REDLYNCH STATE COLLEGE
YEAR 11 & 12
ASSESSMENT POLICY

SCOPE

The following Assessment Policy information provides clarity to students, Parents/Carers and teachers about roles, responsibilities, processes and procedures to ensure the integrity of assessment and assessment requirements at Redlynch State College (RSC). Information in this policy aligns with the Queensland Curriculum and Assessment Authority's QCE and QCIA policy and procedures handbook and the Australian Curriculum and Reporting Authority guidelines. 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. RSC has a strong commitment to quality academic outcomes for all our students.

The key to academic success is the:
- Submission of high-quality assignment pieces that fully answer the set task
- Completion of high-quality exam responses

PURPOSE

RSC is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the Queensland Certificate of Education (QCE).

Assessment of student learning takes place at different levels and for different purposes, including:
- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, for teachers to inform their teaching, and for students to inform their learning
- Summative assessment for the purposes of twice-yearly reporting by schools to Parents and Carers on the progress and achievement of students

RSC Year 11-12 assessment policy:
- Informs students, parents and teachers of the key principles around assessment and assessment requirements at RSC for years 11-12
- Ensures consistency of practice in the application of assessment conditions and treatment of assessment issues

PRINCIPLES

RSC 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 syllabus and should be:
- Aligned with curriculum and pedagogy
- Equitable for all students
- Evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- Transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- Informative of where students are in their learning.

High-quality assessment is characterised by three attributes:
- Validity, through alignment with what is taught, learnt and assessed
- Accessibility, so that each student is given opportunities to demonstrate what they know and can do
- Reliability, so that assessment results are consistent, dependable or repeatable.

Internal Formative Assessment – Year 11 (Units 1&2)	Internal Summative Assessment and External Assessment – Year 12 (Unit 3&4)
Formative internal assessment (FIA) is developed and administered by the school site for Units 1, 2). Formative Assessment may include: • Examinations • Extended responses • Investigations • Performances • Products • Projects • Collection of works (Applied subjects only) Submission of Assessments: • These assessment types, both draft and final copies must be submitted on the due date. • All work submitted must meet task requirements. • All General and Applied subjects will require work to be submitted electronically via Turnitin so it can be checked for plagiarism. If submitted late (without prior AARA being granted) the assessment will be assessed and graded for feedback purposes only. Students enrolled in competency-based certificates are required to adhere to this expectation to complete assessment on the due date. Nonattendance on the due date will be considered to be a completed attempt to demonstrate competence and may also be regarded as nonparticipation in the program of instruction. Students will receive a grade of Satisfactory or Unsatisfactory for all general and applied subjects for Units 1 & 2 in Year 11.	Summative internal assessment (SIA) is developed and administered by the school site for both General and Applied subjects. External Assessment (EA) has been developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. General Subjects include 3 x ISAs and 1 EA Applied subjects include 4 x ISAs External assessment is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. External Assessment is: • an examination held at the end of the course of study • common to all schools • administered by schools under the same conditions at the same time and on the same day • marked by the QCAA according to a commonly applied marking scheme. 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. Students will receive a Grade from A – E for all general and applied subjects for Units 3 & 4 in Year 12.

SCHOOL
- Publish an assessment schedule each term with due dates for all assessment items
- Provide students with assessment instruments in an appropriate time frame
- Provide appropriate class time for assessment
- Provide feedback (when required) to students on draft and final assessment tasks in a timely manner
- Enact procedures that ensure a consistency of standard/s is maintained in the marking of assessment instruments – moderation of student responses.
- Provide access to relevant documents regarding applications for extension and Access Arrangements and Reasonable Adjustments (AARA) (Appendix 3)

STUDENT
- Plan and manage their time to meet the checkpoints and due dates listed in the assessment calendar
- Plan a personal study schedule using the assessment calendar as a guide
- Ensure all assessment tasks submitted are the original work of the student and cited work is referenced using the APA/Harvard system (provide a bibliography as per task requirements)
- Sign a declaration on the coversheet of the task stating that it is their own original work (Appendix 1)
- Demonstrate mandated requirements of the course
- Complete and submit drafts and final assessment tasks by the due date and to a satisfactory standard electronically via Turnitin
- Attend all exams on the scheduled date and time
- Draft assignments and keep copies of their drafts (e.g. saving drafts as "Version 1", "Version 2" etc.)
- Save all electronic assessment work on at least two different storage devices
- Communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension or AARA within an appropriate time frame (Appendix 2 and/or 3)
- When absent on a due date, organise to submit assessment electronically via Turnitin
- Students with a disability access their Case Manager, engage with Teacher Aide/s for support and complete the appropriate AARA application with the Deputy Principal Diverse Learning (DP DL) (Appendix 3)
- Not to engage in any type of academic misconduct
- To complete the QCAA approved academic integrity course (Year 11 and 12)

