



*“Building a Better Future Together”*

# MAREEBA STATE HIGH SCHOOL

## Assessment Policy and Procedures Handbook

This policy document is designed to reflect changes with the new QCE system implementation from 2019. References are made to provisions in the *QCE and QCIA Policy and Procedures Handbook v2.0*

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## Audience

This document is designed to be accessible to teachers at Mareeba State High School. An additional document for students, parents and caregivers will also be available. Students in year 7, 8 and 9 are referred to as Junior school students and year 10, 11 and 12 students are referred to as senior students in this document.

## Purpose

Mareeba State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities and to be the best they can be. This policy is designed to build responsibility and accountability as students work towards assessment completion.

## Principles and attributes of assessment (Section 7.1)

Mareeba State High School 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. Assessment 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.

## What is assessment?

Assessment is the purposeful and systemic collection of information about students' achievements.

Either

- **Formative** (using day-to-day, often informal, assessments to explore students' understanding), or those assessment tasks administered in Units 1 and 2 of a senior subject (particularly in Year 11); or
- **Summative**, evaluating student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, topic, unit, course, semester, program or Mareeba State High School year

And is either

- **Internal** (designed and administered at the Mareeba State High School site); or
- **External** (designed by QCAA and administered at the Mareeba State High School site, including Common tasks).

## Assessment literacy (Section 7.2)

Assessment literacy is described as the skills and knowledge teachers require to measure and support student learning through assessment.

Teachers who are assessment-literate:	Students who are assessment-literate are able to:
<ul style="list-style-type: none"><li>• produce quality assessment</li><li>• demonstrate the required knowledge and skills to validly and reliably assess students' learning</li><li>• apply standards/descriptions consistently to, and make judgments about, students' learning/work</li><li>• interpret and apply the feedback and data from assessment to improve teaching and learning.</li></ul>	<ul style="list-style-type: none"><li>• understand the purpose of what they are doing</li><li>• understand the basis on which judgments will be made</li><li>• demonstrate this understanding through their engagement with assessment</li><li>• reflect on feedback and apply it in the future.</li></ul>

## Promoting academic integrity (Section 8.1.3)

Mareeba State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices.

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way.

Mareeba State High Schools, teachers, parents/carers and others who support students in their learning — including the Queensland Curriculum and Assessment Authority (QCAA) — are responsible for promoting and maintaining academic integrity.

Mareeba State High School is responsible for fostering a learning environment that encourages mutual trust and respect and we

- develop and regularly review Mareeba State High School assessment policies and procedures ensuring alignment with QCAA and Education Queensland policies
- ensure that implementation of assessment maintains the integrity of assessment in all cases such as flexible delivery options, application of AARA, situations affecting individual students or development of comparable assessment
- consistently apply policies to develop academic integrity and minimise academic misconduct
- develop assessment that enables identification of individual work
- **decide on a style of referencing** to be used for student responses and explicitly teach this style of referencing to students
- **model academic integrity**, e.g. by practising appropriate research, referencing, and adherence to copyright laws as a school community

## Location and communication of policy

The Mareeba State High School assessment policy and procedures handbook is located on the school website, and a short summary in the Mareeba State High School organiser. All questions regarding this policy should be directed to the class teacher or relevant HOD in the first instance.

Relevant processes are discussed with students and parent/carers at enrolment interviews; during SET planning; when the assessment schedule is published, and exam schedules are released; when each task is handed to students; in the newsletter and by email (parent net) in response to phases of the assessment cycle.

## 1 Expectations about engaging in learning and assessment (Section 2 & 8.2.1)

Mareeba State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date.

Students are able to demonstrate what they know and can do by the due date when they understand:

- **Forward planning:** Understanding the components of a task and how long each component might take to complete;

- **Time management:** Implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances;
- **Note-taking and summarising:** Synthesising research or gathering information into a new idea or summary
- **Referencing:** Appropriately acknowledging the ideas, work or interpretation of others
- **Choosing appropriate examples:** Selecting appropriate quotes or examples to support an argument or communicate meaning;
- **Editing:** Refining their own work; and taking on board teacher feedback
- **Checking:** Self-assessing compliance with academic integrity guidelines before submitting responses.

.Students must:

- Attend regularly and participate in all activities, including homework, related to the assessment;
- Seek explanations for all criteria associated with the assessment;
- Undertake the necessary research;
- Follow Assessment flowchart;
- Complete and hand in a first submission by the due date.
- Follow all assessment checkpoints and respond to teacher feedback
- Attend scheduled exams and oral presentations;
- Ensure that work submitted is their own: original, authentic and not plagiarised; and
- Apply for an extension of time or AARA, prior to the due date, if extenuating circumstances exist.
- 

To emphasise the importance of sound academic practices, staff and Year 10, 11 and 12 students will complete the QCAA academic integrity courses at least once over the course of their Senior Schooling at Mareeba Stae High school.

### 1.1 Student responsibility

Students are responsible for:

- Recording due dates in their electronic diaries (or alternative)
- Following the Assessment flowchart ([Appendix 1 and 2](#))
- Planning and managing their time to meet the checkpoints and due dates; (Section 8.27) and
- Informing the Mareeba State High School as soon as possible if they have concerns about assessment load and meeting due dates.

#### (Section 8.27)

The due date for an assessment is at 5pm on the due date as per the assessment planner and as indicated on the task sheet.

In cases where students are unable to meet a due date, they must:

- Inform the classroom teacher as soon as possible;
- Apply for an extension before the due date of the assessment, understanding that only the Head of Department or Deputy Principal can grant an extension through the approved processes (**Appendix 6A/B**)
- Provide the Mareeba State High School with relevant documentation including supporting documents for late submission consideration [AARA]
- Adhere to alternative arrangements for submission of assessment, if applicable and approved, as decided by the Mareeba State High School, including students on suspension.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. All final decisions are at the Principal's discretion.

## **1.2 Mareeba State High School responsibility**

Mareeba State High School is responsible for developing learning experiences that align with syllabus objectives and provide students with opportunities to develop appropriate assessment responses. When designing learning experiences and assessment opportunities, Mareeba State High School is responsible for ensuring students:

- undertake learning in an environment free from physical, emotional and psychological harm
- engage with age-appropriate topics, performances, activities and resources
- develop assessment responses or create materials that would not offend, humiliate, intimidate or cause distress or harm in the wider community.

Issue students with an assessment schedule each semester that:

- Aligns with curriculum/syllabus requirements;
- Provides sufficient working time for students to complete the task;
- is clear to teachers, students and parents/carers;
- is consistently applied; and
- is clearly communicated by the end of Week 3 each semester.
- Allows for internal quality assurance processes;
- Enables timelines for QCAA quality assurance processes to be met;

To ensure the safety and well-being of students, staff and the wider community, Mareeba State High School should enact proactive and practicable risk-mitigation strategies that comply with appropriate state and national legislative policies. This should involve:

- minors being protected from material or themes likely to cause harm or distress
- protection from offensive material and/or language that is likely to cause outrage or disgust
- safeguarding against depictions that condone, trivialise or incite violence (either real or perceived)
- avoiding the portrayal of individuals or groups in a demeaning or derogatory manner
- avoiding the creation of products that could be perceived or used as a weapon
- encouraging humane and ethical treatment of animals
- using materials, resources and equipment in the intended manner and for their intended purpose.

Strategies:

- Teachers will monitor student concepts, planning, research topics and drafts to ensure that the work is appropriate for the intended audience.
- Teachers may refer student responses containing offensive or objectionable material to the Head of Department who will discuss options with the student, and may contact relevant Mareeba State High School support staff, parents or caregivers, and the Deputy Principal.
- QCAA assessors, where necessary, will refer student responses containing offensive or objectionable material to the QCAA.

## **Representation of deceased persons**

In many Aboriginal and Torres Strait Islander communities, the reproduction of a deceased person's name and image is offensive to cultural beliefs. Each time an image, name or voice is displayed publicly within communications; this message **MUST** be displayed in a highly visible position:

## **1.3 Managing Mareeba State High School approved absences (Section 8.2.7)**

Students may engage in a range of learning experiences or activities that exist outside traditional Mareeba State High School-based activities. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Where appropriate, Mareeba State High School may approve student engagement in these experiences. Absences such as family holidays will not be an approved absence.

Examples of Mareeba State High School-approved absences may include:

- School excursions that cannot be scheduled at another time e.g. performances being viewed as part of the assessment program;

- Mareeba State High School, district, regional, state or national representation for School-supported sport;
- Mareeba State High School, district, regional, state or national representation for artistic endeavours;
- Student exchange programs; and
- Audition or entrance exams (state, interstate or international).

If the Mareeba State High School approves the absence and the student will be absent the day assessment is due, the following actions apply for:

- examinations – students can complete a comparable assessment before the due date.
- non-examinations — students are required to submit/present the assessment on or before the due date.

**Senior Students must apply to complete a comparable assessment for an examination one week in advance of the absence – see [Appendix 7C](#) for the request form.**

### **1.4 Submitting, collecting and storing assessment information (Section 9)**

Assessment instruments will provide information about arrangements for submission of draft and final responses, including due dates, conditions and file types.

ALL assessment evidence (excluding folios of practical work), including draft responses, will be submitted by their due date and where appropriate, via the Mareeba State High School academic integrity software; TurnItIn. Instructions on how to utilise this software are available for students and staff.

Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments are recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Mareeba State High School's (MSHS employees only).

## **2. Ensuring academic integrity (Section 8.1)**

Mareeba 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 apply in this context. Common types of academic misconduct with examples are located in **Appendix 3**.

### **2.1 Scaffolding (Section 8.2.3)**

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

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

### **Scaffolding for assessment (Section 8.2.3)**

When scaffolding in an assessment context, it is important to maintain the integrity of the assessment instrument so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding for assessment instruments in Units 3 and 4 in the senior school should focus on processes or presentation of the response. It should avoid repeating cognitions or the task description. Scaffolding may include:

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

## **2.2 Checkpoints (Section 8.2.7 & 8.2.8)**

Mareeba State High School is responsible for gathering evidence of student achievement in response to assessment on or before the due date for internal assessment instruments in all subjects for all units. Strategies may vary according to the assessment technique. Checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Checkpoints should be documented so that a record of the drafting and feedback process is maintained.

### **Using a draft as a checkpoint**

Drafts allow teachers to monitor student work in development. Before submitting a close-to-final draft for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher. This will be indicated on the assessment task sheet.

## **2.3 Drafting (Section 8.2.5)**

A draft response is a preliminary version of a student's response to an assessment instrument. The quality of a draft response may vary from a brief outline to a response that is nearing completion. A draft response can be used to provide feedback on a response as well as to authenticate student work. Before submitting a draft response, students may be required to develop an outline or discuss their approach with the class teacher.

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

- Submitting a draft response by the nominated due date is mandatory
- Due date for a draft response will be clearly outlined on all assessment tasks sheets.
- Parent/carers will be notified by the class teacher should their child not submit a draft response or if it has not been genuinely attempted.
- Need to reflect the requirements of assessment that is being undertaken.
- Must be the student's own work

Teachers will enforce draft response dates, advise the relevant Head of Department of the failure to submit an appropriate response by the due date and email the parent/guardian using the templates provided in appendix 10.

## **2.4 Feedback (Section 8.2.3)**

Two different types of feedback are equally valuable in the classroom: feedback for teaching and learning, and feedback for assessment, including on a draft response. The classroom teacher leads both.

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. It helps the student understand where and how they are going, and where they need to go next.

### **Features of effective feedback at Mareeba State High School**

How teachers and students make use of qualitative and quantitative assessment information is vital to understanding and improving learning. Effective feedback encourages self-reflection, allows students to actively

monitor and evaluate their own learning, and facilitates self-direction and motivation. Together assessment and feedback support continuous, collaborative, active and self-directed learning.

Effective feedback is:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the standards/descriptions
- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- supportive, so that the student is encouraged to reflect and act on the feedback and build their capacity for self-assessment.

### **Feedback opportunities**

Teachers provide feedback that varies throughout the teaching, learning and assessment process. Opportunities for feedback in the classroom may include:

- ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way
- reviewing how students are working towards their learning goals
- working with students on classroom tasks in preparation for the assessment task
- encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing
- enabling students to practise self-assessment, such as using checkpoints — key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length.

### **Feedback on a Draft Response**

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. It helps the student understand where and how they are going, and where they need to go next.

Teachers may provide feedback on a draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning.

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

- written feedback (Note - feedback will be provided to students in an electronic format, from the Turn-it-in software);
- verbal feedback;
- feedback provided through questioning;
- a summary of feedback and advice to the whole class.

### **Providing feedback is a consultative process, not a marking process. Teachers will not allocate a result for the draft response.**

- Teachers provide feedback on a maximum of one draft response of each student.
- Feedback on a draft response must not compromise the authenticity of student work.

Teachers:

- may not introduce new ideas, language or research to improve the quality of student responses;
- may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft response requires more editing, but will not edit or correct all errors in a draft response.

Feedback varies depending on the nature of the task and may include suggestions such as:

- consider other aspects of the text, report, performance or activity;
- develop the response to show more awareness of the intended audience or purpose;
- re-arrange the sequence and structure of the response to prioritise the most important points.
- investigate further to expand the response;

- synthesise the response by editing or removing excess information;
- adhere to the required response length by, editing and refining the response, checking for relevance or repetition;
- adhere more closely to the referencing style required by the task. APA referencing is used for all subjects

A copy of the feedback will be stored with a digital copy of the first submission in the student’s folio.

### 3. Managing response length (Section 8.2.6)

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the curriculum documents. These documents describe assessment techniques and conditions for each assessment technique. All assessment instruments are to indicate the required length of a response as a word length, duration of time, or page count to match syllabus requirements. This information is provided to:

- indicate the scope and scale of the response required
- ensure equity of conditions for all students
- support students to develop skills in managing the length, scope and scale of their responses appropriately
- ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement
- ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

One of these conditions is the response length.

Students must adhere to assessment response lengths as specified by curriculum/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 provided to students.
- Feedback about length is provided by teachers at checkpoints

Note, if a student provides a final response that exceeds the prescribed word length, only the response that falls within that word length will be marked with the exclusion of evidence outside the required length.

#### 3.1 Determining word length of a response

Response requirements are expressed in syllabuses as a word length, duration of time, or page count and vary according to the technique and response type such as written, spoken/signed and multimodal or performance responses.

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

#### Determining word length and page count of a written response

	Word length	Page count
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>• all words in the text of the response</li> <li>• title, headings and subheadings</li> <li>• tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• quotations</li> <li>• footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>

<b>Exclusions</b>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• raw or processed data in tables, figures and diagrams</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes*</li> <li>• page numbers</li> <li>• in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes*</li> </ul>
<p>* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.</p>		

### 3.2 Responsibilities for managing response length

Mareeba State High Schools, teachers and students have specific responsibilities for ensuring that responses to assessment are the required length.

Mareeba State High Schools should follow procedures that:

- encourage students to respond to assessment instruments within the required length
- provide students with the knowledge and skills to respond within the required length
- emphasise the use of checkpoints, which include the draft due date, to provide each student with feedback about their response
- include strategies to be implemented when a response exceeds the required length.

Teachers:

- implement their Mareeba State High School's policies and procedures
- take reasonable steps to ensure that students can respond to assessment within the required length
- work with students at checkpoints throughout the process, emphasising the conditions of the task including response length
- use proactive strategies to support students to meet the syllabus requirements for the response length
- annotate any student responses submitted on or before the due date that exceed the required length to indicate the policy strategy used to mark the response.

Students:

- develop a response that meets the conditions of the assessment
- respond to feedback about the length of their response

### 3.3 Before the assessment is submitted

When developing and implementing an assessment instrument, Mareeba State High Schools should consider how to ensure that students are able to demonstrate their knowledge and skill within the required length. Teachers proactively support students to meet the syllabus requirements for the response length indicated in the assessment conditions when they:

- develop valid assessment instruments of suitable scope and scale
- implement teaching and learning strategies so students can learn effective skills to use when responding to assessment instruments e.g.
  - provide examples of assessment responses within the required response length (word length, duration of time or page count)
  - explicitly model how to create a draft and edit a response to an assessment in the required mode
  - provide students with feedback at checkpoints and on the draft if the response does not match the required length
  - give advice to students about how to develop ideas and synthesise information relevant to the task and objectives being assessed to meet the assessment conditions.

### 3.4 After assessment is submitted

Mareeba State High School staff develop strategies for marking student responses that exceed assessment conditions for response length and are submitted on or before the assessment due date. These strategies should be suitable for the assessment technique and response type and may include:

- marking only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length

- allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response.

Note, however, that when marking student responses, Mareeba State High Schools cannot:

- change the tool being used for making a judgment
- penalise students for submitting a response that does not meet the response length conditions by arbitrarily reducing their result.

Teaching staff should annotate the student response to indicate the evidence used to determine the result.

### 3.5 Confirmation samples

When preparing samples for confirmation Mareeba State High Schools must clearly indicate the strategy implemented when a sample exceeded the response length. They may:

- submit only the evidence in the student response used to determine the provisional mark per criterion
- annotate the student response to indicate the evidence used to determine the mark.
- document the length of their response in the measurement indicated in the syllabus: either a word length, duration of time, or page count.

## 4. Inability to establish authorship (Section 11.1.3)

Mareeba 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.

To make judgments about student achievement, Mareeba State High School must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards. Work that has been submitted and is deemed not to be the student's own work constitutes what is known as 'academic misconduct' and can take many forms. [Appendix 3](#) outlines the most common forms of academic misconduct that tends to occur.

Responses that cannot be authenticated as the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the staff of Mareeba State High School will:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.
- where it is deemed that a student has deliberately and knowingly engaged in academic misconduct in completing/submitting the assessment response, a result of "NR" (Not Rated) will be entered.

### 4.1 Responsibilities for establishing authorship

Teachers, students and parents/carers have specific responsibilities for establishing authorship of responses.

Teachers should:

- 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, are preparing responses to collaborative tasks, and have access to others' ideas and work
- collect evidence of the authenticity of student responses throughout the process (such as classwork, outlines, plans or a draft).

Students should:

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

Parents/carers can:

- support the efforts of teachers and students to authenticate student responses by ensuring that students are aware of and follow the guidelines for drafting and providing feedback on a draft student response (see Section 8.2.5: Drafting).

