MORANBAH
STATE HIGH SCHOOL

Tomorrow's Future Today

School Assessment Policy

Queensland Curriculum and Assessment Authority

Contents

Moranbah State High School Assessment Policy

Effective 28/01/2025

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019 and applies to Year 7 to 12 at Moranbah State High School and across all faculties.

Where appropriate there have been adaptions for Junior (7-9) and Senior (10-12).

Purpose

Moranbah State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to guide staff, students, and families as students work towards the completion of summative assessment.

Principles

Moranbah 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 learnin

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.

Promoting academic integrity

Moranbah State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at [https://**moranbah**shs.eq.edu.au]. All questions regarding this policy should be directed to the Principal, Deputy Principals or Heads of Department. To ensure the assessment policy is consistently applied, it will be revisited on a number of occasions. Relevant processes will be revisited: ▪ at enrolment interviews ▪ during SET planning ▪ when the assessment schedule is published ▪ when each task is handed to students by the class teacher ▪ in the school newsletter and by email when assessment Calendar is publish each term.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	Moranbah State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a Junior Certificate of Education (JCE) and Queensland Certificate of Education (QCE) when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE and their report card. **Student responsibility** Students are expected to: ▪ engage in the learning for the subject or course of study ▪ produce evidence of assessment that is authenticated as their own work ▪ Not share their assessment with others (unless in a group assessment) ▪ submit responses to scheduled assessment on or before the due date. To ensure there is adequate evidence to support the authenticity of student work and assessment submissions, all students from Year 7 – 12 will be required to retain evidence of the following throughout their units; In Class Learning can include; - Class OneNote activities completed - Development of concepts and ideas - Referencing of quotes, websites, A.I. prompts / usage, screenshots of A.I. used - Development of products Checkpoints and Drafting:

	- Use of scaffolding structure (where applicable) - Development of a document through TEAMS (so version history is available) - Referencing of quotes, websites, texts, images, A.I. prompts/use - Reflect student learning, knowledge, and understanding demonstrated in class. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses for all Year 10, 11 and 12 students, and Years 7, 8 and 9 students will engage with the QCAA Academic Integrity Toolkit during their JSP lessons.
Due dates Section 8.5.2 Section 8.5.3	**School's responsibility** Moranbah State High School is required to adhere to QCAA (senior) policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 2 of each semester. It is the teacher's responsibility to ensure students have uploaded assessments during class time in both MS TEAMS and Turn it in prior to due dates.

	The assessment schedule will:
	  ▮ align with syllabus requirements
	  ▮ provide sufficient working time for students to complete the task
	  ▮ allow for internal quality assurance processes
	  ▮ enable timelines for QCAA quality assurance processes to be met
	  ▮ be clear to teachers, students and parents/carers
	  ▮ be consistently applied
	  ▮ be clearly communicated by the end of Week 2 each term
	  ▮ give consideration to allocation of workload.
	
	Student responsibility
	Students are responsible for:
	  ▮ making a record of their due dates (outlook calendars, etc.)
	  ▮ planning and managing their time to meet the due dates
	  ▮ Recording all assessment files in Teams (for version history)
	  ▮ informing the school as soon as possible if they have concerns about assessment load and meeting due dates.
	  ▮ For drafts and finals,
	    • Students must submit latest version of assessments via MS TEAMS and Turn it in during the last lesson prior to due dates (for resubmission prior to 11:59pm).
	    • Students submit assessment by 11:59pm of the Due Date via MS Teams and Turn it in
	
	In cases where students are unable to meet a due date, they will:
	  ▮ inform the Head of Department and classroom teacher as soon as possible
	  ▮ apply for an extension through the Head of Department (Years 7-10) or Deputy Principal (Years 11-12)
	  ▮ provide the school with relevant documentation, see appendix for applications
	  ▮ adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
	
	All final decisions are at the Principal's discretion. Refer to AARA information below.

Submitting, collecting and storing assessment information Section 9	All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the Moranbah State High School academic integrity software. Students in Year 7 - 12 submit their assessments via MS Teams and Turn It In. Final responses for all internal assessment will be collected and stored in each student's folder electronically in a secure location. Copies of drafts will be maintained until a final submission is obtained. Live performance or presentation assessments will be recorded and stored (for both draft and finals) as required for making judgements and for QCAA confirmation processes in Year 12. VET Evidence is to be stored until instructed to be disposed of (the end of Term 1 each year). Oneschool records and a sample of student evidence gathering tools is all that is required for further retention
Appropriate materials Section 7.1 Section 8.5.3	Moranbah State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