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
- Implement strategies and collect evidence to ensure the authenticity of student responses
- Ensure assessment decisions are fair and equitable for all students

PARENT/CARER
- Encourage students to try their best on all tasks;
- Ensure that original work of the student is being submitted;
- Ensure students submit all assessment tasks by the draft and final due date;
- 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.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items within an appropriate time frame, consider submitting a variation to assessment dates form (Appendix 2)
- Provide documentary evidence where necessary (e.g. medical certificate)

PROMOTING ACADEMIC INTEGRITY

RSC promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavor.

Location and communication of policy	The RSC assessment policy is located on the school website. All questions regarding this policy should be directed to the relevant year level Deputy Principal (DP). To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form, year level parades or RSC classes. Relevant processes will be revisited: • At enrolment interviews • During SET planning • When the assessment schedule is published • When each task is handed to students • In the newsletter and by email in response to phases of the assessment cycle
Expectations about engaging in learning and assessment	RSC has high expectations for academic integrity and student participation and engagement in learning and assessment. Students in year 11 and 12 become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. **STUDENT RESPONSIBILITY** Students are expected to: • Engage in the learning for the subject or course of study • Produce evidence of achievement that is authenticated as their own work including: appropriately acknowledging the ideas, work or interpretation of others, including use of artificial intelligence (AI) • Submit responses to scheduled assessment on or before the due date To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.
Due Dates	**SCHOOL RESPONSIBILITY** RSC is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with the assessment calendar at the beginning of each term. The assessment schedule will: • Align with syllabus requirements • Provide sufficient working time for students to complete the task • Allow for internal quality assurance processes • Enable timelines for QCAA quality assurance processes to be met • Be clear to teachers, students and Parents/Carers • Be consistently applied • Be clearly communicated by the end of Week 3 each term • Give consideration to allocation of workload **STUDENT RESPONSIBILITY** Students are responsible for: • Recording due dates • Planning and managing their time to meet the due dates

| | • Informing the school as soon as possible if they have concerns about assessment load and meeting due dates

In cases where students are unable to meet a due date, they will:
• Inform the Head of Department (HOD) and classroom teacher as soon as possible
• Provide the school with relevant documentation, e.g. medical certificate
• Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school

All final decisions are at the Principal's discretion. Refer to AARA information (**Appendix 3**). |

ENSURING ACADEMIC INTEGRITY

RSC has procedures in place to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied to this context.

Scaffolding	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • Maintain the integrity of the requirements of the task or assessment instrument • Allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints	Checkpoints will: • Be detailed on student task sheets • Monitor student progress • Be used to establish student authorship. • Be used to gather evidence on or before the due date Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of departments (HOD) and Parents/Carers will be contacted if checkpoints are not met.
Drafting	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may 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 a maximum of one draft of each student's response • A consultative process that indicates aspects of the response to be improved or further developed • 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 • Allocate a mark. A copy of the feedback will be stored with a hard copy of the draft in the student's folio. Parents/Carers will be notified about non-submission of drafts and the processes to be followed

Managing response length	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints and drafts. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either: • Mark only the work up to the required length, excluding evidence over the prescribed limit or • Allow a student to redact their response to meet the required length, before a judgment is made on the student work. And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. RSC will explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images and critical and responsible use of AI. RSC also uses authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Year 11 and 12 students are required to complete the Assessment Authenticity Statement (see Appendix 1). In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Managing non-submission of assessment by the due date	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: • Provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • Was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) may be entered in the Student Management system by the date published in the Senior Education Profile SEP calendar, for the QCAA. • For oral presentations, the due date for the written support materials will be

	the first day of the presentations.
	In circumstances *where a student response is judged as Not-Rated (NR), the student will not meet the requirements for that subject.* Students failing to meet participation requirements in their educational program will be referred to the relevant DP or Head of Campus (HOC) for further support and/or intervention.