## Declaration of Authenticity at Mareeba SHS

### Declaration of Authenticity

*Unless otherwise stated, I certify that all material in this assignment is my original work.*

*No other person's work has been used without due acknowledgement. This work has not been presented by me for assessment in any other subject.*

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

## 4.2 Academic integrity in external assessments

The QCAA publishes rules and procedures on the QCAA website each year to help Mareeba State High School senior students and staff prepare for external assessment. The Directions for Administration (DFA) allows Mareeba State High School to administer the assessments using a consistent approach across the state, and ensuring student responses are their own.

The academic responsibilities inherent in assessment administration should be approached by all parties in an honest, moral and ethical way.

<b>Mareeba State High School:</b>	<ul style="list-style-type: none"><li>• communicate rules and procedures for external assessment to their Mareeba State High School community, including teachers, students and parents/carers</li><li>• maintain the security of external assessment materials</li><li>• provide supervision and conditions that comply with the external assessment schedule and procedures.</li></ul>
<b>External assessment (EA) coordinators:</b>	<ul style="list-style-type: none"><li>• ensure that all external assessment rules and procedures are shared with and adhered to by teachers and students</li><li>• manage the supervision of external assessment.</li></ul>
<b>Teachers:</b>	<ul style="list-style-type: none"><li>• comply with rules and procedures when supervising the external assessment</li><li>• inform students that the EA coordinator will be advised of any alleged incident of academic misconduct</li><li>• report incidents of suspected or observed academic misconduct to the EA coordinator.</li></ul>
<b>Students:</b>	<ul style="list-style-type: none"><li>• read and comply with the external assessment student rules and information provided by the Mareeba State High School</li><li>• understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see Section 8.1: Understanding academic integrity)</li><li>• understand that breaching any of the external assessment rules and procedures is a form of academic misconduct.</li></ul>

## 5. Alleged academic misconduct by students

Alleged misconduct may be detected at the venue and through QCAA checking processes.

If an alleged incident of academic misconduct by a student is detected at the assessment venue, the EA coordinator is to:

- permit the student to complete the assessment
- remove the student from the assessment room if they are distracting and/or disrupting others

- inform the student after the assessment that an academic misconduct report must be completed and submitted to the QCAA
- inform the QCAA of an alleged incident of academic misconduct by completing the EA coordinator report that includes
  - a statement from the EA coordinator and/or invigilator/s
  - witness statements (optional)
  - a description of any relevant circumstances leading up to the incident
  - details of any discussion of the incident after the completion of the assessment.

### 5.1 Non-compliance by Mareeba State High School staff

The rules and procedures in the DFA must be followed by all Mareeba State High School staff and students. Non-compliance by Mareeba State High School staff will be investigated and could result in QCAA refusing to issue the results of one or more students. Examples of non-compliance include but are not limited to:

- rescheduling an external assessment without authorisation from the QCAA
- failing to keep external assessment materials secure prior to the scheduled assessment time
- opening external assessment packages before the time appointed by the QCAA
- accessing external assessment materials or assessment rooms prepared for assessment without authorisation from the Mareeba State High School or QCAA
- providing a student with undue assistance in the production of any work that contributes to their external assessment response
- leaving students unsupervised or inadequately supervised during external assessment
- allowing additional time for external assessment without authorisation from the QCAA
- administering unapproved access arrangements and reasonable adjustments (AARA).

## 6. Making judgments about senior student achievement (Section 11.1)

Mareeba State High School makes judgments about student achievement using the evidence in student work matched to the syllabus standards, reporting standards or instrument-specific marking guide (ISMG) for the relevant syllabus. They make judgments at the required junctures for reporting to the QCAA and for the required QCAA quality assurance processes. They also make judgments for reporting to student and parents carers as appropriate.

### 6.1 Units 1 and 2

Mareeba State High Schools report a result to the QCAA for Unit 1 and Unit 2 in all subjects of Satisfactory (S) or Unsatisfactory (U).

If a student provides insufficient evidence on or before the due date in response to the complete assessment program for a unit designed for reporting to the QCAA, Mareeba State High School cannot award a result for the unit and should report a not rated (NR) for the unit.

### 6.2 Units 3 and 4

Applied subjects	Mareeba State High School makes judgments about: <ul style="list-style-type: none"> <li>• the responses to each instrument expressed as an A–E by dimension using the instrument-specific standards matrix</li> <li>• an exit result.</li> </ul>
Applied (Essential) subjects	Mareeba State High School makes judgments about: <ul style="list-style-type: none"> <li>• the responses to each instrument expressed as an A–E by criterion using the instrument-specific standards or the QCAA supplied marking guide for internal assessment 2 (IA2), the Common internal assessment (CIA)</li> <li>• an A–E exit result.</li> </ul>
General subjects	Mareeba State High School makes judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of student work with performance level descriptors. They award a mark for each criterion assessed by the assessment instrument.

### 6.3 Non-submission of a student response

When a student does not submit a final response to an assessment instrument on or before the due date set by the Mareeba State High School (other than an examination), a result should be awarded using evidence:

- from the preparation of the response during the assessment preparation period
- available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of student work.

If a student is eligible for an AARA and an extension of time is granted, this becomes the revised due date for this student.

It is **not appropriate** to award a lower result, mark or standard as a penalty for non-submission. Match evidence collected on or before the due date to the relevant syllabus marking guides or standards.

Where there is no evidence collected by the Mareeba State High School in response to the planned assessment instrument, a Not-Rated (NR) is awarded for the response to the instrument.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects in Units 3 and 4, 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.

For further information see Section 8.2.7 Gathering evidence of student achievement in the QCAA handbook on the QCAA website..

## 7. Mareeba State High School reporting to the QCAA for senior students (Section 11.2)

Mareeba State High School uses information in syllabuses and this handbook when making decisions about student achievement and determining student results to report to the QCAA.

### 7.1 Units 1 and 2

Mareeba State High School reports to the QCAA results for students who complete Units 1 and/or 2 for all Applied, Applied (Essential) and General subjects as satisfactory (S) or unsatisfactory (U). Where appropriate, Mareeba State High Schools may also report a not rated (NR). For more information, see Section 11.1 Making judgments about student achievement.

Evidence used to determine each student's result is:

- authenticated as the student's own work
- completed on or before the due date
- drawn from responses to the assessment designed for reporting to the QCAA.

### Reporting results to the QCAA for Units 1 and 2

Result	Description
S — Satisfactory	Mareeba State High School determines satisfactory completion of a unit when: <ul style="list-style-type: none"><li>• a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and</li><li>• evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, <b>on-balance</b>, achievement of the syllabus standards at a C standard or better.</li></ul>
U — Unsatisfactory	Mareeba State High School determines unsatisfactory completion of a unit when: <ul style="list-style-type: none"><li>• a student has had the opportunity to engage in the teaching, learning and assessment of the unit, and</li><li>• evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA) demonstrates, on-balance, achievement of the syllabus standards at a D or E standard.</li></ul>

NR — Not rated	<p>Mareeba State High School determines not rated for a unit when:</p> <ul style="list-style-type: none"> <li>• a student has had the opportunity to engage in the teaching, learning and assessment of the unit</li> <li>• there is insufficient evidence produced by the student in response to the complete assessment program (designed for reporting to the QCAA), to be rated as U or S.</li> </ul>
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## 7.2 Units 3 and 4

### Applied subjects

Mareeba State High School reports to the QCAA results for senior students enrolled in Units 3 and 4 of an Applied subject by the dates indicated in the SEP calendar. For each student, they report:

- the instrument results
- A–E by dimension for each instrument
- the on-balance A–E standard awarded by dimension for the pair of units at exit
- the A–E exit result awarded for the pair of units.

### Applied (Essential) subjects

Mareeba State High School reports to the QCAA results for students who complete Units 3 and 4 of an Applied (Essential) subject by the dates indicated in the SEP calendar. For each student, they report:

- the instrument results as A–E by criterion for each instrument
- the on-balance A–E exit result.

### General and General (Extension) subjects

Mareeba State High School reports provisional marks to the QCAA by criterion for each summative internal assessment for General and General (Extension) subjects.

Mareeba State High School will comply with QCAA processes that may occur before final results are provided and provide information to students and parents of these external processes:

- A-E results published in OneSchool are for internal Mareeba State High School reporting only
- all marks for formative internal assessment in Units 1 and 2 will be recorded as Successful or Unsuccessful in the QCAA Student Management portal
- all marks for summative internal assessment for General and Extension subjects are provisional until they are confirmed through the QCAA confirmation process
- results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the annual QCAA quality assurance processes

### Short Courses

Mareeba State High School report to the QCAA exit results for students who complete a Short Course as an A–E exit result.

### VET

Learning providers are responsible for banking students' achievements into learning accounts. Mareeba State High School RTOs are required to supply all enrolment and outcomes data for VET to the QCAA.

## 7.3 Submitting provisional marks to QCAA for confirmation

The principal's delegate ensures the accurate submission of provisional marks according to the timelines provided by the QCAA.

- In accordance with judgments made on ISMGs, Mareeba State High Schools enter provisional marks by criterion (out of the maximum number of marks by criterion) for each student.
- Principal's delegate notifies QCAA where a comparable assessment instrument has been used for one or more students.
- If provisional mark data appears to be inaccurate or missing, the QCAA notifies the principal's delegate.