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Ensuring academic integrity

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

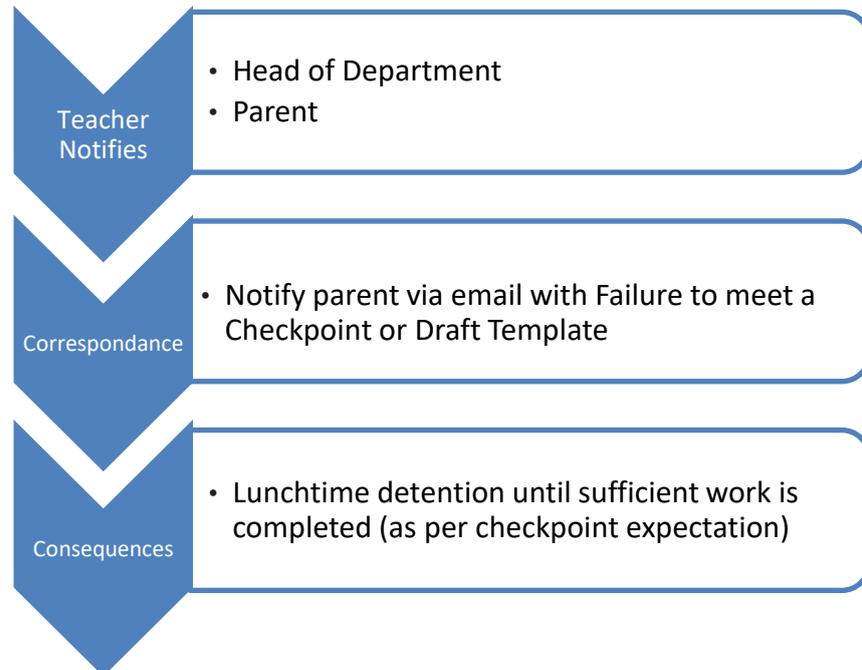## Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures

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.
	
	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 and the mode of response required
	• using visual frameworks or graphic organisers to plan responses.
	• provide examples of assessment responses within the required response length, i.e. 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, i.e. written, spoken, multimodal, performance
	• provide students with feedback at checkpoints and on the draft in the required mode 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
	
	• 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 in the task so that students understand the requirements for the response, such as problem-solving or citation method they are required to use.
	
	Scaffolding for assessment
	When scaffolding in an assessment context, it is important to maintain the integrity of the assessment instrument so that 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.
	
	There are several ways that scaffolding can be provided. The following is a list of some ways:
	
	  o graphics organiser
	  o exemplars
	  o modelling
	  o feedback in class
	  o group work
	  o provide examples of assessment responses within the required response length, i.e. word length, duration of time or page count

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	o explicitly model how to create a draft and edit a response to an assessment in the required mode, i.e. written, spoken, multimodal, performance All scaffolding used in the development of an assessment task must be recorded until a final result is awarded
Checkpoints Section 8.5.3	Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Checkpoints will: ▪ be detailed on student task sheets ▪ monitor student progress in developing ideas and concepts ▪ be used to establish student authorship from evidence in Class OneNotes, and version history on TEAMS ▪ Ensure scaffolding is being used individually ▪ Ensure AI created content / responses have not been used without reference (if allowed) ▪ Record A.I. prompts that have been used (if allowed) Teachers will use these checkpoints to identify and support students to complete their assessment. Effective feedback is: ▪ ongoing ▪ individualised ▪ specific to the teaching, learning and assessment ▪ related to the standards or descriptions ▪ clear, and in language students understand ▪ timely, so the student can act on it to adjust their learning ▪ collaborative, so that teachers can work with the student and their parents/carers to support the student's learning ▪ supportive, so that the student is encouraged to reflect and act on the feedback, and build their capacity for self-assessment. 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 provide feedback that varies throughout the teaching, learning and assessment process.

In the event a student does not meet a **checkpoint**:

- the teacher will inform the Head of Department
- Correspondence (see appendix) will be emailed home to parents by the Teacher (Cc HOD to raise concern)
- The student will be given a lunch or afternoon detention by the teacher until sufficient checkpoint expectations are completed

Teacher Notifies
- Head of Department
- Parent

Correspondance
- Notify parent via email with Failure to meet a Checkpoint or Draft Template

Consequences
- Lunchtime detention until sufficient work is completed (as per checkpoint expectation)