Students in Year 11 and 12 who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their Unit credit. The implication/s of this for students could include ATAR and QCE ineligibility. Subsequent tertiary study could also be jeopardised.

It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher, HOD or year level DP for support *before the due date.* |
| **Internal quality assurance processes** | RSC's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:
- Quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA
- Quality assurance of judgments about student achievement.
- External quality assurance of Year 12 assessment instruments via participation in the QCAA endorsement processes as scheduled by the QCAA annually

All marks for Year 12 summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.

Year 11 and 12 results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. |
| **Review** | RSC internal review processes for student results (including NR) for all Year 11/12 General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context. |
| **Access arrangements and reasonable adjustments, including illness and misadventure (AARA)** | Applications for AARA:
RSC 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. RSC follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* for our senior students.

The Principal or their delegate, as per the college AARA policy, manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation 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/Carers own choosing (e.g. family holidays |

	or sporting events)
	• Matters that the school could have avoided.
	Applications for extensions to due dates for unforeseen illness and misadventure
	Students and Parents/Carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation.
	For Units 1 & 2, the Principal or their delegate determines AARA eligibility. For Units 3-4, AARA is Principal reported to the QCAA. Students must submit a complete AARA application for assessment in Units 3-4. If the application is determined suitable, the college will then submit the AARA application to the QCAA
	Copies of the medical report template, and other supporting documentation can be obtained from the year level DP, Guidance officer or DP Inclusion.
	External Courses e.g. TAFE, School based apprenticeships/traineeships do not meet the requirements for AARA and are expected to attend school assessment as the school is the main learning provider. Students are expected to make appropriate arrangements with
	external providers to complete assessment where a clash exists.

MANAGING ACADEMIC MISCONDUCT

RSC is committed to supporting students to complete assessment and to submit work that is their own, and minimizing opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

For Authorship Issues / Plagiarism

When authorship of student work cannot be established or a response is not entirely a student's own work, RSC will provide an opportunity for the student to demonstrate that the submitted response is their own work.

Students will be required to provide documentation of the drafting progress (planning, research notes, drafts) HODs will determine appropriate opportunities, with consideration to QCAA internal quality assurance processes.

Opportunities may include:
- Verbal confirmation of responses
- Re-sit comparable assessment
- Mark verifiable assessment
- Mark checkpoint/draft assessment

For all Instances of Academic Misconduct

Results will be awarded using any evidence from the preparation of the response that is available that is *verifiably* the *student's own work* and that was gathered in the conditions specified by the syllabus, on or before the due date.

The following are some examples of academic misconduct along with the procedures for managing them. For all instances of academic misconduct results will be awarded using any evidence from the preparation of the response that is available that is *verifiably* the *student's own work* and that was gathered in the conditions specified by the syllabus, on or before the due date

TYPES OF MISCONDUCT	
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 the body, clothing or any object brought into an assessment room • Communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
CONSEQUENCES	
For instances of academic misconduct during examinations Students will be awarded a Not-Rated (NR). Where appropriate, RSC's behaviour management policy will be implemented.	
Student	• Will have the part of the exam that already completed collected • Will continue on with the remainder of the exam
Teacher	• Consult with HOD and relevant DP after the exam to determine results, this may involve parts of the exam being disregarded while grading the exam • OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct

TYPES OF MISCONDUCT	
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.
CONSEQUENCES	
Student/s	• Only elements of the task that are their own original work will be graded
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct
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
CONSEQUENCES	
Student/s	• Only elements of the task that are their own original work will be graded
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct
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
CONSEQUENCES	
Student/s	• Will have the part of the exam that is already completed collected • Will continue on with the remainder of the exam • Only elements of the task that are their own original work will be graded • ***In exam conditions Students will be awarded a Not-Rated (NR).***
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct

TYPES OF MISCONDUCT	
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
CONSEQUENCES	
Student/s	• Results will be awarded using any evidence from the preparation of the response that is available, that is verifiably the student's own work and that was gathered in the conditions specified on or before the due date.
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct
Fabricating	A student: • Invents or exaggerates data • Lists incorrect or fictitious references including false or misleading information generated from the use of AI
CONSEQUENCES	
Student/s	• Only elements of the task that are their own original work will be graded
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct
Impersonation	A student: • Arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • Completes a response to an assessment in place of another student.
CONSEQUENCES	
Student/s	• Only elements of the task that are their own original work will be graded
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct

TYPES OF MISCONDUCT	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
CONSEQUENCES	
Student/s	- Will be given a verbal warning - If persistent, student will be removed from the exam - Continue the exam in the office with HOD
Teacher	- Issue a verbal warning to the student/students - If persistent, call HOD or DP to remove the student - OneSchool entry, with referral to relevant HOD
HOD	Notify parents of the academic misconduct
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using AI without attribution (another's work 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.
CONSEQUENCES	
Student/s	Only elements of the task that are their own original work will be graded
Teacher	OneSchool entry, with referral to relevant HOD
HOD	Notify parents of the academic misconduct
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.
CONSEQUENCES	
Student/s	Only elements of the task that are their own original work, that has not been submitted previously, will be graded
Teacher	OneSchool entry, with referral to relevant HOD
HOD	Notify parents of the academic misconduct

TYPES OF MISCONDUCT	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
CONSEQUENCES	
Student/s	• Will be given a verbal warning • If persistent, student will be removed from the exam • Continue the exam in the office with HOD
Teacher	• Issue a verbal warning to the student/students • If persistent, call HOD or DP to remove the student • OneSchool entry, with referral to relevant HOD
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CONSEQUENCES	
Student/s	• Only elements of the task that are their own original work will be graded
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct
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.
CONSEQUENCES	
Student/s	• Only elements of the task that are their own original work, that has not been submitted previously, will be graded
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct

TYPES OF MISCONDUCT	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response, including AI such as ChatGPT.
CONSEQUENCES	
Student/s	• Only elements of the task that are their own original work will be graded
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of the academic misconduct

VARIATION TO ASSESSMENT

Students who are ill, suffer a misadventure or another unexpected event and are not able to submit a *draft* by the due date, not able to submit a *final* copy on the due date, sit an *exam* on the due date, deliver a *presentation* or a *performance* on the due date must apply for a ***Variation to Assessment Date Request***. (**Appendix 2**).

No student work will be accepted after the due date unless accompanied by the ***Variation to Assessment Date Request Form*** (**Appendix 2**). This form must be submitted for the request to be processed.

This form covers two areas:

1. **Extension request prior to due date** - this form must be completed and **submitted** to relevant Head of Department *at least three days prior* to assessment due date.
2. **Request for adjusted date after due date passed** – this form must be completed and submitted to relevant HOD on first day of return.

To apply students must follow these steps:

1. Obtain a '**Variation to Assessment Request Form'** from the HOD at least **five days** prior to the due date except or, in exceptional circumstances, as soon as possible after the due date
2. Complete the form and return to HOD the following day
3. HOD will consult with relevant class teacher and relevant year level DP
4. Approval or non-approval granted by HOD
5. HOD forwards a copy of form to relevant year level DP.

Some examples of reasons for applying for a **Variation to Assessment Date** are:

- *Illness* - A medical certificate (year 11 and 12)
- **Extenuating Circumstances** such as family activities of a very special nature requiring absence from school, bereavement, family breakdown, essential sporting / cultural commitments and long-term illness of self or family member.

No extensions will be approved on or after the due date except in extraordinary circumstances. Extensions will be considered on a case-by-case basis. ***Technology failure is not considered acceptable grounds*** for a Variation to Assessment Request.

CONSEQUENCES FOR LATE SUBMISSION / NON-SUBMISSION OF DRAFT OR DRAFT DOES NOT MEET SET REQUIREMENTS

Student/s	• Will attend After School Detention to write a draft that meets the assessment requirements
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of failure to meet assessment requirements • Issue After School detention to complete draft that meets the assessment requirements

At the afterschool detention students will work on completing a draft that meets the set requirements. Depending on circumstances a warning of Cancellation of Enrolment or Cancellation of Enrolment (for students 16 years or older) may be an outcome. The repeated failure to submit a draft on time may lead to a *warning* of Cancellation of Enrolment (for students 16 years or older).

Consequences for not attending Afterschool detention:

Student/s	• Interview with DP or HOC
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of failure to attend after school detention
DP/HOC	• a warning of Cancellation of Enrolment or Cancellation of Enrolment (for students 16 years or older) may be an outcome.

CONSEQUENCES FOR LATE SUBMISSION / NON-SUBMISION OF FINAL WORK

Final submission of all assessment pieces in Years 11 and 12 is compulsory at RSC. Failure to meet this expectation will have serious consequences not only for the awarding of semester credits but also for the awarding of the Queensland Certificate of Education (QCE) at the end of Year 12. When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.