### **Submitting samples for confirmation**

In preparation for confirmation, Mareeba State High School collects and stores student responses and are prepared to electronically submit samples as identified by QCAA from provisional results.

The principal's delegate:

- receives notification of samples required for confirmation, by student Learning Unique Identifier (LUI) – these samples cannot be amended by the Mareeba State High School
- notifies the classroom teacher and HOD of the required samples
- ensures the accuracy and completeness of the required files before submitting them via the QCAA Portal
- submits the sample files required by the due date

The teacher (with the HOD):

- retrieves the identified students' responses to the internal summative assessment instrument (including supplementary materials, where required)
- checks that the ISMG is complete, accurate, legible and attached to the student work
- presents the required student work to the HOD who checks with the teacher that all requirements have been provided using the *Confirmation submission checklist*:
  - the annotated ISMG, indicating which performance level descriptors and criteria or criterion marks were allocated
  - the student response to the summative internal assessment instrument
  - any supporting documentation specified by the QCAA.
- HOD then submits representative student work to the principal's delegate, who will coordinate the scanning and upload of student files using the Portal

Mareeba State High Schools does not submit student draft work, except where the draft work was used to award provisional marks.

There is no opportunity to submit additional materials for a sample after the due date.

Note: The above process may be repeated in instances where a supplementary submission of student samples is required. In some circumstances, Mareeba State High School may be required to submit all other student samples for review.

Subjects identified through the quality assurance of Applied and Applied (Essential) subjects as needing additional support will be required to participate in an intervention process.

In this process, Mareeba State High School may be asked to:

- provide additional samples of student work
- address areas of concern that have been identified through the quality assurance process.

## **8. Internal quality assurance processes (Section 9)**

Mareeba State High School'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. In the case of year 11 and 12 using quality assurance tools provided by the QCAA.
- Quality assurance of judgments about student achievement through cross marking and/or moderation of summative tasks. (Junior & senior students)
- Quality assurance of judgements about student achievement in Years 11 and 12 should follow authentication strategies as outlined on individual assessment instruments.

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA for Year 11 and 12.

Unit 1 to 4 results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA for Year 11 and 12. A student can appeal the decision of a teacher if they have evidence to support that Mareeba State High School has not properly followed QCAA policies and procedures. An appeal should be made through the Deputy Principal Senior Schooling.

## 8.1 Review (Section 9.1, 9.2 & 9.5)

Internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and Short Courses is required to be equitable and appropriate and consistent across the school.

# 9. Retaining student work

## 9.1 Internal assessment retention

Mareeba State High School must retain student work used in determining results for internal assessment until the end of Term 1 of the year following a student's exit from the Mareeba State High School. Mareeba State High School retains this evidence for QCAA quality assurance purposes and must make it available to support school judgments in determining all results reported to the QCAA. The evidence may be required if there is a request for a review or verification of results.

After this time, it is a Mareeba State High School decision whether to retain or return to students their responses to internal assessment. Mareeba State High School must also adhere to relevant Education Queensland and/or government requirements for document retention.

### Queensland Student Transfers

When a student transfers between schools in Queensland, the original school in which the student was enrolled must retain the student's responses until required. This may be until:

- the student requests that their responses are sent to the new Mareeba State High School; or
- the new school requests the student's responses; or
- the date for retaining student work expires.

The students and the new Mareeba State High School should make the request for responses as soon as practical after the transfer occurs.

Where a student has completed summative internal assessment in a subject or Short Course, and has provisional marks recorded by Mareeba State High School, and then the student leaves the Mareeba State High School, the provisional marks and student response remain the responsibility of the Mareeba State High School they are leaving for the purposes of confirmation.

### Interstate and international transfer students

- Students who begin their studies in Queensland in Term 1 of the summative year must have access to all summative internal assessments.
- Students who begin their studies in Term 2 of the summative year should have access to at least two summative internal assessments.

The original school may be required to submit the student work as a sample for confirmation if the provisional results for the student were submitted prior to the student transferring to another High School or for other quality assurance processes.

# 10. Access arrangements and reasonable adjustments (AARA), including illness and misadventure (Section 6)

Mareeba State High School is committed to reducing barriers to success for all students. AARA's are actions taken by Mareeba State High 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. Mareeba State High School follows the processes as outlined in the [QCE and QCIA policy and procedures handbook v2.0](#).

Access arrangements are action(s) taken by the Mareeba State High School so that students 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 Mareeba State High 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.

Mareeba State High School makes decisions for AARA's for students in Year 11 undertaking Units 1 and/or 2. However, it is important to note that AARA provisions approved by the Mareeba State High School in one course of work is not a guarantee that students will be provided the same access or the same adjustments for future courses of work.

AARA/s implemented for Year 11 students in Units 1 & 2 must be aligned to those that may be available to students in Units 3 & 4. The Mareeba State High School principal (and delegates) manage all approval of AARA's for students. Classroom teachers cannot grant extensions or make adjustments to assessment task conditions without this approval.

All AARA applications for Year 11 and Year 12 must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) 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.

### **10.1 AARA – Eligibility (6.2)**

AARA are provided to minimise, as much as possible, barriers for a student that may affect their ability to effectively participate in assessment. These barriers fall into three broad categories:

- Permanent
- Temporary
- Intermittent

The QCAA uses broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social/emotional

The definition of 'disability' used in the *Disability Discrimination Act 1992* (DDA) is broad and includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement and the presence in the body of disease-causing organisms.

### **10.2 AARA – Ineligibility**

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

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing (eg. Family holiday)
- matters that Mareeba State High School could have avoided.

### **10.3 AARA – Principal-Reported AARA (Section 6.4.1)**

Principal-reported AARA are specific practical arrangements and adjustments authorised by the Principal, or their delegate, for an eligible student for Units 1 to 4 in Year 11 and 12. In approving AARA, the decision-maker must:

- be reasonably satisfied that the need for AARA exists
- be able to provide evidence to justify the decision

Mareeba State High School is required to:

- Retain supporting documentation for Principal-reported AARA.
- For Year 11,12 students, supply to the QCAA, upon request, copies of supporting documentation as part of QCAA quality-assurance processes

- For students undertaking Units 3 & 4, there are some practical arrangements and adjustments for which **the Mareeba State High School must seek approval from the QCAA.**

#### **10.4 AARA – Decision Making (Section 6.4.3)**

When making decisions for Principal-reported AARA, or when QCAA approval is required, the decisions are based on the particular context for an eligible individual student, for a particular assessment. The decisions 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
- How the student responds to the assessment
- The time allowed
- The scheduling
- The environment in which the assessment is undertaken
- The mode of the assessment

The table in **Appendix 2** summarises the possible Principal-reported and QCAA-approved AARA. Though comprehensive, it is not the exhaustive list of possibilities for possible access arrangements and reasonable adjustments. Should a specific type of adjustment not be listed, Mareeba State High School can contact the QCAA for advice.

#### **10.5 AARA – Supporting documentation (Section 6.5.1)**

AARA's are not an automatic 'given' and certain documentation must be provided before it can be approved. A school statement is to be submitted with all applications for QCAA-approved AARA. A student statement should also be completed supported by medical documentation. See Appendices.

The application form to apply for an AARA is available on the Mareeba State High School website or from the Deputy Principal ES or Senior Schooling HOD, HOSES or Guidance Officer.

It provides for the student:

- A detailed overview of the observed impact of the student's disability and/or medical condition
- A description of how the disability, impairment and/or medical condition is a barrier to assessment
- A list of the student's previous AARA and the effectiveness of each AARA in minimising barriers.
- History of support on the student's Profile - Personalized Learning Plan or support provision on one-Mareeba State High School.
- Completed Curriculum support recommendations uploaded to one-Mareeba State High School.

Medical Report (Years 7 – 10) – must provide a medical certificate or letter completed by a GP, Medical Specialist or Psychologist and who is not related to the student.

Medical Report (Years 11 & 12) – QCAA medical report must be completed by a GP, Medical Specialist or Psychologist and who is not related to the student. The medical report may be completed on the QCAA's medical report template (or alternative as determined by medical practitioner) as available on the Mareeba State High School website.

Student Statement (optional) – statement by the student about how their disability, impairment and/or medical condition affects them in assessment. Not doing the statement does NOT disadvantage an AARA application. The student statement must be completed on the QCAA's template as available on the Mareeba State High School website.

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 may substitute for a medical report. However, in cases where verification has expired, an updated medical report is required. In some cases verified students may be eligible for a QCIA rather than a QCE (See Mareeba SHS QCIA policy and procedures)

## **10.6 AARA – Currency of documentation (Section 6.5.2)**

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

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

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

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

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

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

**Appendix 5** outlines a summary of documentation requirements for AARA. This list of possible AARA is not exhaustive and depends on the student's individual circumstances.

## **10.7 Illness and Misadventure (Section 6.6)**

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 situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- Mareeba State High School implements principal-reported AARA when possible, before considering a formal QCAA application for illness and misadventure.
- Years 11 & 12: An illness and misadventure application cannot be made for the same condition or circumstances for which a QCAA-approved AARA has 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.

A student who is ill and unable to attend Mareeba State High School for assessment should inform the school as soon as practical. It is preferable that this occur on, or before, the date(s) of the assessment session. Where possible/appropriate, every effort should be made to provide Mareeba State High School with evidence that the student has undertaken the required preparation for the assessment task, eg. emailing an assignment to the school or having someone hand the assignment into the office on the student's behalf.