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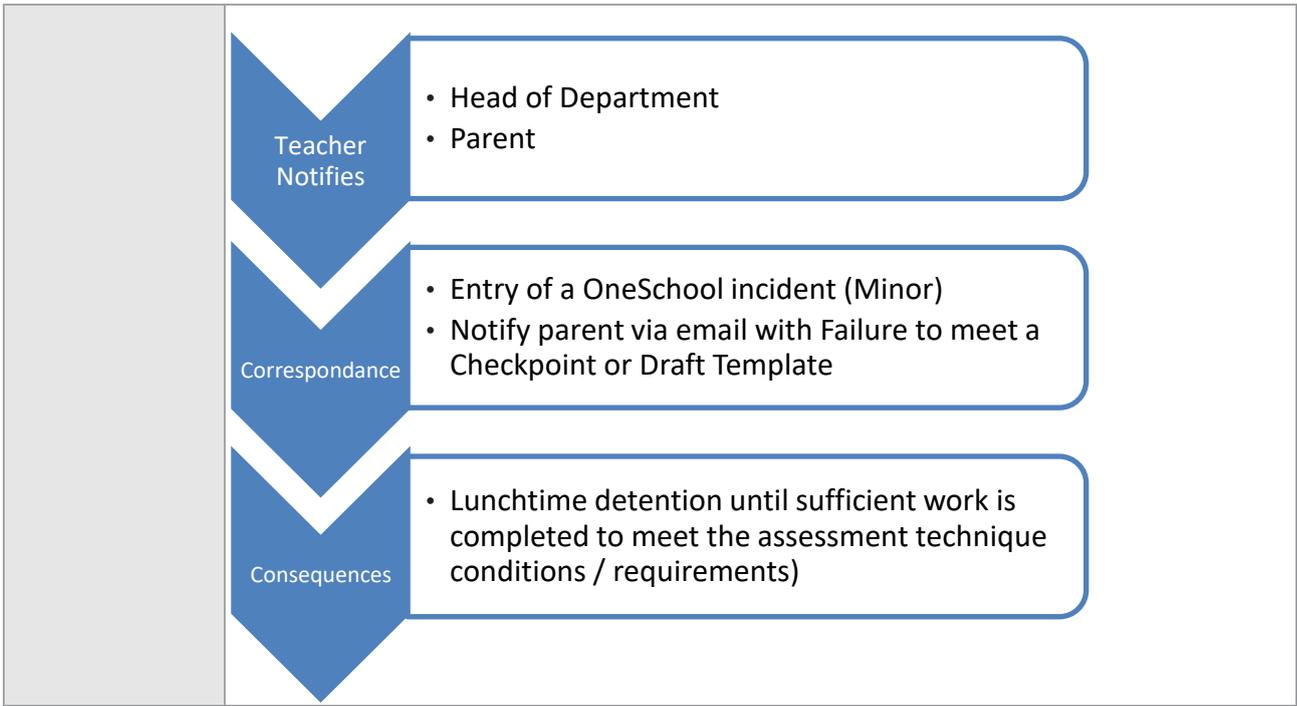|	
Drafting and Drafting Dates Section 8.2.5 Section 8.3	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a presentation or performance piece, or a product in development. A Full draft must include all modes and formats required by the assessment technique or syllabus – incomplete drafts will be treated as a failure to submit a draft. Teachers must keep copies of drafts (i.e. Photos of practical work, video or audio recordings, written, etc.) as drafts may be used as evidence of student achievement in the case of illness or misadventure, or final non-submission for other reasons. Drafts may be created in a variety of formats and modes, such as: • a student must keep all of their written drafts when developing and refining a response to the topic and then submit their best, complete or near complete draft for teacher feedback. • Approved level of AI use must not be exceeded and use of AI should be acknowledged. • recording of the student presenting a spoken task in class receives feedback as a draft of the mode of the response, e.g. in English a spoken/signed task • recording of the student practising a performance in class and given teacher feedback on a rehearsal, e.g. in Drama or Dance. • Photographic evidence of progress for a practical product, e.g. in Industrial skills, Sport and Recreation, or Visual Art in Practice. All draft formats (including recordings, written, and photos of evidence) must be retained by both the student and the teacher in the event that a final submission is not provided by the due date. All drafts must be worked on and submitted via MS TEAMS (for version history evidence) and Turnitin by the due date. Teachers will give electronic feedback to students on the submitted draft. Students will utilise this feedback to improve their work for academic success. Throughout the unit delivery and drafting process, teachers may provide verbal or informal feedback to students at any time, however formal/electronic feedback will be provided on the submitted draft assessment. Teachers are to provide draft feedback to students within a week (7 days) from the draft date. This formal/electronic feedback on their draft will be received by students at least one week (7 days) before the final due date. Feedback on a draft must not: • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • indicate a final result. For all students; In the event a student does not meet a **draft due date**, <u>the teacher will</u>: ▪ notify the Head of Department ▪ email correspondence home to parents (Cc HOD to raise concerns) ▪ issue a lunchtime or afternoon detention until sufficient work has been completed. ▪ only provide verbal feedback on drafts submitted after the draft date to ensure draft feedback provides fairness to all. ▪ Enter Oneschool behavior incident (minor)

Teacher Notifies
- Head of Department
- Parent

Correspondance
- Entry of a OneSchool incident (Minor)
- Notify parent via email with Failure to meet a Checkpoint or Draft Template

Consequences
- Lunchtime detention until sufficient work is completed to meet the assessment technique conditions / requirements)

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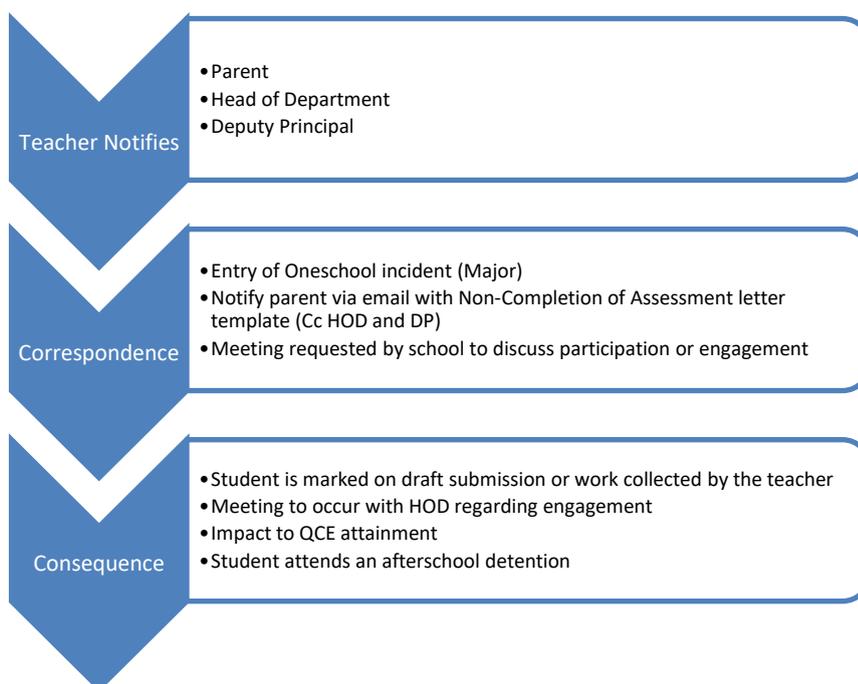

