



ASSESSMENT POLICY

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Achieving Our Future

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1 Introduction

Purpose

Bribie Island State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities.

The policy is based on information in the QCE and QCIA Policy and Procedures handbook and QCAA syllabuses for Years 7 – 12. The roles and responsibilities outlined apply to all Bribie Island State High School students, parents/guardians and staff and align with QCAA/BISHS policies and procedures.

Principles

Bribie Island State High School's expectations are grounded in the principles of academic integrity and excellence. These expectations apply to all assessment.

Assessment can include any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus.

Assessment should be:

- aligned with curriculum and pedagogy;
- accessible and equitable for all students;
- evidence-based, using established standards and instrument specific marking guides (ISMG), instrument specific standards matrix (ISSM) and Unit of Competency performance criteria, to make defensible and comparable judgments about student learning and achievement;
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made; and
- provide feedback to students, so that they know how to improve their learning.

Scope

The scope of the policy includes all subjects from Years 7 – 12 including Australian Curriculum Yrs 7 – 10, the New QCE Applied, Applied (Essential), General, General(Extension) subjects, Yr 12 Authority and Authority Registered subjects, Vocational Education qualifications and Short Courses. The processes, procedures, roles and responsibilities are designed to build capacity as students work towards summative assessment completion.

Formative assessment completion

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

2 Academic integrity

Bribie Island State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole school procedures supports this endeavour.

	Policy and Procedures
2.1 Location of policy	In order that all stakeholders in our school community are aware of the school assessment policy, it is centrally located on the school website. Relevant elements and more detailed requirements of the policy are found in the Staff Handbook and Senior Student Handbook.
2.2 Expectations about engaging in learning and assessment Refer to QCE and QCIA policy and procedures handbook (Section 8.5.1) for Senior Students	Staff complete the academic integrity course and the accreditation courses provided by the QCAA. Students complete the QCAA academic integrity courses. To ensure consistent application of the assessment policy, it will be revisited by staff in teaching episodes and relevant processes will be revisited: <ul style="list-style-type: none">• at enrolment interviews;• during SET planning;• when the assessment schedule is published;• when each task is handed to students; and• in the newsletter and by email in response to phases of the assessment cycle.

3 Internal and External Assessment Administration for Years 11 and 12

Bribie Island State High School has procedures 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 in this context.

Internal assessment administration

	Policy and Procedures
3.1 Scaffolding Refer to QCE and QCIA	Scaffolding for assessment is limited to: <ul style="list-style-type: none"> • Checkpoints that students can use to manage completion of components of the assessment instrument • Guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument; and • Providing prompts and cues for students about the requirements for their response. When scaffolding, it is important that the integrity of the requirements of the task or assessment instruments are maintained so a student response is their own. Bribie Island State High School has internal quality assurance processes for each assessment instrument. This process will check to ensure that scaffolding does not lead to a predetermined response. These quality assurance processes are coordinated by the Head of Department. Across the phases of learning, there will be a gradual release of responsibility to students.
3.2 Checkpoints	The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints on assessment task sheets to identify and support students to complete their assessment. Drafts should be submitted via the Learning Place to provide checkpoint evidence. Teachers should ensure prompt communication should be made with Heads of Department and parents/ guardians regarding non submission or lack of progress at Checkpoints.
3.3 Drafting Refer to QCE and QCIA policy and procedures handbook (Section 7.2.2)	Drafting is an important part of teaching and learning. Types of drafts differ depending on subject, for example: written draft; rehearsal of a performance piece; or a product in development. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on formal assessment items is considered a crucial element of the teaching and learning process and will be provided to students according to the following guidelines: <ul style="list-style-type: none"> • Assessment item cover sheets will clearly indicate the type of feedback that will be provided for each specific item. • Draft work – feedback will be provided to students within one week to identify areas for improvement prior to the submission of the final copy. • Final copy - feedback will be provided within two school weeks following the internal quality assurance of this item. • When receiving feedback, students are encouraged to match written comments with the attribution of standards descriptors on the criteria sheet as an indication of areas requiring improvement. Student drafts work must be submitted at least 24 hours before the due date for teachers to be given time to provide feedback. Feedback on senior drafts in Unit 3 and 4: <ul style="list-style-type: none"> • must not compromise authenticity of the student response by adding ideas; • must not edit or correct grammar and spelling however suggestions may be provided in feedback; • is provided on a maximum of one draft of each student's response; • is a consultative process, not a marking process; • will be provided within 1 week of submission of draft; • a copy of the feedback is stored electronically; and • Parents and caregivers are notified by email, phone call or text about non-submission of drafts and the processes to be followed. This is the teacher's responsibility and will be based on the data extracted from Bribie Island State High School's 'electronic submission procedure' through the Learning Place. Non-submission of drafts by due date Students are expected to submit a substantial response (at least 80% of task) at draft due date. Students who do not submit a substantial draft on time will receive support time until a substantial draft is submitted. <ul style="list-style-type: none"> • Parents and caregivers are notified by email, phone call or text that a draft has been completed before task final due date. Contact is to be recorded in OneSchool.
3.4 Managing response length Refer to QCE and QCIA policy and procedures handbook (Section 7.2.3)	School responsibility Response lengths as specified by syllabus documents and guidelines must be followed. The procedures below support students in managing their response lengths: <ul style="list-style-type: none"> • internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale; • subject specific strategies about responding purposefully within the prescribed conditions of the task are embedded in teaching and learning programs; • model responses within the required length are available and are used in learning programs; and feedback about length is provided by teachers at check points and on draft. Student responsibility Students will: <ul style="list-style-type: none"> • familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets; • apply feedback about length to their drafts; and