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. Mareeba State High School can request supporting documentation from the student to support an AARA application for illness or misadventure. Failure to comply with any such request can result in the application being declined.

### **10.8 Applications for extensions to due dates for unforeseen illness and misadventure**

Students and parents/carers must contact the principal's delegate soon as possible and submit the relevant supporting documentation. The application form for Illness/Misadventure is located in **Appendix 9**.

Copies of the medical report template, extension application and other supporting documentation are available at the back of this document and on the Mareeba State High School website.

## **11. Managing non-submission of assessment by the due date (Section 8.5)**

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument task sheets provide details of the evidence that will be collected. In circumstances where students do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:

- Is provided by the student for the purposes of authentication during the assessment preparation period is available, teachers will make judgments based on this including – class work, a draft response, notes, photos of student work.
- was not provided by the student on or before the due date as specified by the Mareeba State High School assessment policy and no other evidence is available, 'NR' (Not Rated) for that task is given. For Year 11 and 12 students, 'not-rated' (NR) must be entered in the student management system by the date published in the QCAA SEP calendar for Year 11 and 12.
- where a student response is judged as "NR" for a particular assessment item in units 3 and 4, the student will not meet the completion requirements for that subject. This means that no subject result will be issued unless an AARA application has been made.
- Computer, printer, or any other hardware failure is not an acceptable reason for either non-submission or an extension to be granted. Students should always ensure that assessment material is backed up regularly. In the event of printer failure, students may bring the assessment task to Mareeba State High School on a USB device.

**IMPORTANT: Non-submission of any internal assessment in Unit 3 and 4, will result in a NR (Not Rated) result for that subject and zero (0) credits toward a QCE.**

**This will impact on both ATAR and QCE eligibility (Section 8.5.1)**

### **11.1 Illness or Absences**

The absence must be due to unforeseen circumstances and beyond the student's control. The absence cannot be of the student's own choosing or that of their parents/carers, such as a family holiday or other non-approved leave.

Families of students in years 11 & 12 must contact the Mareeba State High School to advise of the absence **and** provide a medical certificate to explain any absence, which prevents the submission of an assessment item on the due date.

#### **Consequences:**

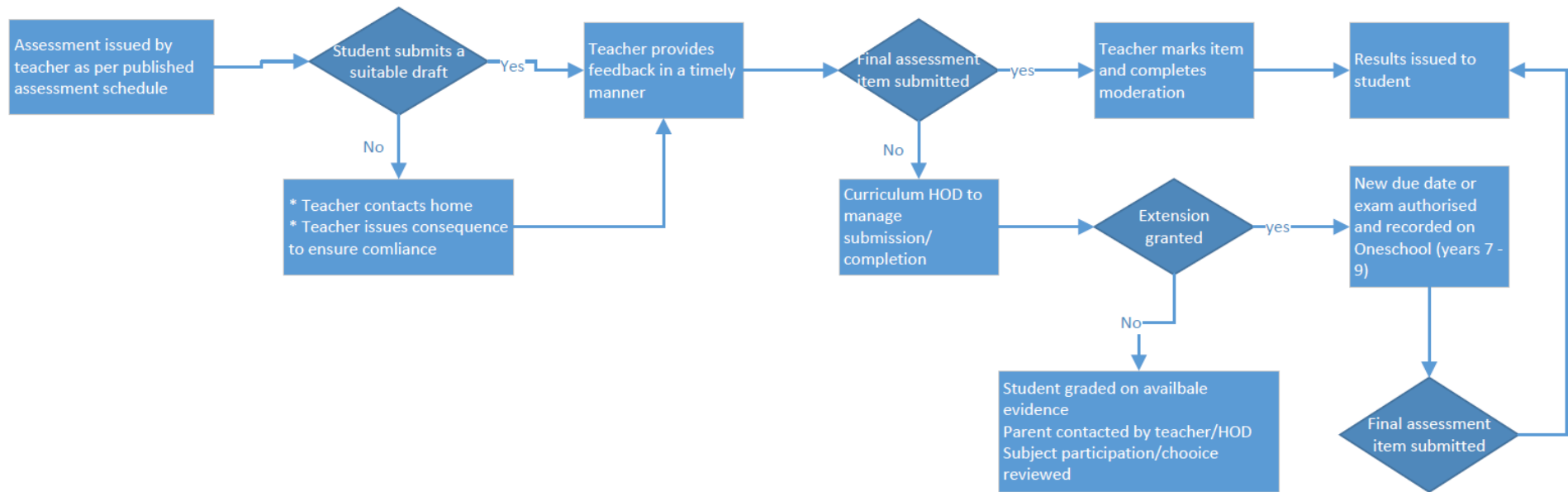
All students (junior and senior) must complete all required coursework to be able to be rated for a subject in that Semester/Unit. Incomplete coursework and assessment can result in the awarding of an exit level of "Not Rated" for that particular curriculum Unit. The number of units completed satisfactorily is recorded on the Queensland Certificate of Education, which is issued by QCAA.

- All students will complete all assessments even though the grade issued at the due date will stand.
- Students will be issued with either in class or non-completion withdrawals to facilitate assessment completion.
- Students ongoing enrolment in courses for which there is non-submitted work, will be reviewed at key reporting junctures.

- Cancellation of enrolment may be a consideration in Years 11 & 12 under certain circumstances as per the Department of Education policies.
- The options of changing subjects may be considered at appropriate junctures in a student's course of study. A student may be required to complete assessment in a subject before a change will be considered. See appendix 14 subject change form
- Once a senior student commences Unit 3 no further subject changes can occur for the remainder of their senior Mareeba State High Schooling unless there are exceptional circumstances.
- In circumstances where a student has not presented for an exam and there is no documentation to support an AARA the student will be rated 'NR' (no result) for that exam.
- If a student (Junior and Senior) enrolls late into a subject and has not completed the relevant assessment task DNA (Did not Assess) will be used as the descriptor.

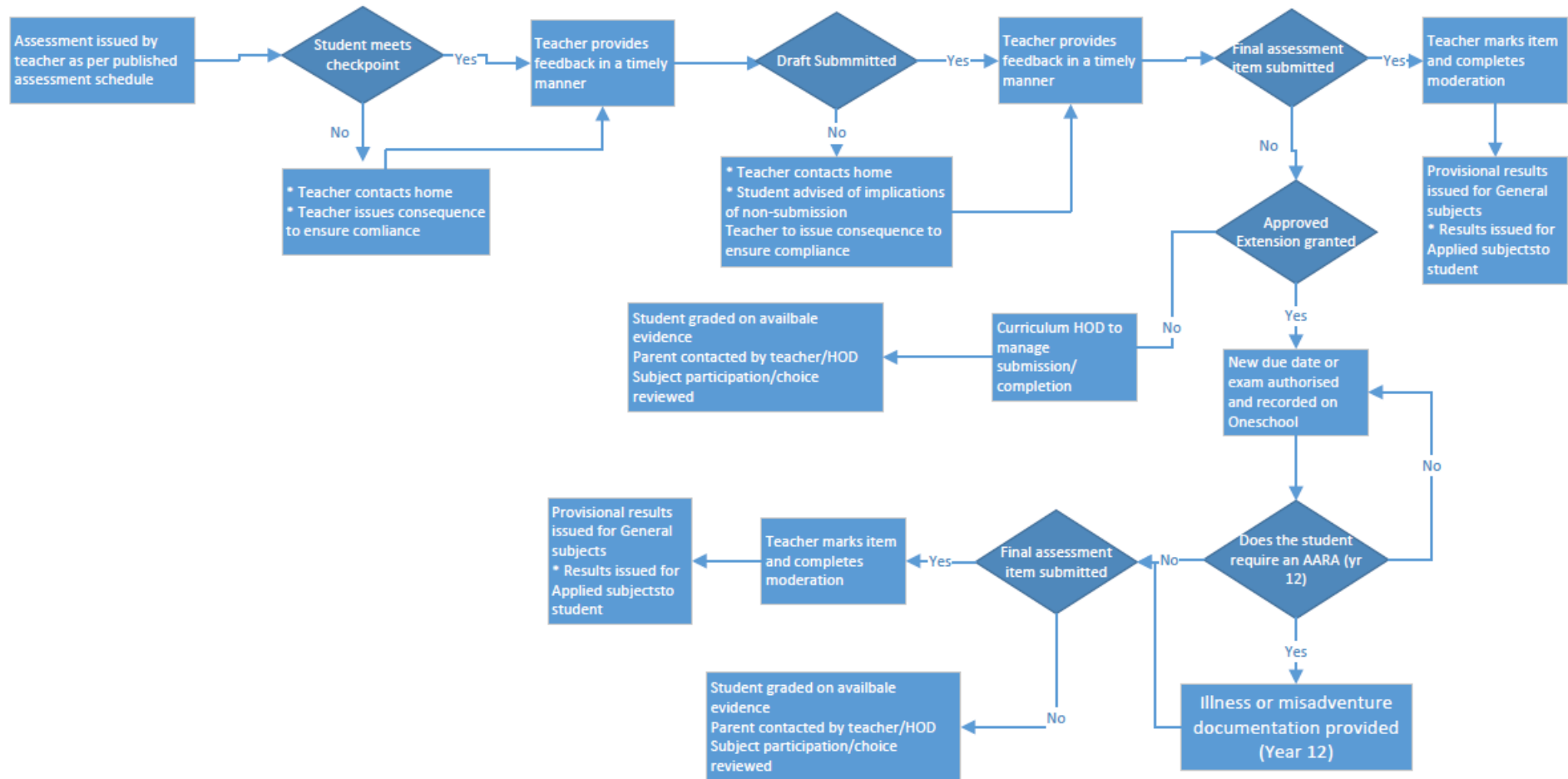
## Appendix 1: Junior (Year 7 – 9) Assessment Flowchart