Students, who are ill, suffer a misadventure or another unexpected event and are unable to submit a final copy on time must apply for a *Variation to Assessment Date Request*. No student work will be accepted after the due date unless accompanied by a Variation to Assessment Date Request Form.

Information from the Variation to Assessment Date Request Form will be used to make a decision about the acceptance of the piece of assessment. If information provided does not suggest a reasonable excuse then judgements will be made using evidence collected on or before the due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations etc. to allocate grades.

- For General subjects, an overall subject result for a course of study will not be allocated if a student does not submit or complete the summative internal assessment
- For Applied subjects, an E standard cannot be allocated when there is no evidence demonstrated

- For Short Courses, an E standard cannot be allocated when there is no evidence demonstrated

Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of failure to meet assessment requirements
DP/HOC	• a warning of Cancellation of Enrolment or Cancellation of Enrolment (for students 16 years or older) may be an outcome.

FOR INSTANCES OF ACADEMIC MISCONDUCT DURING EXAMINATIONS

Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook*. Where appropriate, the RSC's behaviour management policy will be implemented.

FOR INSTANCES OF LATE ARRIVAL TO EXAMS

Students who arrive late (less than 40 mins) to an exam will be permitted entry to the exam but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.

Student/s	• Will complete exam and comply with the scheduled finish time
Teacher	• OneSchool entry, with referral to relevant HOD
HOD	• Notify parents of late arrival to exam
DP/HOC	• A warning of Cancellation of Enrolment or Cancellation of Enrolment (for students 16 years or older) may be an outcome.

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access Arrangements and Reasonable Adjustments (AARA) are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Schools use the information provided in the QCE and QCIA Handbook to inform their decisions about appropriate adjustments and arrangements for Applied, Applied (Essential), General, General (Extension) and Short Course assessments.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

Adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.

ROLES AND RESPONSIBILITIES FOR AARA

Parents and students complete an application and provide supporting documentation to the school for AARAs.

The school will assign a case manager, who will consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances.

The principal or principal's delegate is responsible for making/approving decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval. The principal or principal's delegate will ensure that the AARAs implemented in Units 1 and 2 align to those that are available for summative assessment in Units 3 and 4. The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

The QCAA must approve AARAs for summative internal assessment, external assessment and Short Courses.

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:	THE QCAA USES BROAD APPLICATION CATEGORIES FOR AARA ELIGIBILITY:
• Permanent • Temporary • Intermittent	• Cognitive • Physical • Sensory • Social/Emotional

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.

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 / instructions)
- 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)

MAKING DECISIONS ABOUT AARA

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. 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 prerecording their response, rather than responding in front of the class)

The QCAA website contains guidelines about possible access arrangements and reasonable adjustments available to support students.

APPLICATION AND NOTIFICATION PROCESSES

The school that is the main learning provider (MLP) must submit applications for QCAA-approved and/or notify principal reported AARA to the QCAA on students' behalf, via the QCAA Portal.

Early applications for all AARA are recommended to ensure timely decisions and confidence for students. Applications submitted close to the due date for assessment should not be for known long-term conditions.

Figure: Schools' AARA application/notification process for summative assessment in Units 3 and 4

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.

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.

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
- 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 QCAA provides a template which may be used by the medical practitioner who is to complete the report. The medical report can be accessed via the QCAA Portal or through the school.

The medical report may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist, occupational therapist, physiotherapist or optometrist, a certified practicing speech pathologist or speech pathologist who is eligible for membership of Speech Pathology Australia (SPA) as a certified practicing member. This practitioner must not be related to the student or employed by the school.

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. In cases when verification has expired an updated medical report is required.

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.

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:

TABLE: Submission dates for Principal-reported and QCAA-approved AARA

Type of AARA	Unit 3 and 4 General Subjects – Internal Assessment	Unit 3 and 4 General Subjects – External Assessment and General (Senior External Examination) Subjects
Alternative format papers e.g. • Braille • Large Print	Due dates are determined by the school	Applications for Phase 1 and 2 CIA are **due by the end of Unit 2.** All other applications for alternative format papers are **due by the end of February in the summative year.** For General (Senior External Examination) subjects, contact the QCAA AARA Unit as soon as possible after registration. Late applications may not be possible, 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 and 2.** For all others, applications are due **as soon as possible** before the assessment event	For existing long-term and chronic conditions – **applications are due by the end of Term 1** in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October – **applications are due by the end of Week 5 Term 3** in the summative year. AARA applications for General (Senior External Examination) subjects close in August on the date published in the SEP calendar
Principal-reported AARA only	Notification is due **before the relevant confirmation event**	**Notification is due by the end of Term 3 in the summative assessment year.**
Illness and misadventure	Apply Principal-reported AARA before contacting QCAA.	Contact the QCAA **from 14 days before the start of the assessment period to 7 days after the assessment**
NOTE: Early applications benefit students and schools. If these timelines are not adhered to, the QCAA cannot guarantee that applications will be processed. Alternative format papers require extended timelines and detailed consultation to be produced. Schools must meet the timelines for these papers or the QCAA cannot guarantee that they will be produced.		

TABLE: Examples 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	Common Internal Assessment
Alternative Format Papers	Examples include: • Braille • A4 to A3 enlargement • Electronic Format • Large print papers (N18, N24, N36 on A3) • Black and white materials	Principal-reported	QCAA-approved		QCAA-approved
Assistance	Examples include: • A teacher aide assisting with manipulation of equipment and other practical tasks • A supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start of continue writing/undertaking the assessment task	Principal-reported	QCAA-approved		Principal-reported

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 provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:
- The illness or event is unforeseen and beyond the student's control such as personal circumstance or emergent cultural obligation.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their Parents/Carers, such as a family holiday.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

Illness and Misadventure - Internal Assessment:

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate or assessment supervisor as soon as practical. 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 assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established. Alternatively, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

Illness and Misadventure – External Assessment

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment coordinator.

A student who is ill but 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.

Submitting an application for illness and misadventure for external assessment:

A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

Supporting documentation - To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:
- The illness, condition or event (including details of a diagnosis, where applicable) •date of diagnosis, onset or occurrence
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the effect of the illness, condition or event on the student's participation in the assessment
- For non-medical claims, written evidence from a relevant independent professional, such as a police report

Currency of supporting documentation - Supporting documentation must cover the date of the assessment.

Timelines for applications:
- Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation.
- Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

Redlynch State College
Assessment Authenticity Statement

Instructions:

This Authenticity Statement must be signed by students and their parent / guardian.   It must be submitted with every piece of assessment submitted. It is not required when students are sitting exams.

Students who are suspected of submitting work that is not their own will be interviewed by the relevant year level DP and appropriate consequences put in place. These consequences may include the piece of assessment not being counted towards Unit results (QCE implications), suspension, warning of Cancellation of Enrolment or Cancellation of Enrolment.

Student Name: _____

Year Level: _____   Year: _____

Subject: _____   Assessment Item: _____

Student:

I understand that all the work I submit for assessment must be my own.

I have read and understand the school's assessment policy and understand the consequences of submitting material for assessment that is not my own.

I understand that I must not receive undue assistance or the unauthorised help of others in the preparation of my assessment work.

I understand that I must acknowledge in an appropriate manner all information and sources of assistance used in my assessment work.

I will not allow other students to access or copy any of my assessment

work. Student Declaration:

I hereby declare that I have read the above statement and that all the material I submit for this piece of assessment is entirely my own and meets all of the Colleges assessment requirements.

Student signature: _____   Date: _____

Caregiver / Parent Confirmation:
I have read and understand the College's assessment authenticity requirements, as outlined in the Assessment Policy (Section 2.4 on page 8 and available on the school website).

Parent / Guardian: _____   _____   _____
                           Name   Signature   Date

REDLYNCH STATE COLLEGE
Variation to Assessment Dates Request
(Available from HOD, DP or Head of Campus)

Part A: To Be Completed by The Student and Parent/Guardian

Student Name: .... Form Class: …………………………

Subject: ....Teacher: ………………………………………………………….

My assessment was due on: ……..

The reason my assessment was not or will not be handed in on time is: (attach a Doctor's Certificate if relevant)

……….

……….

……….

I request an extension until   Day : ……………………………………………….   Date: …../…../…..

Student's Signature: …………………………….   Parent/Guardian's Signature……………………………   Date: …../…../…..

Part B: Recommended Action by Classroom Teacher

……….   ………

………

………

Teacher's Signature:……………………………………….
Date: …../…../…..

Part C: Outcome

………

………   …………

………

Teacher's Signature:……………………………………….   Date: …../…../…..

