyer District High School is committed to reducing barriers to success for all students. AARA are actions taken by the school 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.

Junior Secondary (7 – 9)	*Senior Secondary (10 – 12)*
Reasonable Adjustments In Years 7 – 10, the school follows the QCAA Reasonable Adjustments advice, available from https://www.qcaa.qld.edu.au/p-10/student-diversity/students-with-disability/reasonable-adjustments When planning reasonable adjustments, teachers: • consult with the student, their parents/carers and other professionals as per the Disability Standards for Education (2005) legislation requirements • consider a range of assessment techniques and conditions that reflect the needs of the cohort and context • identify and remove communication, literacy and language barriers where possible • consider the curriculum integrity of learning area content to ensure the validity, reliability and accessibility of assessment is maintained • record evidence of adjustments and review regularly as per school processes.	*AARA* In Years 10, 11 and 12, the school follows the processes outlined in in the QCE and QCIA policy and procedures handbook available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara The principal, or their delegate, manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.4.5) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Students are not eligible for AARA on the following grounds: • Unfamiliarity with the English language • Teacher absence or other teacher-related issues • Matters that the student could have avoided • Matters of the student's or parent's/carer's own choosing • Matters that the school could have avoided.
Identifying students for Reasonable Adjustments LDHS will utilise the Nationally Consistent Collection of Data (NCCD) to identify students who may be eligible for Reasonable Adjustment provisions.	*Identifying students for AARA* LDHS will utilise the Nationally Consistent Collection of Data (NCCD) to identify students who may be eligible for AARA.
Illness and misadventure Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure reasonable adjustments. A student who is ill, becomes ill during the assessment, or is unable to attend or complete an assessment should inform an Administration Officer, Head of Department or subject teacher as soon as practicable. This may be before, during or immediately after the assessment session. Reasonable adjustments must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as an extension (or	*Illness and misadventure* Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments. A student who is ill, becomes ill during the assessment, or is unable to attend or complete an internal assessment should inform the principal's delegate or assessment supervisor as soon as practicable. This may be before, during or immediately after the assessment session. Principal-reported AARA must be implemented to provide opportunities for the student to complete the

new due date) may be considered if illness or misadventure is established. A copy of the extension application is available from the school website and must be submitted as soon as practicable.	assessment. Arrangements such as comparable assessment and an extension (or new due date) may be considered if illness or misadventure is established. Copies of the medical report template, extension application and other supporting documentation are available from the school website.

Identifying students for AARA and Reasonable Adjustments

(see Appendix)

LDHS will utilise the Nationally Consistent Collection of Data (NCCD) to identify students who may be eligible for AARA and Reasonable Adjustment provisions.

Students with verified disabilities (those students supported by Inclusion) will be supported to complete the required AARA paperwork by the Head of Department – Inclusion.

Students without verified disabilities who are otherwise identified through the NCCD will be supported by the Guidance Officer to complete the required AARA paperwork.

If a student has been identified to benefit from an AARA due to the impacts of their disability, whether medical or imputed, families will be contacted to discuss and outline the paperwork required. Families are required to seek a medical practitioner to complete the medical statement outlining the adjustments required to support the student to engage in an equitable manner, due to the direct impacts of their disability or condition.

Once the family has sought the completion of the medical paperwork, this is to be returned, and a meeting is then engaged with the Guidance Officer and or HOD Inclusion. These meetings will then support the writing of the school statement and the uploading of the AARA paperwork to QCAA for approval. These supports are documented on the students Personalised Learning Record, and the students teaching staff and Curriculum Heads of Department are notified to support the implementation of these adjustments.

Prior to exams the HOD of Inclusion will liaise with all students with an approved AARA to identify what adjustments they wish to engage with, to ensure appropriate preparation is adhered to.

Self-identified

Students not identified by the NCCD process may still be eligible for AARA or Reasonable Adjustments provisions.

In Years 7 – 10, students with an existing Personalised Learning Record (PLR) may be eligible for provision of Reasonable Adjustments.