### Mareeba SHS Junior Assessment Flowchart



## Appendix 2: Senior (yr 10 – 12) Assessment Flowchart

### Mareeba SHS Senior Assessment Flowchart



## Appendix 3: Malpractice – Failure to Maintain Academic Integrity

Malpractice in the area of academic honesty is defined as behaviour that may result in a student gaining an unfair advantage. Failure to maintain academic integrity includes, but is not limited to, the following:

Area of Malpractice	Definition	Examples	Actions to be taken
<b>Cheating</b>	The breach of any conditions of an examination, gaining or distributing exam questions or answers.	Common forms of cheating include: <ul style="list-style-type: none"> <li>• Copying someone else's work under exam conditions</li> <li>• Bringing into an exam location answers/ supporting evidence to exam questions and copying these onto an exam paper</li> </ul>	If cheating/disruptive behaviour is suspected during exams, the supervising teacher will sign the student script and collect that part of the exam that has been completed. The student and the assessment task need to be removed from the exam session immediately. The supervising teacher will write a OneSchool report and refer it to the relevant Head of Department to make a decision regarding the results for the exam. The Head of Department will make contact with the parents / guardians of the students following the removal of the student from the session. The Head of Department will liaise with the Deputy Principal to investigate the matter and deliver the findings. The appropriate outcome for the individual circumstances will be determined, and communicated to the student and parent.
<b>Plagiarism</b>	Plagiarism involves representing another person's ideas or work as one's own. It may also include resubmitting one's own work for another assessment item.	Common forms of plagiarism include: <ul style="list-style-type: none"> <li>• Direct copying, summarising, or paraphrasing another person's work without appropriate acknowledgement of the sources (such acknowledgment must take the form required by the particular discipline).</li> <li>• Using or developing an idea or hypothesis from another person's work without appropriate acknowledgement.</li> <li>• Representing the work of another person as the student's own work.</li> <li>• Copying non-word based material such as diagrams, musical score, audio-visual materials, art work, plans etc. and presenting them as one's own work.</li> <li>• Using another person's experimental results as one's own or without appropriate acknowledgment.</li> </ul>	If detected during the drafting process: <ul style="list-style-type: none"> <li>• teacher will confer with the student to make them aware of the discovery of plagiarism.</li> </ul> If detected in a final submission: <ul style="list-style-type: none"> <li>• Teacher will indicate on the script the parts of the response that have been detected as plagiarised</li> <li>• Teacher will write a OneSchool report and refer it to the relevant Head of Department to make a decision regarding the marking of the task.</li> <li>• The Head of Department (HoD) will make contact with the parents / guardians of the students following plagiarism being identified.</li> <li>• Head of Department (HoD) with work with the teacher to determine which elements of the assessment submitted is authentic student work and determine if syllabus standards can be applied to authentic work.</li> <li>• Head of Department will liaise with Deputy Principal to investigate the matter and deliver the findings.</li> <li>• The appropriate outcome for the individual circumstances will be communicate with the student and parents.</li> </ul>
<b>Duplication</b>	Submitting the same work for different assessment instruments	Also called self-plagiarism	The work may only be considered original once. Student may be awarded a result for the parts of the response that have not previously, or otherwise, been submitted already.
<b>Collusion</b>	Allowing work to be copied by another, sharing details of questions on exams with others students, where not authorised in the	This could include the purchasing or sale of assessment materials through individuals, companies, web-based tools/services, or other adults	<ul style="list-style-type: none"> <li>• If identified as plagiarised material, see above.</li> </ul>

	assessment requirements.		
<b>Fabricating</b>	Misrepresenting, falsifying, misstating or fabricating data or research for an assignment or practical assessment	This could include use data gained from external searches rather than through experimentation in the completion of the task	<ul style="list-style-type: none"> <li>• Teacher will confer with student regarding the components of the experiment or practical that would have resulted in the collection of data</li> <li>• If not satisfied that the data is original, the teacher may confer with a HoD on the application of the syllabus standards and criteria for the task.</li> </ul>

## Appendix 4: Summary of Possible Principal-Reported and QCAA Approved AARA's

AARA	Description of possible adjustments to assessment and/or conditions	Approval type	
		internal assessment	Summative external assessment
Alternative format papers	Examples include: <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers, e.g. N18, N24, N36 black-and-white materials.</li> </ul>	Principal-reported	QCAA-approved
Assistance	Examples include: <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task.</li> </ul>	Principal-reported	QCAA-approved
Assistive technology	Examples include: <ul style="list-style-type: none"> <li>• amplification system, speech-to-text application , magnification application.</li> <li>• The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</li> </ul>	Principal-reported	QCAA-approved
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal-reported	Principal-reported
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.	Principal-reported	QCAA-approved
	Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i> information sheet via the QCAA Portal. Mareeba State High Schools should provide this information sheet to eligible students.		
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported

Diabetes management	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• bite-sized food</li> <li>• drink</li> <li>• blood-glucose monitoring equipment • rest breaks to eat, measure blood-glucose level or access toilet facilities</li> <li>• medication</li> <li>• varied seating and rest time for the practical aspects of managing the condition.</li> </ul>	Principal-reported	Principal-reported
<p>Further information is available in the <i>Diabetes management</i> information sheet via the QCAA Portal. Mareeba State High School is to provide this information sheet to eligible students.</p>			
Extension	<p>An extension to the due date for submission or completion of an:</p> <ul style="list-style-type: none"> <li>• extended response project <i>or</i> performance <i>or</i> non-examination.</li> </ul>	Principal-reported	Not applicable
Extra time	<p>Additional working time at the rate of five minutes per half hour of examination assessment time.</p>	QCAA-approved	QCAA-approved
Individual instructions	<p>A clean, unannotated copy of the written instructions. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Mareeba State High Schools should provide this document to eligible students.</p>	Principal-reported	Principal-reported
Medication	<p>Only prescribed medication may be taken into the assessment room in a clear container.</p>	Principal-reported	Principal-reported
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• specialised desk or chair</li> <li>• cushion or pillow</li> <li>• crutches</li> <li>• heat or cold pack</li> <li>• towel</li> <li>• lighting</li> <li>• ventilation</li> <li>• temperature</li> <li>• other physical aid.</li> </ul>	Principal-reported Not reportable as AARA if this is approved equipment for the assessment	Principal-reported
Reader	<p>A reader that reads the assessment or the student's response aloud as often as the student requests.</p>	Principal-reported	QCAA-approved
<p>Further information is supplied with the AARA decision letter for external assessment and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Mareeba State High Schools should provide this information sheet to eligible students.</p>			
Rest breaks	<p>Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.</p>	QCAA-approved	QCAA-approved

Further information is supplied in the *Rest breaks* information sheet via the QCAA Portal. Mareeba State High Schools should provide this information sheet to eligible students.

Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal-reported	QCAA-approved
Varied seating (2020)	<p>Varied seating, if needed, is determined by the Mareeba State High School external assessment coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> <li>• single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)</li> <li>• small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)</li> <li>• seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically.</li> </ul>	Principal-reported	Principal-reported
Variation to venue (2020)	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Mareeba State High Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.</p>	Principal-reported	QCAA-approved
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• coloured transparency overlay</li> <li>• different lighting</li> <li>• other vision aids.</li> </ul>	Principal-reported	Principal-reported

## Appendix 5: Summary of AARA Documentation Requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment
Cognitive	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Extra time</li> <li>• Reader</li> <li>• Rest breaks</li> <li>• Scribe</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report</li> <li>• <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• Mareeba State High School statement</li> </ul>	No earlier than Year 10	No earlier than Year 10
Physical	<ul style="list-style-type: none"> <li>• Assistance</li> <li>• Computer</li> <li>• Extra time</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report</li> <li>• <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• Mareeba State High School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior to the relevant assessment event</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> </ul>
Sensory	<ul style="list-style-type: none"> <li>• Alternative format papers</li> <li>• Assistance - Assistive technology e.g. amplification system, magnification applications</li> <li>• Extra time</li> <li>• Individual instructions</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report</li> <li>• <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• Mareeba State High School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior to the relevant assessment event</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than 1 April of the assessment year</li> </ul>
Social/emotional	<ul style="list-style-type: none"> <li>• Alternative venue</li> <li>• Assistance</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• Mareeba State High School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event.</li> <li>• Other conditions: No earlier than Year 10</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> <li>• Other conditions: No earlier than Year 10</li> </ul>

## Appendix 6: AARA Resources

AARA Resources - <https://www.gcaa.qld.edu.au/senior/assessment/aara/resources>

This section contains resources to help schools, parents/carers, and medical and health professionals understand and implement AARA.