Part D: Extension Approval - To Be Completed by Head of Department, DP or Head of Campus

An extension has been approved   Yes / No

The extension has been granted until _____

Head of Department/DP/ Head of Campus   Signature:…………………………………………   Date: …../…../…..

Note this form must be attached to assessment when it is submitted.

(AARA) Application Form

Student Details		
Student:		Year level:
LUI:		Date:
Duration of AARA:		Review Date:
Subjects:		**AARA Applicable:**
1. _____		Yes No
2. _____		Yes No
3. _____		Yes No
4. _____		Yes No
5. _____		Yes No
6. _____		Yes No

Type of application:

Access arrangements and reasonable adjustments for long term **impairment or disability**

Access arrangements and reasonable adjustments for existing and chronic **medical/mental health condition**

Illness and misadventure for **unforeseen circumstances or event**

Disability / Condition	Documents attached	Date	Case manager
Long term **impairment or disability** Physical Cognitive Sensory Social / Emotional	EAP Medical Report Student Statement		DP SWD _____
Existing or chronic **medical/mental health condition**	Medical Report Student Statement		GO _____
Illness and misadventure Unforeseen circumstances or event Adverse effect demonstrated	Medical Report Other Student Statement		DP _____
Not already AARA Approved			

TYPES OF AARA: (this is not exhaustive)		
☐ Alternative format papers	☐ Assistance teacher aide/supervisor	☐ Assistive technology
☐ Bite-sized food	☐ Comparable assessment	☐ Computer
☐ Drink	☐ Diabetes management	☐ Extension
☐ Extra time	☐ Hand towel	☐ Heat or cold pack
☐ Instructions (hearing impairment)	☐ Lighting	☐ Medication
☐ Physical equipment	☐ Reader	☐ Rest breaks
☐ Scribe	☐ Varied seating	☐ Ventilation
☐ Venue	☐ Vision aids	☐ Other-Type:

STUDENT / PARENT STATEMENT:
- Brief history of your disability, impairment and/or medical condition, including symptoms
- Comment on how the disability, impairment and/or medical condition affects your daily functioning in the classroom
- Describe how the disability, impairment and/or medical condition is a barrier to your access to the assessment and/or to your ability to communicate a response to assessment

* This information must be current and relevant. All information provided will be treated with the strictest confidence and will only be used for the purposes of determining the AARA application.

Details		
Permanent	Temporary	Intermittent

SUPPORTING EVIDENCE:

Education Adjustment Program (EAP):

For impairment or disability, a current Education Adjustment Program (EAP) is required. Please see Head of Special Education Services to confirm the school has this on record.

Medical Report:
Please attach a confidential medical report (template available on request from the school). The report must include the following information:
- Brief history of the student's disability, impairment and/or medical condition, including symptoms.
- Current treatment student is receiving.
- Comments on the probable effect of this disability, impairment and/or medical condition on the student's ability to completed timed assessment.

In addition, for existing **long-term impairment or disability**, or for existing or chronic **medical/mental health condition**:
- Comment on how the disability, impairment and/or medical condition affects your daily functioning in the classroom
- Professional recommendations for assessment adjustments in addition, for **illness and misadventure** circumstances:
- The severity of the impact arising from the medical condition – mild, medium or severe.
- Length of time the student was unfit, disadvantaged or impacted by the condition • Health professional and practice details Declaration:
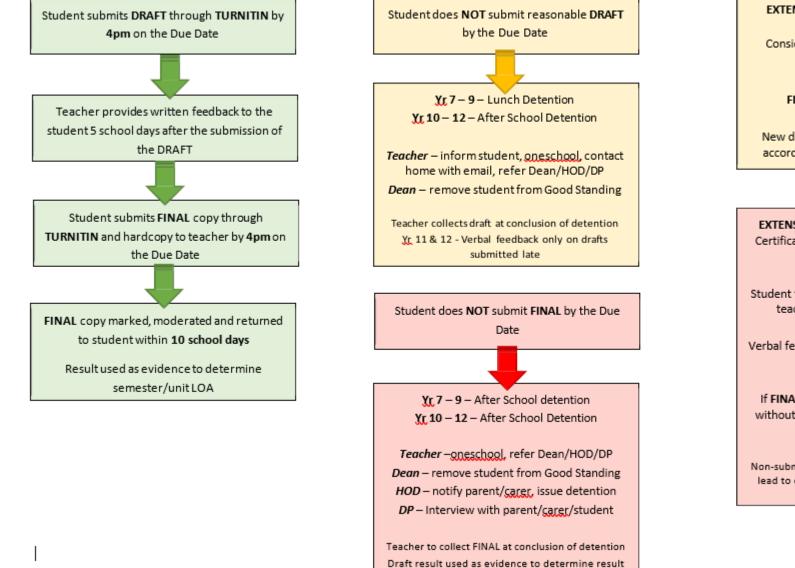
I have attached required documentation.