Managing non-submission of assessment by the due date
Section 8.5
	Teachers will collect progressive evidence of student responses to assessment tasks at the prescribed checkpoints and draft dates. This will be recorded and stored electronically.
	
	The details on the instrument-specific task sheets provide details of the evidence that will be collected at checkpoints and draft dates.
	
	In circumstances where students are enrolled in a subject but **do not submit a final response to an assessment by 11:59pm on the specified Due Date or attend an examination as scheduled**, the teacher will;
	
	   - Junior: email (see appendix) the parent (Cc HOD and Deputy Principal) about participation and/or engagement in the subject. HOD may follow up with a meeting request.
	   - Senior: email (see appendix) the parent (Cc HOD and Deputy Principal) with a request to meet with the Deputy Principal to discuss participation and/or engagement in the subject
	   - Enter a Oneschool behavior incident (major) – refer to HOD and DP

Teacher Notifies
- Parent
- Head of Department
- Deputy Principal

Correspondence
- Entry of Oneschool incident (Major)
- Notify parent via email with Non-Completion of Assessment letter template (Cc HOD and DP)
- Meeting requested by school to discuss participation or engagement

Consequence
- Student is marked on draft submission or work collected by the teacher
- Meeting to occur with HOD regarding engagement
- Impact to QCE attainment
- Student attends an afterschool detention

Where evidence of student assessment work (drafts or checkpoint evidence):
a) was provided by the student for the purposes of authentication during the assessment preparation (through collected checkpoints and drafts), teachers make judgments based on this evidence.

b) was _**not**_ provided by the student on or before the due date and did not meet the assessment technique requirements, a 'Not-Rated' (NR) must be entered as the result Markbooks (and for Senior) in the Student Management system by the date published in the QCAA SEP calendar.

<u>For Seniors (11 – 12)</u>
Students who do not attend an exam and have no grounds for an AARA will receive an NR. If a student arrives late to an Exam, they are permitted to enter the exam, however, no additional time will be provided unless AARA conditions can be established prior to entering the exam conditions.

In circumstances where an assessment is incomplete (not all components are submitted) or an exam is not attended or attempted, this is recorded as NR, and the student will not meet the requirements for that subject / unit resulting in NR for that entire unit or year (in Year 11 or 12).

If a student does not meet the requirements of any subject studied in Year 11 and Year 12, they will be required to meet with the Deputy Principal and their parent/guardian to discuss the cancellation of enrolment.

		For Juniors (7 – 10) Students who do not attend an exam (without a reasonable explanation and a special consideration request) will receive a result based on their work from previous checkpoints or classwork. The Teacher and HOD will collaborate to determine if any advantage could be gained due to the absence on the exam day. If no advantage is gained, the existing examination will be sat at a time organised by the Teacher (provided a special consideration request has been submitted) – on the next day the student attends or as appropriate, alternatively the student may be required to sit a comparable exam assessing the same achievement standards.

Managing response length
Section 7.2.3
		Students must adhere to assessment response lengths as specified by syllabus documents or in Junior school the assessment item conditions. The procedures below support students to manage their response length.
		
		• All assessment instruments indicate the required length of the response.
		
		• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
		
		• Model responses within the required length are available.
		
		• Feedback about length is provided by teachers at checkpoints.
		
		For Junior (7 – 10)
		Junior students will not arbitrarily be penalised for not adhering to the recommended length, however student results may be impacted for individual criteria. They are marked on their responses according to the criteria and standards. Word length is a guide for students in Years 7 - 9.
		
		For Senior (11 – 12)
		After all the above strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:
		• mark only the work up to the required length, excluding evidence over the prescribed limit
		• allow a student to redact a response to meet the required length before a judgment is made on the evidence in the student response. Teachers are not to redact a student response. It is also not appropriate for a student to redact a response that is
		   ▪ produced under exam conditions
		   ▪ in an assessment that requires a continuous response, such as a presentation or recording.
		   ▪ Not already been marked
		Student work submitted will be annotated for confirmation purposes to clearly indicate the evidence used to determine a mark.