In Years 11 - 12, students can seek support from the Guidance Officer by filling in the AARA Application form (available from the school website). The Guidance Officer will support the student and their family to engage as per the process outlined above.

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Due Dates

Due dates are set by the relevant Head of Department, in consultation with teaching staff and in response to timelines imposed by the School Calendar. Dates must reference the requirements of the QCAA Techniques and Conditions in Years 7 – 10, and the QCAA syllabus documents in Years 11 – 12 and VET timelines for all certificate courses. This will ensure that:

- Sufficient working time is provided for students to complete the task
- Internal quality assurance processes are completed with integrity and/or allow timelines for QCAA quality assurance processes are maintained.

At the beginning of Term 1, all students will receive an assessment schedule. In addition, all students can also access the same schedule via their OneSchool account. Year 12 students studying General subjects can check the QCAA for their published external examination exam timetable.

Changes to due dates published in the Assessment Schedule can occur only when the relevant Curriculum Head of Department recommends the change and it is approved by the relevant Deputy Principal. Students will be given reasonable notice (not less than two weeks) of the change. Amendments will be published in assessment schedules and via email to affected students.

Managing non-submission of assessment by the due date

In the absence of an Access Arrangement and Reasonable Adjustment (AARA), results will be formulated based on evidence available at or before the due date. This may include:

- Completed assessment, submitted on the due date by *3:10pm (Years 7-9)* or *11:59pm (Years 10-11)*; or
- Drafts submitted prior to the due date; or
- Years 7 – 10 "Work completed in class" result recorded where no draft was provided by the required draft due date.

Note: In Years 7 – 9, technology failure (such as work not being saved, or computer malfunction, etc.) *may* be considered acceptable grounds for non-submission or other special provision, including extension, on a case-by-case basis.

In the instance that no result is possible, (i.e. there is no evidence available on or before the due date, including no draft and no evidence of classwork):

- For Years 7 – 10, an E standard cannot be allocated when there is no evidence demonstrated. An N result will be awarded.
- For Applied subjects (Years 11 and 12), and General subjects in Year 11 – an E standard cannot be allocated when there is no evidence demonstrated. Failure to demonstrate sufficient coverage of the Unit Objectives may result in an Unsatisfactory result being recorded. This may impact upon the ability to attain the Queensland Certificate of Education (QCE)
- For General subjects in Year 12 – an overall subject result for a course of study may be withheld if a student does not submit or complete a summative internal assessment. This may impact upon the ability to attain either an Australian Tertiary Admissions Rank (ATAR) or the QCE.

Absence on due date

Absence from school on the due date is not a valid reason for not submitting an assignment on time. If a student is unable to attend school on the day an assessment is due, they must do one of the following:

- Submit the assessment digitally via Turnitin in QLearn, if required by the task. If Turnitin in QLearn is specified as the submission medium, other forms of submission will only be accepted in pre-approved circumstances.
- Arrange to submit the assessment before the due date (in cases of known absence)
- If unable to submit by Turnitin in QLearn, a parent/carer contacts the school office to arrange delivery of the assignment before 3:30pm. Please note that it is vital the teacher is notified by email or other contact to advise them that the assessment has been handed to the office and making note of the submission time.
- If unable to submit by Turnitin in QLearn, email a digital copy of the assessment to the class teacher using a confirmation receipt, providing a hard copy (if required) on the day of return to school.
- Provide a recorded performance if permitted on task sheet.
- Organise with learning area HOD to complete practical experiments immediately upon return to school.

If illness or injury prevents any of the above options, a parent or guardian must contact the school office so that the information can be forwarded to the subject teacher, Head of Department and principal's delegate. A medical certificate must be provided on the student's return to school. Failure to do so will result in the assessment considered as a late submission (see above).

The grounds for AARA or Reasonable Adjustments will then be considered through official processes (Years 11 – 12 Principal/QCAA Approved AARA; Years 7 – 10 Head of Department or case manager).