	<ul style="list-style-type: none"> • edit responses to meet requirements for length.
3.5 Authenticating student responses Refer to QCE and QCIA policy and procedures handbook (Section 7.3.1)	<p>Accurate judgements of student achievement can only be made on genuine student assessment responses. Bribie Island State High School uses the strategies as selected from the instrument specific template, as appropriate, across all subjects and phases of learning. There are additional Bribie island State High School specific practices that are to be applied consistently that may include:</p> <ul style="list-style-type: none"> • assessment tasks changed from year to year; • internal quality assurance processes comparing responses of students who work in groups and cross-marking in subjects with multiple cohorts; and • an assessment schedule that ensures sufficient time for completion of tasks and monitoring of development of responses.
3.6 Access arrangements and reasonable adjustments	<p>Bribie Island State High School is committed to reducing barriers to success for all students. Access arrangements 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, responds to, or participate in assessment.</p>
3.7 including illness and misadventure (AARA) Refer to QCE and QCIA policy and procedures handbook (Section 6)	<p>Bribie Island State High School follows the processes as outline in the QCE and QCIA policy and procedures handbook.</p> <p>Students can apply for an access arrangement and reasonable adjustment that will apply to assessment in all subjects throughout the whole year. Contact the Guidance Officer and/or Head of Special education services to complete the application.</p> <ul style="list-style-type: none"> • Year 11-12 students use BISHS Senior AARA APPLICATION <p>Students can apply for extensions, illness and misadventure adjustments for short term conditions.</p> <ul style="list-style-type: none"> • Year 11-12 students use BISHS Extension, Illness and misadventure form SENIORS <p>All evidence that decisions are based on will be attached to the student's OneSchool profile. All AARA applications for summative assessment in Units 3 and 4 require QCAA approval.</p>
3.8 Managing non-submission of assessment by the due date Refer to QCE and QCIA policy and procedures handbook (Section 8.5)	<p>Teachers will collect progressive evidence of student responses.</p> <p>Year 11 students Students will upload progressive evidence of their responses through the electronic submission process at the prescribed checkpoints.</p> <p>Year 12 students Students will submit hardcopy or electronic evidence to their class teachers. Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> • unmarked drafts; • class work; • rehearsal notes; • photographs of student work; and • teacher observations. <p>The exact nature of the evidence is detailed in the checkpoints on the instrument specific tasks sheets. If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guide or standards.</p> <ul style="list-style-type: none"> • For Applied subjects, an E cannot be awarded when there is no evidence for that standard. • For General and General(Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence. • For Short Courses, an E cannot be awarded when there is no evidence for that grade. • In all these cases, the only result that can be awarded is Not-Rated(NR). <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • Unfamiliarity with English language; • Teacher absences or other teacher related difficulties; • Matters that the student could have avoided; • Matters of the student's or parent's/carer's own choosing (e.g. family holidays) ; or • Matters that the school could have avoided. <p>For any of the above grounds, when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded using evidence from the preparation of the response that is available on or before the due date.</p> <p>Units 3 & 4 are awarded a final grade through QCAA. To be eligible for this grade, all 4 assessment tasks need to be completed. Non-submission of any of these 4 assessment tasks make a student ineligible for a final grade.</p>
3.9 Internal quality assurance processes Refer to QCE and QCIA policy and procedures handbook (Section 8.5.3)	<p>Bribie Island State High School's quality management system includes three points of quality assurance in the assessment workflow. The timing of these processes is negotiated within faculties and are entered into the school calendar by the Head of Department. These are:</p> <ul style="list-style-type: none"> • Quality assurance of all assessment instruments before they are administered to students and in the case of internal assessment instruments for Units 3 and 4 (general subjects) prior to submission to QCAA. Using quality assurance tools provided by the QCAA. • All senior assessment tasks are submitted for BISHS endorsement before use. • Quality assurance of judgments about student achievement contributing to results and reporting prior to results being provided. Faculties are free to choose the type of quality assurance process, this will depend on the size of the cohort and the number of classes.