Authenticating student responses Section 7.3.1		Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Moranbah State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments (detailing the referencing requirements and use of Artificial Intelligence) Students must acknowledge any use of AI in line with assessment conditions. Prompts and chat history must be retained by the student and be provided to the teacher upon request. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. Refer to page 17-21 for procedures that manage academic misconduct. **Gathering evidence of a student achievement:** • Schools are 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.

| | • consider the mode of the assessment and how to collect evidence that meets the conditions, e.g. for a spoken instrument, a spoken response rather than a draft of a written speech. A draft rendered by text-to-speech software is not appropriate, as the student's voice is to be recorded. |

Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**Applications for AARA – For Year 11 and 12 only** Moranbah State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Moranbah State High School follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019. Moranbah State High School Principal manages all approval of AARAs for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1 and the appendix) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing ie. Holidays • matters that the school could have avoided. • School representative sport • School-based Traineeship/Apprenticeship or work commitments Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the school website and in the appendix. **Special Provisions** Special Provisions exist for assessment to ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. Moranbah State High School recognises that some students have disability and/or medical conditions that may be a barrier to their performance in assessment. Special provisions is designed to assist these students. Special provisions does not cover circumstances arising from the student's or parent/carer's choice. Special provisions is usually applied under these categories: cognitive, physical, sensory, or social/emotional. Access arrangements: • are available to a student with evidence of a need that is not necessarily covered by the definition of disability, for example, a temporary injury or needs resulting in inclusive educational strategies • enable a student to access assessment and demonstrate their knowledge • do not change the assessment conditions. Reasonable adjustments: • are available to a student with evidence of a need and who has a disability in accordance with a legal meaning. Without reasonable adjustments, the disability results in substantial disadvantage for the student when compared to students without disability • allow for assessment conditions to be changed due to the barriers that may be experienced by the student with disability. The integrity of the assessment instrument is not changed • may be unique and tailored specifically for a student's needs.

Illness and misadventure:
- provides for students whose ability to attend, or perform in, internal or external assessment was adversely affected by illness or an unexpected event resulting in emergent circumstances.
- a student who has been approved for AARA is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment
- The conditions must be unforeseen and beyond the student's control. An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

Special provisions are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable to Years 11 and 12 students, the Queensland Curriculum and Assessment Authority (QCAA). QCAA refers to this process for students in Years 11 and 12 as Access Arrangements and Reasonable Adjustments (AARA).

All applications for special provisions must be made as soon as possible using Moranbah State High School's application form and submitted to either the relevant subject Head of Department, Deputy Principal. All applications must be submitted with the required documentary evidence that will be retained by the school. For students in Years 11 and 12 this documentation should be completed on the school template and information and accompanying documentation and may be shared with QCAA via the School Portal for the purposes of having AARA conditions approved by QCAA where required. Applications for illness and misadventure related special provisions can be submitted up to 14 days prior to the assessment due date and no later than 7 days after the assessment due date.

For students in Years 11 and 12 - Applications to QCAA for AARA for Year 12 General subject external exams must be made by:
- End of February in Year 12 year where alternative format papers are required
- End of Term 1 in Year 12 year for existing long-term and chronic conditions
- By Week 5 in Term 3 of Year 12 year for short-term conditions or temporary injuries that are unlikely to resolve by mid-October
- By the end of Term 3 of Year 12 for AARA provisions that only require school-based Deputy Principal or Principal approval

Supporting documentation required for submission with an application for special provisions can include:
- Medical report that provides the following information:

  o Diagnosis of disability and/or medical conditions
  o Date of diagnosis (date must cover the date of the assessment for which the application is being made)
  o Occurrence or onset of the disability and/or medical condition
  o Symptoms, treatment or course of action related to the disability and/or medical condition
  o Information about how the diagnosed disability and/or medical condition affects the student participating in assessment, particularly timed assessment when considering Years 11 and 12 external assessment
  o Professional recommendations regarding special provisions, if applicable
  o For students in Years 11 and 12 medical documentation for long term conditions must be dated no earlier than 1 January of the year of the student's Year 10 enrolment
  o For students in Years 11 and 12 medical documentation for short term conditions or temporary injuries, including mental health conditions such as anxiety and depression must be dated no earlier than six months prior to the assessment item that AARA is being applied for
  o For students in Years 11 & 12 the medical report must be completed on the QCAA medical report template accessed by staff from the School Portal. A student must acquire a copy of the template from the Senior Secondary Deputy Principal or Senior Secondary Head of Department.

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o The medical report must be completed by a relevant general practitioner (GP), medical specialist, or psychologist (registered under Queensland's Medical Practitioners Registration Act 2001 and/or Queensland's Psychologists Registration Act 2001, and who is not related to the student or employed by the school.

Supporting documentation required for submission with an application for illness and misadventure related special provisions can include:

- Medical report or certificate that provides the following information:
  o Diagnosed illness or condition
  o Date of diagnosis, onset or occurrence (date must cover the date of the assessment for which the application is being made)
  o Symptoms, treatment or course of action related to the condition
  o Explanation of the probable effect of the illness or condition on the student participating in the assessment

- For non-medical claims, written evidence from a relevant independent professional or other independent third party including the following information:
  o Event details
  o Date of event occurrence or onset
  o Course of action related to the event
  o Explanation of the probable effect of the event on the student participating in the assessment

EALD Students
Moranbah State High School supports students from non-English speaking backgrounds. In the first 12 months of learning in a Queensland State School a student may not be assessed (if agreed to with the parent) in order to support the development of their learning a new language and Australian Curriculum or QCAA Senior subjects.

For assessments that are required (in consultation with the family, Teacher, and HOSES), Moranbah State High School allows for the provision of support through adjustment or accommodation for assessments to enable accessibility for all students.

To access these adjustments or accommodations, students or teachers can request this through the HOSES in the Diverse Learning Centre.