Refer to sections on *AARA* and *Illness and misadventure* for further information.

School-approved absence on a due date

Students may engage in a range of learning experiences or activities that exist, outside traditional school-based activities. These planned events will be published in advance in a school calendar and available for students, teachers and parents/carers. School-approved absences will be administered at Principal discretion.

Examples of school approved absences may include:

- Excursions that cannot be scheduled at another time
- School, district, regional, state or national school-supported sport
- School, district, regional, state or national representation for artistic endeavours
- Student exchange programs
- Audition or entrance exams (state, interstate or international)

In the case of a school-approved absence, the school will:

- Support student access to teaching and learning that will allow students to successfully meet assessment requirements
- Maintain equitable assessment processes
- Meet QCAA and school quality assurance timelines.

If the school approves the absence and the student will be absent the day assessment is due, the following actions apply:

- for examinations – schools offer a comparable examination before the due date.
- for non-examinations — students are required to submit/present the assessment on or before the due date.

In the case of a school-approved absence, students are responsible for:

- Completing an application to seek approval for absence
- Accessing information about how and when the assessment will be completed
- Adhering to the agreed mode and time of submission
- Following all expected assessment completion and submission procedures as outlined in this assessment policy.

Submitting, Collecting and Storing Assessment Information

Unless otherwise indicated on assessment task sheets, all drafts and final assessment submissions are to be submitted electronically via Turnitin in QLearn. Turnitin provides authenticity checks for students and staff, as well as time-stamped submissions to ensure that due dates are met.

Assessment must be submitted by 3:10pm (Years 7 – 9) or 11:59pm (Years 10 – 12) on the due date, either directly to the teacher or with notification to teacher of submission to office/delegate.

Refer to *Drafts* for further information about drafting expectations.

In Years 7 – 10, all annotated assessment will be collected, digitally or in hard copy, and stored in student folios.

In Years 11 – 12, all annotated student work must be electronically stored in G:\Curriculum\Senior Assessment Storage within the structure Faculty > Exit Year Cohort > Subject > Task . File naming convention: Surname, First name-Task-File .

Authentication Strategies

Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. LDHS uses the authentication strategies recommended by the QCAA. The authentication strategies that apply will be specified on the assessment instruments.

Students are responsible for:

- Completing work required in class
- Meeting published checkpoints
- Signing a declaration (when required)
- Submitting the draft
- Submitting the final response through Turnitin in QLearn when required

Teachers are responsible for:

- Adhering to listed authentication strategies, including checkpoints
- Observing and supervising students completing work
- Following requirements for students submitting a draft
- Individual interview to determine student understanding and authorship of a draft and/or response
- Checking Turnitin in QLearn reports to determine potential plagiarism or AI

In cases where a student response is not authenticated as the students' own work, procedures for managing alleged academic misconduct will be followed. (See Appendix)

Internal Quality Assurance

The LDHS quality management system (moderation) ensures valid, accessible and reliable assessment of student achievement. This includes:

- Quality assurance of all assessment instruments before they are administered to students, using QCAA quality assurance tools
- Quality assurance of judgements about student achievement.

Status of Results

Marks for all Years 7 – 10 and Senior Units 1 and 2 assessment responses are provisional until confirmed through internal moderation processes.

All marks for Units 3 and 4 summative internal assessment for General and General (Extension subjects) are provisional until they are confirmed by the QCAA.

Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

APPENDIX A Years 11-12 AARA Process Flowchart

AARA Process

I require an AARA for one or more of the following criteria:
Disability:
- cognitive
- physical
- sensory
- social/emotional

Plus:
- illness
- misadventure (unforeseen circumstances that are outside of the   student's control, e.g. accident, death of a family member)

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Access the student hub and download the relevant documents:
- Medical statement- required to be completed by treating health professional.
- Student Statement- to be completed by student.