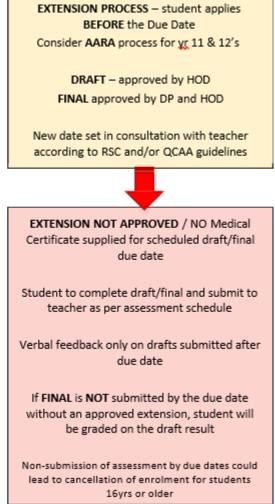I have read the policy and discussed my application with a Case Manager.

Student Signature : _____   Date: _____
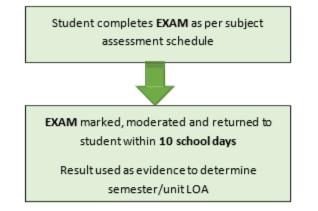
Parent Signature :_____   Date: _____

Column 1 (green):

Student submits **DRAFT** through **TURNITIN** by **4pm** on the Due Date

↓

Teacher provides written feedback to the student 5 school days after the submission of the DRAFT

↓

Student submits **FINAL** copy through **TURNITIN** and hardcopy to teacher by **4pm** on the Due Date

↓

FINAL copy marked, moderated and returned to student within **10 school days**

Result used as evidence to determine semester/unit LOA

Column 2:

Student does **NOT** submit reasonable **DRAFT** by the Due Date

↓

Yr **7 – 9** – Lunch Detention
Yr **10 – 12** – After School Detention

Teacher – inform student, oneschool, contact home with email, refer Dean/HOD/DP
Dean – remove student from Good Standing

Teacher collects draft at conclusion of detention
Yr 11 & 12 - Verbal feedback only on drafts submitted late

Student does **NOT** submit **FINAL** by the Due Date

↓

Yr **7 – 9** – After School detention
Yr **10 – 12** – After School Detention

Teacher – oneschool, refer Dean/HOD/DP
Dean – remove student from Good Standing
HOD – notify parent/carer, issue detention
DP – Interview with parent/carer/student

Teacher to collect FINAL at conclusion of detention
Draft result used as evidence to determine result

Column 3:

EXTENSION PROCESS – student applies **BEFORE** the Due Date
Consider **AARA** process for yr 11 & 12's

DRAFT – approved by HOD
FINAL approved by DP and HOD

New date set in consultation with teacher according to RSC and/or QCAA guidelines

↓

EXTENSION NOT APPROVED / NO Medical Certificate supplied for scheduled draft/final due date

Student to complete draft/final and submit to teacher as per assessment schedule

Verbal feedback only on drafts submitted after due date

If **FINAL** is **NOT** submitted by the due date without an approved extension, student will be graded on the draft result

Non-submission of assessment by due dates could lead to cancellation of enrolment for students 16yrs or older

Student completes **EXAM** as per subject assessment schedule

↓

EXAM marked, moderated and returned to student within **10 school days**

Result used as evidence to determine semester/unit LOA

Student does **NOT** complete exam as per subject assessment schedule

Year 7 – 9 – Teacher - email parent on the day of the exam to notify non-attendance at exam, record contact in oneschool, refer to HOD & DP

Year 10 – 12 – Teacher oneschool, refer HOD & DP

HOD – contact parent on the day of the exam, oneschool contact

---

Yr 7 – 9 – Parent note supplied
Alternate date for exam approved by HOD

Yr 10 – 12 – Medical Certificate supplied/yr 11-12 AARA completed
Alternate date for comparable exam approved by HOD & DP

Student completes exam on the alternate date as arranged

Results used as evidence to determine semester/unit LOA

Yr 7 – 9 – NO Parent note supplied
Alternate date for exam approved by HOD

Yr 10 – 12 – NO Medical Certificate supplied –
AARA not applicable

LOA is determined by work completed in class at checkpoints

Not-Rated result is recorded as evidence to determine semester/unit LOA