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Special Consideration (Years 7 - 10)	Students who require special consideration or adjustments for assessment must apply through their teacher, Head of Department and Deputy Principal for approval. Special consideration for assessment may be granted for the following reasons: • Illness • Explained or approved extended Absences • Representative Sport • Unforeseen circumstances • EALD Students should apply for special consideration, where possible, <u>before</u> the due date of the assessment item for review. In the event of illness or misadventure on the day of an assessment, special consideration should be submitted at the earliest convenient date.
Internal quality assurance processes Section 8.5.3	Moranbah 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 using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement via calibration and moderation • use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA, and undergo Quality Assurance.
Review Section 9.1 Section 9.2 Section 9.5	Moranbah State High School's internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context. Students who are not successfully demonstrating the required learning in their assessment opportunities will be required to attend a meeting with the Deputy Principal.

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External assessment administration – Year 12 Only

QCE and QCIA policy and procedures handbook	Policy and procedures 17
External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4 See also: *External assessment — administration guide* (provided to schools each year)	See the *QCE and QCIA policy and procedures handbook* (Section 7.3.2) and follow the *External assessment — administration guide* for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.

Managing academic misconduct – Year 7 to 12

Moranbah State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student.

Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material) figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.
Use of Artificial Intelligence	Moranbah State High School recognises that AI is a powerful aid to education, and that it must be used responsibly. The goal is to help students embrace AI as a learning tool while maintaining academic integrity, privacy, and equity in our school community.

To clearly communicate how AI can be used to assist in an assessment item, Moranbah State High School uses a colour-coded system. Each assessment task sheet will indicate one or more of the following levels regarding AI use. In the case of no level being indicated on a task It must be assumed that AI is not permitted to be used.

<p style="background-color:#c00000;color:#fff;font-weight:bold">Red – AI not permitted.</p>

Description: Independently completed, in any format. No AI use allowed.

Rationale: These assessments are designed to provide an accurate measure of each student's independent understanding and capabilities. Allowing AI assistance would compromise the validity of the results and undermine the purpose of assessing a student's own thinking,
reasoning, and skill development.

Expectations:

✓ All work must be completed without any AI assistance, including planning, drafting, checking, or proofreading.
✓ Students must rely solely on their own knowledge, skills, and understanding.
✓ Any form of AI use in these tasks is considered a breach of assessment integrity.

<p style="background-color:#c0734a;color:#fff;font-weight:bold">Brown – Basic Editing Only</p>

DESCRIPTION: AI may be used only for low-level mechanical corrections such as spelling, punctuation, grammar, and formatting. AI must not generate or modify ideas, sentences, or content. Its role is limited strictly to surface-level accuracy.

Rationale: This level reflects the long-standing use of digital writing aids, such as spell-checkers and grammar tools. It allows students to refine the presentation of their work without altering the substance of their thinking, reasoning, or original expression.

Expectations:

✓ AI assistance must be restricted to correcting mechanical errors only
✓ Students must not use AI to rephrase, rewrite, restructure, or extend their work in any way.
✓ The final submission must reflect the student's own wording, style, and ideas, with only minor surface corrections supported by AI.

Examples of permitted use	Examples of not permitted use:
• Identifying spelling mistakes or misplaced commas	• Rephrasing a sentence for clarity or flow
• Correcting subject–verb agreement	• Restructuring a paragraph to improve logic
• Fixing capitalisation or spacing	• Generating synonyms or alternative sentence options
• Applying a consistent referencing style (e.g., formatting italics or indentations.	• Adding detail, examples, arguments, or explanations These actions alter the original thinking and expression and therefore fall outside this level.
• Identifying spelling mistakes or misplaced commas	• Rephrasing a sentence for clarity or flow

Orange – Idea Generation and planning

DESCRIPTION: AI may be used in the early stages of assessment to rainstorm ideas, explore possibilities, check the suitability of concepts, and organise notes into clear outlines or plans. Students may use AI to clarify thinking and structure their approach, but all writing, analysis, and final expression must be entirely their own. Copying or pasting AI-generated text into the submission is not permitted.

Rationale: This level recognises that AI can enhance student planning by supporting creativity, organisation, and metacognitive awareness without compromising the integrity of assessment. Allowing AI for idea development and planning acknowledges contemporary digital literacy skills while ensuring that the assessed work continues to reflect each student's own understanding, reasoning, and communication. By restricting AI to the planning stage, teachers can maintain confidence that the final product accurately demonstrates curriculum-aligned achievement standards.

Expectations:

✓ Students must clearly document how AI was used to support idea generation or planning.
✓ Students may use AI to brainstorm, structure notes, refine research questions, or create outlines.
✓ Students must write all assessment responses themselves, using their own words, reasoning, and expression.
✓ No AI-generated sentences, phrases, or paragraphs may appear in the submission.
✓ Students must keep prompt transcripts or planning drafts and present them if requested for verification.