	<p>Internal process that may occur before students' results are provided are clearly communicated when assessment tasks are handed out.</p> <p>Students Students are made aware of the external process for external process that may occur before their results are provided. For example; - all marks for summative internal assessment for General and General(Extension) subjects are provisional until they are confirmed through the confirmation process – results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
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External assessment administration

	Policy and Procedures
3.10 External Assessment	External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects. Refer to QCE and QCIA policy and procedures handbook (Section 7.3.2)

4 Internal Assessment Administration for Years 7-10

Bribie Island State High School has procedures 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 in this context.

Internal assessment administration

	Policy and Procedures
4.1 Scaffolding	<p>Scaffolding for assessment is used to:</p> <ul style="list-style-type: none"> • Checkpoints that students can use to manage completion of components of the assessment instrument • Guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument: and • Providing prompts and cues for students about the requirements for their response. <p>When scaffolding, it is important that the integrity of the requirements of the task or assessment instruments are maintained so a student response is their own.</p> <p>Bribie Island State High School has internal quality assurance processes for each assessment instrument. This process will check to ensure that scaffolding does not lead to a predetermined response. These quality assurance processes are coordinated by the Head of Department.</p> <p>Across the phases of learning there will be a gradual release of responsibility to students.</p>
4.2 Checkpoints	The monitoring of student progress is detailed by checkpoints on task sheets. Teachers will use these checkpoints on assessment task sheets to identify and support students to complete their assessment. Prompt communication should be made with Heads of Department and parents/ guardians regarding non submission or lack of progress at Checkpoints.
4.3 Drafting	<p>Drafting is an important part of teaching and learning. Types of drafts differ depending on subject, for example: written draft; rehearsal of a performance piece; or a product in development. Drafts are used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on formal assessment items is considered a crucial element of the teaching and learning process and will be provided to students according to the following guidelines:</p> <ul style="list-style-type: none"> • Assessment item cover sheets will clearly indicate the type of feedback that will be provided for each specific item. • Draft work – feedback will be provided to students in a timely manner to identify areas for improvement prior to the submission of the final copy. • Final copy - feedback will be provided within two weeks following the internal quality assurance of this item. • When receiving feedback, students are encouraged to match written comments with the attribution of standards descriptors on the criteria sheet as an indication of areas requiring improvement. Student drafts work must be submitted at least 24 hours before the due date for teachers to be given time to provide feedback.
4.4 Managing response length	<p>School responsibility Response lengths as specified by syllabus documents and guidelines must be followed. The procedures below support students in managing their response lengths:</p> <ul style="list-style-type: none"> • internal quality assurance processes to ensure valid assessment instruments of appropriate scope and scale; • subject specific strategies about responding purposefully within the prescribed conditions of the task are embedded in teaching and learning programs; • model responses within the required length are available and are used in learning programs; and feedback about length is provided by teachers at check points and on draft. <p>Student responsibility Students will:</p> <ul style="list-style-type: none"> • familiarise themselves with and adhere to prescribed word lengths as detailed on task sheets; • apply feedback about length to their drafts; and • edit responses to meet requirements for length.