### About AARA

- [Introduction to AARA](#) (PDF, 195.5 KB)
- [Reasonable adjustments in assessment](#) (PDF, 174.5 KB)
- [AARA in context](#) (PDF, 185.0 KB)

### Applying for AARA

- [School process checklist](#) (DOCX, 249.1 KB)
- [Students with imputed disability](#) (PDF, 167.1 KB)
- [Students with short-term conditions](#) (PDF, 177.4 KB)
- [Students with long-term conditions](#) (PDF, 198.4 KB)
- [Illness and misadventure](#) (PDF, 172.1 KB)
- [School statement template](#) (DOCX, 109.7 KB)
- [Student statement template](#) (DOCX, 109.2 KB)
- [Confidential medical report template](#) (DOCX, 108.2 KB)
- [Completing an AARA application](#) (PDF, 168.4 KB)

### Implementing AARA

- [Diabetes management in examinations and tests](#) (PDF, 169.8 KB)
  - [Extra time in examinations and tests](#) (PDF, 122.2 KB)
  - [Rest breaks in examinations and tests](#) (PDF, 139.6 KB)
  - [Readers and scribes in examinations and tests](#) (PDF, 132.7 KB)
  - [Computers and assistive technology](#) (PDF, 174.5 KB)
-

# Appendix 7A: Mareeba SHS Junior Student (7 – 9) Extension Request Form

Students in all junior year levels are to use this form when they will be unable to submit an assessment task by the due date and have legitimate reasons to support their late submission.

### Process:

1. Students must submit this signed form to the relevant Head of Department for approval at least 2 days before the due date.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. Students will be expected to complete/submit their task by 5:00 pm on the revised date.

For a detailed overview, please consult the Mareeba State High School Assessment Policy Handbook.

<b>Student Section</b> (Please fill out all details) Student Name: _____ Date: _____ Subject: _____ Teacher: _____ Task Name: _____ Original due date: _____ Reason for requested extension (note – that computer issues or non-Mareeba State High School approved absences will not be approved): _____ _____ _____
---

I declare that the above statement is a true and valid account:

Student Signature: \_\_\_\_\_ Parent / Carer Signature: \_\_\_\_\_

<i>MAREEBA STATE HIGH SCHOOL USE ONLY</i>	
<b>Head of Department approval:</b> Approved <input type="checkbox"/> Declined <input type="checkbox"/> Revised draft due date: _____ Revised final assessment due date: _____ HOD signature: _____ Date: _____ Deputy Principal signature: _____ Date: _____	Documented on: <input type="checkbox"/> OneSchool & referred to Deputy Principal JS

# Appendix 7B: Mareeba SHS Senior Student (10 – 12) Extension Request Form

Students in all year levels except year 12 are to use this form when they will be unable to submit an assessment task by the due date and have legitimate reasons to support their late submission. Students in Year 11 and 12 **MUST also** attach supporting documentation as per the Assessment Policy.

**Process:**

4. Students must submit this signed form to the relevant Head of Department for approval at least 2 days before the due date.
5. If approval is granted, the student must acknowledge the revised due date and note it in their records.
6. Students will be expected to complete/submit their task by 5:00 pm on the revised date.

**For a detailed overview, please consult the Mareeba State High School Assessment Policy Handbook.**

<p><b>Student Section</b> (Please fill out all details)</p> <p>Student Name: _____ Date: _____</p> <p>Subject: _____</p> <p>Teacher: _____</p> <p>Task Name: _____</p> <p>Original due date: _____</p> <p>Reason for requested extension (note – that computer issues or non-Mareeba State High School approved absences will not be approved):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Medical certificate supplied</p> <p><input type="checkbox"/> Other evidence provided _____</p>
---

I declare that the above statement is a true and valid account:

Student Signature: \_\_\_\_\_ Parent / Carer Signature: \_\_\_\_\_

<p><i>MAREEBA STATE HIGH SCHOOL USE ONLY</i></p>		
<p><b>Head of Department approval:</b></p> <p>Approved <input type="checkbox"/> Declined <input type="checkbox"/></p> <p>Revised draft due date: _____</p> <p>Revised final assessment due date: _____</p> <p>HOD signature: _____ Date: _____</p> <p>Deputy Principal signature: _____ Date: _____</p>	<table border="1"><tr><td><p>Documented on:</p><p><input type="checkbox"/> OneSchool &amp; referred to Deputy Principal SS</p><p><input type="checkbox"/> QCAA Mareeba SHS Portal - AARA</p></td></tr></table>	<p>Documented on:</p> <p><input type="checkbox"/> OneSchool &amp; referred to Deputy Principal SS</p> <p><input type="checkbox"/> QCAA Mareeba SHS Portal - AARA</p>
<p>Documented on:</p> <p><input type="checkbox"/> OneSchool &amp; referred to Deputy Principal SS</p> <p><input type="checkbox"/> QCAA Mareeba SHS Portal - AARA</p>		

# Appendix 7C: Mareeba SHS Senior Student (11 – 12) Comparable Assessment Request Form

Students in Years 11 and 12 use this form when they have an approved absence from Mareeba State High School on the day an examination is scheduled. Students that have assignments due on the date of an approved absence must submit the assessment task before the due date or on the day electronically.

**Process:**

- 1 Students must submit this signed form to the relevant Head of Department for approval at least two weeks before the due date.
- 2 If approval is granted, the student must acknowledge the revised due date and note it in their records.
- 3 Students will be expected to complete/submit their task by 5:00 pm on the revised date.
- 4 If the revised date is missed a NR rating may be given.

For a detailed overview, please consult the Mareeba State High School Assessment Policy and Procedures handbook.

<p><b>Student Section</b> (Please fill out all details)</p> <p>Student Name: _____ Date: _____</p> <p>Subject: _____</p> <p>Teacher: _____</p> <p>Task Name: _____</p> <p>Original due date: _____</p> <p>Reason for request to complete a comparable assessment – this must be an approved absence by Mareeba State High School:</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

I declare that the above statement is a true and valid account:

Student Signature: \_\_\_\_\_ Parent / Carer Signature: \_\_\_\_\_

<i>MAREEBA STATE HIGH SCHOOL USE ONLY</i>	
<p><b>Head of Department approval:</b></p> <p>Approved <input type="checkbox"/></p> <p>Declined <input type="checkbox"/> Reasons: _____</p> <p>_____</p> <p>Revised draft due date: _____</p> <p>Revised final assessment due date: _____</p> <p>HOD signature: _____</p> <p>Deputy Principal signature: _____</p>	<p>Documented on:</p> <p><input type="checkbox"/> OneSchool &amp; referred to Deputy Principal SS</p> <p><input type="checkbox"/> QCAA Mareeba SHS Portal - AARA</p> <p>Date: _____</p> <p>Date: _____</p>



Verifying Evidence

Only applications with third party supporting evidence will be considered. It is the parent / carer and student's responsibility to organise the supporting evidence for this application.

- Attached is a medical certificate stating that I was unfit for duty for a period which includes the due date of the assessment. Year 11 & 12 students must submit a **QCAA Medical Report template**, available for download from the Mareeba State High School website **OR**
- Attached is a funeral notice or equivalent demonstrating impact on the due dates **OR**
- Attached is a third party signed statement (not the student/parent/carer) from a relevant independent professional or independent third party such as a police report stating the nature of the misadventure and covering the due date of the assessment **OR**
- Other. Please specify:

MAREEBA STATE HIGH SCHOOL USE ONLY

Head of Department approval:

Approved  Declined

Revised draft due date: \_\_\_\_\_

Revised final assessment due date: \_\_\_\_\_

HOD signature: \_\_\_\_\_

Date: \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_

Date: \_\_\_\_\_

Documented on:

- OneSchool & referred to Deputy Principal SS
- QCAA Mareeba SHS Portal - AARA

Record of Contact in OneSchool:

Approved  New Due Date: / /

Not Approved

Year 11 & 12 only

Documented as 'Contact' in OneSchool

- Documented as "PLP" in OneSchool
- Provision Name: Illness and Misadventure
- Provision Type: Mareeba State High School
- Provision Target Area: Curriculum
- Contact Person
- Application scanned and attached

Original application: retained on student file. Copy to class teacher for student assessment folder.

Deputy Principal signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 9: Failure to submit drafts email sent to Parents

Date

Dear Parent/Guardian,

This email is written as a matter of courtesy to inform you that «Preferred\_Given\_Name» has failed to submit a draft for SUBJECT assignment by the due date. The drafting process is an integral part of your child's course which provides valuable feedback directly to your child to ensure they present a final copy that demonstrates their understanding of the assessment task, therefore there is an expectation that this draft would be completed and submitted.

As the draft is now considered a late submission, any work submitted prior to the final due date of the assessment task will be used for the purpose of authenticity reasons only and the collection of evidence for student profiles. If «Preferred\_Given\_Name» does not make a draft or final submission, the result assigned on the student profile will be based on any evidence held by from prior checkpoints during preparation of the task.

Could I please ask for your support and encouragement in this matter by addressing this issue and its importance with your child, and encourage them to put more time and effort into future drafts for their assessment pieces? If «Preferred\_Given\_Name» is experiencing difficulty in understanding the requirements of an assignment I would ask that you encourage them to see myself as the teacher and request additional help. I am more than happy to accommodate this.

If you would like to discuss this, or if there is any further information that you would like to speak about, please contact me at Mareeba State High School on 4086 2777.