Allowed (Planning Support Only)	Not Allowed (Content Creation or Drafting)
• Brainstorming possible topics, angles, questions, or themes	• Generating sentences, paragraphs, or sections of the assessment response
• Asking AI whether a research question is suitable or too broad/narrow	• Copying AI-generated text into notes with the intention of using it in the submission
• Organising dot-point notes into a logical outline, structure, or sequence	• Asking AI to write an introduction, body paragraph, analysis, or conclusion
• Exploring different ways to approach the task	• Generating examples, explanations, or arguments for inclusion in the student's own writing
• Clarifying misunderstandings about the task (e.g., "What does 'analyse' mean in this context?")	• Producing "starter sentences," "sentence templates," topic sentences, or key arguments
• Checking whether their ideas meet the task requirements	• Using AI to reword or expand their notes before drafting

AI may shape thinking but must not shape writing. No AI-generated text may appear in any draft or final submission.

Yellow – Collaborative Support

DESCRIPTION: AI may be used as a learning partner to refine drafts, provide constructive feedback, suggest improvements, or offer comparative examples. Students may work through drafts by seeking feedback from AI and then revising their work while ensuring that all ideas, wording, and final decisions remain their own.

Rationale: This level encourages students to use AI ethically to improve clarity, coherence, and organisation through feedback rather than content generation. It helps students develop digital literacy by modelling how AI is used responsibly in professional contexts for quality assurance and reflective improvement, without replacing student thinking.

Expectations:

✓ Students must be transparent about how AI was used and what feedback was applied.
✓ AI may highlight issues, suggest improvements, or pose reflective questions, but it must not generate new sentences or rewrite sections.
✓ Teachers may request prompt transcripts, annotated drafts, or version history to verify the feedback process.

✓ Students are responsible for ensuring that the final product represents their own ideas, voice, and reasoning.

Allowed (Feedback on Student Writing)	Not Allowed (Rewriting or Content Creation)
• Asking AI, "Does my paragraph clearly answer the question?"	• Using AI to rewrite sentences, paragraphs, or entire sections
• Requesting feedback such as, "Is my explanation logical?" or "Have I used evidence effectively?"	• Asking AI to improve clarity, flow, or sophistication by generating replacement text
• Receiving questions that prompt reflection (e.g., "Have you explained why this evidence matters?")	• Asking the AI to add detail, examples, or analysis to strengthen the response
• Using AI to highlight issues: unclear reasoning, missing steps, weak topic sentences, incorrect grammar patterns (without rewriting)	• Requesting alternative versions of a paragraph or "better wording"
• Seeking guidance on how to organise sections ("Are these ideas in a logical order?")	• Using AI to rephrase, modernise, compress, expand, or elevate the student's voice
• Checking whether the draft meets task requirements or rubric expectations	• Generating comparative samples that students copy or adapt into their work

AI may comment on or ask questions about student writing but must not change the wording or add ideas. All revisions must be written by the student.

Green – Full Integration

DESCRIPTION: AI use is intentional and central to the learning or assessment task. Students are expected to engage critically with AI tools to generate, analyse, evaluate, or enhance outputs and to demonstrate understanding of how AI operates within the discipline.

Rationale: This level supports the development of advanced AI literacy and responsible innovation. Students learn to guide AI effectively, evaluate the accuracy and quality of outputs, and reflect on ethical and creative decisions. This process strengthens higher-order thinking and aligns with real-world professional practices where AI is used as a sophisticated collaborative tool.

Expectations:

✓ Students must document their process, including the prompts used, the version or date of the approved AI tool, and how outputs were adapted or refined.

✓ All AI-generated material must be clearly labelled, for example: "Image created using Firefly (2025)."

✓ Students must demonstrate critical engagement, showing how they evaluated AI outputs, and the decisions made in response.

✓ Teachers may assess both the quality of AI engagement and the student's reflective evaluation of AI outcomes.

Permitted Examples	Not Permitted
• Generating data for analysis (e.g., sample marketing personas, simulated datasets)	• Using AI to complete the entire task without student evaluation or input
• Asking AI to produce alternative solutions, interpretations, or prototypes for comparison	• Submitting AI-generated content without explanation or critical commentary
• Using AI to transform information formats (e.g., turning a paragraph into a diagram, flowchart, or table for analysis)	• Using AI outputs as final answers without demonstrating reasoning or decision-making
• Critically evaluating AI responses (accuracy, bias, reliability, disciplinary alignment)	• Relying on AI's answer as authoritative without critique or verification
• Co-creating draft ideas and then revising them using explicit judgement (e.g., refining prompts to improve outcomes)	• Allowing AI to continually rewrite work until it appears polished and presenting it as student-created
• Producing labelled AI-generated artefacts (images, graphs, scenarios) for analysis or critique	• Using AI to create content without proper attribution or process documentation

	At this level, AI is treated as a deliberate learning tool, and assessment focuses on critical engagement, evaluation, and reflection, not just the product itself. ***NOTE: Declarations do not mean that work which is not your own does not need to be referenced.**

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Procedures for managing academic misconduct

For authorship issues

When authorship of student work cannot be established or a response is not entirely a student's own work, Moranbah State High School will refer to evidence collected during the drafting stages to ensure that the submitted response is their own work.

For all instances of academic misconduct

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

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.

Consequences for Academic Misconduct

For dealing with cases of failure to maintain academic integrity, it must be determined whether the case represents a minor or major breach. The HOD in conjunction with the classroom teacher, are responsible for determining if a case is minor or major.