4.5 Authenticating student responses	<p>Accurate judgements of student achievement can only be made on genuine student assessment responses. Bribie Island State High School uses the strategies as selected from the instrument specific template, as appropriate, across all subjects and phases of learning. There are additional Bribie Island State High School specific practices that are to be applied consistently that may include;</p> <ul style="list-style-type: none"> • assessment tasks changed from year to year; • internal quality assurance processes comparing responses of students who work in groups and cross-marking in subjects with multiple cohorts; and • an assessment schedule that ensures sufficient time for completion of tasks and monitoring of development of responses.
4.6 Access arrangements and reasonable adjustments	<p>Bribie Island State High School is committed to reducing barriers to success for all students. Access arrangements 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, responds to, or participate in assessment.</p>
4.7 including illness and misadventure (AARA)	<p>Bribie Island State High School follows the processes as outline in the QCE and QCIA policy and procedures handbook.</p> <p>Students can apply for an access arrangement and reasonable adjustment that will apply to assessment in all subjects throughout the whole year. Contact the Guidance Officer and/or Head of Department to complete the application.</p> <ul style="list-style-type: none"> • Year 7-9 students use BISHS Junior AARA APPLICATION • Year 10-12 students use BISHS Senior AARA APPLICATION <p>Students can apply for extensions, illness and misadventure adjustments for short term conditions.</p> <ul style="list-style-type: none"> • Year 7-9 students use BISHS Extension, Illness and misadventure form JUNIORS • Year 10-12 students use BISHS Extension, Illness and misadventure form SENIORs
4.8 Managing non-submission of assessment by the due date	<p>Teachers will collect progressive evidence of student responses. Students will submit hardcopy or electronic evidence to their class teachers. Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> • unmarked drafts; • class work; • rehearsal notes; • photographs of student work; and • teacher observations. <p>The exact nature of the evidence is detailed in the checkpoints on the instrument specific tasks sheets. If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student.</p> <p>It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guide or standards.</p> <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • Unfamiliarity with English language; • Teacher absences or other teacher related difficulties; • Matters that the student could have avoided; • Matters of the student's or parent's/carer's own choosing (e.g. family holidays) ; or • Matters that the school could have avoided. <p>For any of the above grounds, when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded using evidence from the preparation of the response that is available on or before the due date.</p>
4.9 Internal quality assurance processes Refer to QCE and QCIA policy and procedures handbook (Section 8.5.3)	<p>Quality assurance of judgments about student achievement contributing to results and reporting prior to results being provided. Faculties are free to choose the type of quality assurance process, this will depend on the size of the cohort and the number of classes.</p> <p>Internal process that may occur before students' results are provided are clearly communicated when assessment tasks are handed out.</p>
4.10 Managing non-submission of assessment by the due date	<p>Teachers will collect progressive evidence of student responses.</p> <p>Students will submit hardcopy or electronic evidence to their class teachers. Evidence includes but is not limited to:</p> <ul style="list-style-type: none"> • unmarked drafts; • class work; • rehearsal notes; • photographs of student work; and • teacher observations. <p>The exact nature of the evidence is detailed in the checkpoints on the instrument specific tasks sheets. If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guide or standards.</p>

	<p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • Unfamiliarity with English language; • Teacher absences or other teacher related difficulties; • Matters that the student could have avoided; • Matters of the student's or parent's/carer's own choosing (e.g. family holidays) ; or • Matters that the school could have avoided. <p>For any of the above grounds, when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded using evidence from the preparation of the response that is available on or before the due date.</p> <p>Bribie Island State High School's quality management system includes two points of quality assurance in the assessment workflow.</p> <ul style="list-style-type: none"> • Quality assurance of judgments about student achievement contributing to results and reporting prior to results being provided. Faculties are free to choose the type of quality assurance process, this will depend on the size of the cohort and the number of classes. <p>Internal process that may occur before students' results are provided are clearly communicated when assessment tasks are handed out.</p>
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5 Managing academic misconduct

Bribie Island State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some example of academic misconduct:

	Types of misconduct	Procedure
Collusion	<p>When:</p> <ul style="list-style-type: none"> • More than one student works to produce a responses; 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 	<ul style="list-style-type: none"> • Results will be awarded using any valid evidence from the preparation of the response that is available. • The work must be verifiably the student's own and must be gathered using the conditions specified by that appropriate syllabus. • Students who have demonstrated academic misconduct must still submit a task to show that they are engaging with the program of study. The work is to be marked and feedback provided but the result will not contribute to the student's result. • Where Academic misconduct occurs during an exam students will be awarded a Not Rated (NR). • Where appropriate, the Bribie Island State High School Responsible Behaviour Plan for Students may be implemented. Parents/ Guardians must be contacted and the contact recorded on OneSchool. • Consequences for academic misconduct may include internal suspension to complete assessment, parent and student interview, support time and where appropriate discussions about alternate pathways.
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • Begins to write during perusal time or continues to write after the instruction to writing is given • Brings into exam room and/or uses unauthorised equipment or materials • Has any notation written on the body, clothing or any object brought into the 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. 	
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • Pays for a person or service to complete a response to an assessment • Sells or trades a response to an assessment. 	
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • Deliberately or knowingly makes it possible for another student to copy responses • Looks at another student's work during an exam • Copies another student's work during an exam. 	
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • Give or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • Makes any attempt to give or receive access to secure assessment materials. 	
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • Invents or exaggerates data • Lists incorrect or fictitious references. 	
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> • 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. 	
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	

	Types of misconduct	Procedure
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

6 Roles and Responsibilities

	Student	Parent	Teacher	Head of Dept Administration
6.1 Program of Instruction	<ul style="list-style-type: none"> Participate in the program of instruction and demonstrate to the best of their ability all mandated requirements of study. Complete all required work. Create a weekly study plan. Complete all set homework and revise regularly. 	<ul style="list-style-type: none"> Support student participation in the program of instruction offered by the school. Be aware of their students' assessment plan. Ensure students meet due dates. Support student to complete required homework and study. Contact the school if there are any concerns. 	<ul style="list-style-type: none"> Develop a teaching and learning program that meets the requirements of VET courses, QCAA syllabuses and Australian Curriculum syllabuses and assessment standards. 	<ul style="list-style-type: none"> Oversee a teaching and learning program that meets the requirements of VET courses, QCAA syllabuses and Australian Curriculum syllabuses and assessment standards. Ensure Quality Assurance
6.2 Due Dates	<ul style="list-style-type: none"> Be aware of assessment due dates and organise a plan for successful completion. Access and download assessment planners from OneSchool. Complete all course requirements by the due date, including submission of drafts. 	<ul style="list-style-type: none"> Note assessment due dates. Contact the school if you have any concerns. Support students in the completion of course requirements by the due date. Continue to monitor school correspondence for any changes to assessment requirements. 	<ul style="list-style-type: none"> Provide students with a course unit outline and an assessment plan including draft and due dates Contact home regularly when there are concerns about student progress (not passing or not achieving to potential) and record these contacts on OneSchool. 	<ul style="list-style-type: none"> Compile and publish all assessment dates on appropriate documents and platforms. Distribute assessment dates to students and parents through emails, school website, newsletters. Manage applications for extensions by liaising with DPs.
6.3 Assessment Tasks	<ul style="list-style-type: none"> Submit drafts and final assessment that meet all requirements of the assessment item. Show academic integrity. Ensure that all submitted assessment is authentic and can be verified as such. Suspicion of academic misconduct will be investigated by Head of Department (HOD) /Administration and further action taken. Adhere to the school's selected Reference System. Submit application for extension with appropriate documentation in circumstances where illness or other extraordinary events prevent the submission of assessment – prior to due date. 	<ul style="list-style-type: none"> Actively support and monitor student's progress with assessment items at school. Support the school in carrying out the assessment policy including consequences for students' nonsubmission and/ or non-completion. Contact the school for any difficulties relating to the completion of assessment items and provide documentary evidence. Support student's academic integrity when completing assessment items. 	<p>Ensure that all assessment items are valid, accessible and reliable.</p> <ul style="list-style-type: none"> Ensure only approved assessment items are used. Ensure that all assessment items are fully explained. Clearly outline submission requirements for all assessment items. Monitor student progress through each assessment item and note observations about progress. Engage in quality assurance of assessment to ensure consistent application of standards. Provide appropriate class time for assessment if relevant. Provide appropriate and timely feedback (minimum of 1 week for draft and 2 weeks for final) to students based on the assessment standards. 	<ul style="list-style-type: none"> Approve all assessment items before they are used. Monitor distribution of assessment items. Manage application for extensions where appropriate, as per AARA guidelines. Notify class teacher regarding AARAs. Support teachers concerns about students' submissions including non-submission and submissions not to standard.