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Once paperwork is completed, please return to main office and request a meeting with the relevant guidance officer to discuss.
- Ms Grosskopf Year 12
- Mr Albrand Year 11 (Wednesday - Friday)

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During meeting Guidance officer will go through paperwork. Complete the school statement and submit to QCAA (year 12) and Deputy Principal Senior School (year 11) for approval.
Once decision is made by QCAA or Deputy Principal, Guidance officer will communicate outcome to student, family, and teaching team.

Years 10 Assessment Extension Process Flowchart

Year 10 AARA Process

I require an AARA for one or more of the following criteria:
Disability:
• cognitive
• physical
• sensory
• social/emotional
Plus:
• illness
• misadventure (unforeseen circumstances that are outside of the student's control, e.g. accident, death of a family member)

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Access the student hub and download the relevant documents:
• Medical statement- required to be completed by treating health professional.
•Student Statement- to be completed by student.

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Once paperwork is completed, please return to main office and request a meeting with the relevant guidance officer to discuss.
- Ms Grosskopf

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During meeting Guidance officer will go through paperwork. Complete the school statement and submit to the relevant Learning Area HOD and Deputy Principal 9-10 for approval.
Once decision is made by HOD or Deputy Principal, Guidance officer will communicate outcome to student, family, and teaching team.

APPENDIX B Years 7 – 9 Assessment Extension Process Flowchart

Years 7-9 Extension Process

I require an extension for one or more of the following criteria:

Disability:

- cognitive
- physical
- sensory
- social/emotional

Plus:

- illness
- misadventure (unforeseen circumstances that are outside of the student's control, e.g. accident, death of a family member)

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Access the student hub and download the relevant documents:
•Student Extension Request- to be completed by student and parent/carer.

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Once paperwork is completed, please return to main office and request a meeting with the relevant Learning Area HOD to discuss. Check diary to determine.

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During meeting HOD will go through paperwork, complete the school statement and communicate outcome to student, family, and teaching team.

APPENDIX C Absence on due date flowchart

School-approved absence on a due date

Check the school-approved absence lists to ensure your event meets the approved threshholds

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Check school assessment calendar to identify potential clashes

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Complete required application paperwork and return to responsible Deputy Principal at least two weeks prior to due date

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If threshholds are met and absence is approved, contact responsible Head of Department to arrange for alternative due date and/or response type

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Complete required assessment by approved due date or face academic penalty for non-submission on a due date

APPENDIX D Academic Misconduct

Academic Misconduct Process

1. Teacher identifies evidence of academic misconduct (refer to Types of Academic Misconduct)

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2. Student conference to determine assessable evidence and re-teach the assessment policy

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3. Contact parents/carers to discuss incident and impact on course of study

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4. Complete OneSchool incident record and consequence applied (refer to Beahaviour Categorisation and Possible Response document)

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5. Award an appropriate grade based on available assessable evidence

APPENDIX E Types of Academic Misconduct (Source: *QCAA Understanding Academic Integrity*)

Type of misconduct	Examples
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment, materials, or AI • has any notation written on their body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, coded messages, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses
	• looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI.
Impersonation	A student arranges for another person or technology to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.

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Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

APPENDIX G

Determining Length of a Response (Source: *QCAA Integrating Learning and Assessment*)

Determining word length and page count of a written response

	Word length	Page count
Inclusions	• all words in the text of the response • title, headings and subheadings • tables, figures, maps and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes)	• all pages that are used as evidence when marking a response
Exclusions	• title pages • contents pages • abstract • visual elements associated with the genre* • raw or processed data in tables, figures and diagrams • numbers, symbols, equations and calculations • bibliography/reference list • appendixes† • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography/reference list • appendixes† • blank pages

* For example, by-lines, banners, captions and call-outs used in genre-related written responses
†Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Determining length of a non-written response

	Response length — duration	Notes
Inclusions	• Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music • Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation	See 'After assessment is submitted'
Exclusions	Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.

APPENDIX F

Artificial Intelligence

To Be Finalised