Regards

«Teachers\_Name»

Teacher Email Signature

**Copy to HOD**

---

## Appendix 10: Failure to Submit Assignments Email (Junior subjects)

Date

Dear Parent/Guardian

This email is written as a matter of courtesy to inform you that «Preferred\_Given\_Name» has failed to submit their «SUBJECT» assignment by the due date. The assignment is an integral part of your child's course and therefore there is an expectation that this assignment would be completed and submitted. As a result of this non submission, the following will occur:

1. Rating - A rating will be given to your child based on the monitoring process carried out by the teacher prior to the due date. This rating will be given based on assignment related work that the teacher has observed and collected in class or in draft form, and according to how well that work meets the general objectives for the course of study. If there is no evidence of assignment related work during the monitoring process, a grade of NR (Not Rated) will be awarded. Please note that a NR rating may have an impact on the attainment of a QCE for year 11 and 12 students.
2. Late Submission – Your child may still hand in the assignment late for the purpose of feedback only.

Could I please ask for your support and encouragement in this matter by addressing this issue and its importance with your child, and encourage them to put more time and effort into future assignments? If «Preferred\_Given\_Name» is experiencing difficulty in understanding the requirements of an assignment I would ask that you encourage them to see the teacher and request additional help during the drafting and feedback cycle. The teacher will be more than happy to accommodate this.

If you would like to discuss this, or if there is any further information that you would like to speak about, please contact me at Mareeba State High School on 4086 2777.

Regards

«Teachers\_Name»

Teacher Email Signature

**Copy to HOD**

---

## Appendix 11: Failure to Submit Assignments Email (Senior subjects)

Date

Dear Parent/Guardian

This email is written as a matter of courtesy to inform you that «Preferred\_Given\_Name» has failed to submit their «SUBJECT» assignment by the due date. The assignment is an integral part of your child's course and therefore there is an expectation that this assignment would be completed and submitted. As a result of this non submission, the following will occur:

1. Rating - A rating will be given to your child based on the monitoring process carried out by the teacher prior to the due date. This rating will be given based on assignment related work that the teacher has observed and collected in class or in draft form, and according to how well that work meets the general objectives for the course of study. If there is no evidence of assignment related work during the monitoring process, a grade of NR (Not Rated) will be awarded. Please note that a NR rating may have an impact on the attainment of a QCE for year 11 and 12 students.
2. Late Submission – Your child may still hand in the assignment late for the purpose of feedback only.

Could I please ask for your support and encouragement in this matter by addressing this issue and its importance with your child, and encourage them to put more time and effort into future assignments? If «Preferred\_Given\_Name» is experiencing difficulty in understanding the requirements of an assignment I would ask that you encourage them to see the teacher and request additional help during the drafting and feedback cycle. The teacher will be more than happy to accommodate this.

If you would like to discuss this, or if there is any further information that you would like to speak about, please contact me at Mareeba State High School on 4086 2777.

Regards

«Teachers\_Name»

Teacher Email Signature

**Copy to HOD**

---

## Appendix 12: Roles and Responsibilities – Summary

	<b>Student</b> It is the responsibility of the student to:	<b>Parents</b> It is the responsibility of parents to:	<b>Teachers</b> It is the responsibility of teachers to:	<b>Head of Department / Administration</b> It is the responsibility of HOD / Admin to:
Program of instruction	<ul style="list-style-type: none"> <li>Participate in the program of instruction and demonstrate all mandated requirements of study.</li> <li>Complete all required work.</li> </ul>	<ul style="list-style-type: none"> <li>Support student participation in the program of instruction offered by Mareeba State High School.</li> <li>Contact Mareeba State High School if there are any concerns regarding progress and/or learning.</li> <li>Encourage and support your student to participate fully in all aspects of their education.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a teaching and learning program (Unit plans, Study Plans or TLAP's) that meet the requirements of approved study plans and aligns with QCAA syllabus and Australian Curriculum documents and assessment / achievement standards.</li> </ul>	<ul style="list-style-type: none"> <li>Oversee teaching and learning program that meets the requirements of approved work programs/ study plans, and aligns with QCAA syllabus, Australian Curriculum or RTO documents and assessment standards.</li> </ul>
Due Dates and Checkpoints	<ul style="list-style-type: none"> <li>Be aware of assessment due dates and organise a plan for successful completion.</li> <li>Access assessment planners (Year 7- 12)</li> <li>Complete all course requirements by the due date, including submission of drafts.</li> <li>Use the Checkpoints and /or draft dates on assessment tasks to support their completion and submission.</li> </ul>	<ul style="list-style-type: none"> <li>Note assessment due dates.</li> <li>Contact Mareeba State High School if there are any concerns regarding progress and/or learning.</li> <li>Support students in the completion of course requirements by the due date.</li> <li>Continue to monitor Mareeba State High School correspondence for any changes to assessment requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with a course unit outline and an assessment outline including draft and due dates in a timely manner.</li> <li>Contact home regularly when there are concerns about student progress using templates provided and record these contacts on OneSchool.</li> </ul>	<ul style="list-style-type: none"> <li>Compile and publish all assessment dates on appropriate documents and platforms at the commencement of each Mareeba State High School year/semester.</li> <li>Distribute assessment dates to students and parents through emails, Mareeba State High School website, newsletters.</li> <li>Investigate suspicions raised regarding academic malpractice and misconduct with further action taken as required.</li> </ul>
Assessment Tasks	<ul style="list-style-type: none"> <li>Present a complete draft to teachers for all assessment tasks as stipulated on the task sheet.</li> <li>10-12 students need to meet progress checks for practical subjects and vocational courses.</li> <li>Ensure that all submitted assessment is authentic and can be verified as such. Suspicion of academic misconduct will be</li> </ul>	<ul style="list-style-type: none"> <li>Actively support and monitor student's progress with assessment items at Mareeba State High School.</li> <li>Support Mareeba State High School in carrying out the assessment policy including consequences for students' non-submission and/or non-completion.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all assessment tasks are fair, valid and reliable and that tasks are fully explained.</li> <li>Clearly outline submission requirements (draft and final) for all assessment.</li> <li>Monitor student progress through each assessment task and note observations about progress.</li> <li>Engage in intra/inter-faculty moderation of assessment to ensure consistent application of standards.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor program of instruction.</li> <li>Grant special provisions where appropriate.</li> <li>Make AARA applications where appropriate.</li> <li>Notify staff regarding variations for students.</li> <li>Communicate with parents and students when due dates and standards are not met.</li> </ul>

	<b>Student</b> It is the responsibility of the student to:	<b>Parents</b> It is the responsibility of parents to:	<b>Teachers</b> It is the responsibility of teachers to:	<b>Head of Department / Administration</b> It is the responsibility of HOD / Admin to:
Assessment Tasks (Continued)	<ul style="list-style-type: none"> <li>investigated by the Head of Department (HOD) or Administration, and further action taken.</li> <li>Practice ethical behaviour and adhere to the Mareeba State High School's selected Reference System in each faculty.</li> <li>Submit extension forms with appropriate documentation in circumstances where illness or other extraordinary events prevent the submission of assessment.</li> <li>Effectively use time provided for assessment work during lessons and access tutorial lessons, if required, for additional support.</li> </ul>		<ul style="list-style-type: none"> <li>Provide appropriate class time for assessment</li> <li>Provide appropriate and timely feedback to students based on the assessment standards</li> <li>Provide students with assessment instruments within appropriate timeframes.</li> <li>Provide sufficient time between distributing and collecting final assessment tasks, support students in completing assessment on time.</li> <li>Encourage students to attend tutorial lessons for additional assistance to support learning and skill development.</li> <li>Support students/ parents in following the assessment policy.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure assessment tasks meet syllabus/Australian curriculum requirements.</li> <li>Ensure staff of Yr 12 General subjects only implement QCAA endorsed assessment tasks.</li> </ul>
Records	<ul style="list-style-type: none"> <li>Keep evidence of all assessment submitted - e.g. on USB; be able to print screen capture of 'sent email' of submission.</li> <li>Ensure all work is 'backed up' - computer failure will not be accepted as a reasonable excuse for non-submission of assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of appropriate assessment production and storage.</li> </ul>	<ul style="list-style-type: none"> <li>Follow Mareeba State High School and faculty guidelines for the submission and storage of student responses.</li> <li>Record differentiation of tasks on the completed student task or on a QCIA cover sheet where applicable.</li> <li>Maintain accurate records of student achievement including profiles and anecdotal reports.</li> </ul>	<ul style="list-style-type: none"> <li>Establish school and Faculty guidelines for the submission and storage of student responses and student results.</li> </ul>
Drafts & Feedback	<ul style="list-style-type: none"> <li>Seek feedback and guidance throughout the assessment task and submit drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Contact Mareeba State High School if there are any concerns regarding assessment, progress and/or learning.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with timely assessment feedback and guidance.</li> <li>Use the drafting process to monitor appropriate response lengths and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor program of instruction and assessment processes occurring in classrooms.</li> </ul>
Reporting	<ul style="list-style-type: none"> <li>Read reports and seek feedback where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Read reports and support student to make improvements identified.</li> </ul>	<ul style="list-style-type: none"> <li>Meet Mareeba State High School and external timelines for assessment and reporting.</li> <li>Inform students and parents of student progress.</li> </ul>	<ul style="list-style-type: none"> <li>Support staff to meet timelines for assessment, confirmation and reporting.</li> </ul>