	Student	Parent	Teacher	Head of Dept Administration
	<ul style="list-style-type: none"> • Submit application for Access Arrangements and Reasonable Adjustments (AARA) with appropriate documentation as per the guidelines. Effectively use time provided for assessment work during lessons and access tutorial sessions, if required, for additional support.		<ul style="list-style-type: none"> • Provide students with assessment items within specified timeframes. • Support students/parents in following application for extensions or AARAs as per guidelines. Contact home when there are concerns about students' submissions including non-submission and submissions not to standard and record these contacts on OneSchool.	
6.4 Evidence & Storage	Keep evidence of all assessment submitted e.g. on USB; be able to print screen capture of 'sent email' of submission. <ul style="list-style-type: none"> • Ensure all work is 'backed up'. Computer failure will not be accepted as a reasonable excuse for non-submission of assessment tasks. 	Support students to keep evidence of all assessment items submitted.	Follow school guidelines for the submission and storage of student evidence. <ul style="list-style-type: none"> • Record differentiation of tasks on requisite cover sheet. • Maintain accurate records of student achievement including student profiles and anecdotal records. 	Establish faculty guidelines for the submission and storage of student responses and student results.
6.5 Drafts and Feedback		<ul style="list-style-type: none"> • Contact the school if there are any concerns regarding assessment, progress and/or learning. 	<ul style="list-style-type: none"> • Indicate some textual errors but not correct or edit all the textual errors in a draft. • Provide effective individual feedback on drafts Submit as per syllabus guidelines <ul style="list-style-type: none"> • Provide students with draft feedback within one week. • Keep evidence of draft. 	Monitor drafting processes for all assessment items to ensure effective feedback is provided within one week and evidence of drafts are retained.

	Student	Parent	Teacher	Head of Dept Administration
6.6 Reporting	<ul style="list-style-type: none"> • Review SET plan where applicable. • Quality assure awarding of level of achievements. • Set goals and know own progress in each subject. 	<ul style="list-style-type: none"> • Support your student to identify areas of improvement. 	<ul style="list-style-type: none"> • Provide an accurate level of achievement for each student in line with school reporting policy • Provide accurate feedback to parents via effort and behaviour marks • Meet school and external timelines for assessment and reporting. 	<ul style="list-style-type: none"> • Read each student report • Making judgements for student profiles not fully completed. • Meeting school and external timelines for assessment and reporting.

7 Appendices

AARAs and Applications for Extension due to Illness or Misadventure

An extension of time to complete an assessment response will only be granted in genuine cases.

Valid reasons include:

Valid Reasons	Invalid Reasons
On-going illness with supporting documentation, i.e. medical certificates	External suspension
Extenuating family circumstances of which the school has been made aware, e.g. bereavement	Paid employment or sporting commitments (except for Regional/ National representation)
Surgery/medical procedure, with supporting documentation i.e. medical certificates	Assistance with everyday household responsibilities
	Lost/ faulty USB Computer/ printer faults
	Family Holiday
	Teacher absence or changes
	School camps, sporting or cultural activities for a different subject

Each case will be considered on its merit and students need to continue to work on the assessment item according to the original due date until advised of the outcome by the HoD. Students should not assume that an application for extension will automatically be approved.

Documents are available from the school website.

<https://bribieislandshs.eq.edu.au/Pages/default.aspx>

Under the heading AARA

1. Extension, Illness or Misadventure Junior Application Form for Years 7-9
2. Extension, Illness or Misadventure Senior Application Form for year 10-12
3. AARA application for year 10-12

To ensure the use of the most up to date forms, QCAA templates will be made available during AARA meetings with the Guidance Officer, Deputy Principal, or Head of Special Education.

Eg: AARA Medical Report template, AARA School Statement template and AARA Student Statement template