Minor Cases

Minor cases of failing to maintain academic integrity include, but are not limited to:
- incidental plagiarism (inadequate, incorrect or inconsistent citation and/or referencing of sources, paraphrasing too close to the original)
- minor copying of material, such as copying up to a few sentences (note that this may sometimes be inadvertent, for example, if a student mistakes a verbatim transcript in their notes as their own words)

Where it is determined that a minor breach of academic integrity has occurred, the classroom teacher must match the appropriate standards to the student response according to the appropriate criteria for the assessment item, and provide an explanation if low marks have been given against specific criteria relating to appropriate referencing or acknowledgment of source material.

At all stages the student and parents/guardians must be notified. All contacts (and initial minor incident) will be recorded in Oneschool and referred to HOD. Teacher will then communicate a consequence (i.e. lunchtime detention).

Major Cases

Where it is determined that a major breach of academic integrity has occurred, the classroom teacher will notify the student of the alleged breach and collect evidence to initiate the Academic Integrity Review Process

The classroom teacher must be able to match the appropriate standards to the sections of the assessment item that can be verified as the student's own work, identifying the unverifiable sections which have been generated by AI or plagiarized. If this is not possible (including copying work or collusion) the teacher must apply the Academic Integrity Review Process.

At all stages student and parents/guardians must be notified. All contacts (and initial major incident) will be recorded in Oneschool and referred to HOD and DP as appropriate for a consequence (i.e. Afterschool detention and meeting).

Academic Integrity Review Process

Step 1: If AI use is detected beyond the specified level, teacher to submit OneSchool behaviour referral to HOD and relevant DP.

Step 2: Teacher to clearly label plagiarised section of work on assignment and discuss this with student.

Step 3: Teacher to contact Parent/Caregiver to inform them of the situation.

Step 6: If evidence is not sufficient, the plagiarised section of work will be disregarded in the awarding of criteria standards.

Step 5: If evidence is sufficient, no further action will be taken and the work will be marked against the criteria.

Step 4: Student to provide evidence of their work and how they produced it, including checkpoints, drafts, sources and reference list.

Step 6a & b: The first instance will result in the completion of the *QCAA Academic Integrity Course* (11&12) and *QCAA Academic Integrity Resources* (7-10).

In the most serious of incidents or second instance, other disciplinary action may occur.

Relevant DP to follow up with student and parent/caregiver about consequence and record on OneSchool.

Classroom Teacher:

Record any observations that support a major breach of academic integrity (i.e. in exam conditions)

Review any Turnitin Reports that have been produced (these alone are not sufficient to determine academic misconduct), check class work for consistency of grammar and writing skills, and compare the submitted assessment to scaffolding, checkpoints, drafting, and version controls in Teams.
- If academic integrity is maintained the assessment can be marked.
- If academic integrity is still not confirmed, the evidence will be reviewed by the Head of Department.

Teacher conducts an interview with the student. During this interview the student responds to questions (i.e. how you developed the assessment, what sources you used, what you mean by particular expressions, how you reached the conclusions you did?) to confirm the students content, knowledge, or skill demonstrated in the assessment. The students' responses are then passed to the Head of Department, including:

• a copy of the submitted work and the screen captures of the Turnitin AI report
• Statements indicating why the submission is:
  o Atypical of other work by the student;
  o Inconsistent with your knowledge of the student's ability; and/or;
  o Submitted without required evidence of authorship (draft/plans), or that the outcome differs significantly from those

The Head of Department will review and communicate judgment to the Teacher, whom will then inform the parents and student.

Head of Department (HOD)

The HOD will engage an AI detention software application and use this to support their judgement as to whether the assessment is in breach of academic misconduct. The HOD will review the evidence and interview responses provide by the Teacher to confirm an academic integrity breach or not. The HOD will either;

- Make a judgement that the assessment does not breach academic integrity at all or in parts and the assessment can be marked on what is confirmed to be the students work.
  or
- Confirm that academic integrity has been breached, and that the authorship of the majority of the assessment cannot be confirmed.

In the event that there is a breach of academic integrity, evidence from in class learning, checkpoints, and drafts will be used as evidence towards a result/mark. Where there is no evidence of the in-class learning, checkpoints or drafts, the student will receive an "Not Rated" result, and the matter will be referred to respective Deputy Principal.

Deputy Principal

If a student has not been able to demonstrate evidence of in class learning, produce work required for checkpoints, or submit a draft that supports their learning, they are not successfully engaging in the program of instruction and the assessment will not be confirmed as their work. The Deputy Principal will meet with the student regarding their approach and participation at school and in classes and discuss possible consequences of such choices.

Appeals Process

A parent and student may appeal the decision not to mark an assessment that has been deemed to breach academic integrity. This would take place via a meeting with the Deputy Principal and Head of Department, where the evidence is reviewed with the student and parent.

In the event that an appeal is successful the original assessment would be marked accordingly, and any reports amended.

Related school policy and procedures

Refer to other school policies as appropriate:

1) behaviour management policy

2) senior schooling policy (including VET)

3) appropriate use of electronic devices and resources policy

4) internal moderation policy (including school procedures for endorsement and confirmation)

5) teacher handbook.

Appendix 1: Email templates used to contact parents and students

1. Failure to meet a Checkpoint or Draft

2. Non Completion on Assessment: Failure to Attend an Exam

3. Non Completion on Assessment: Failure to Submit an Assignment

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Failure to Meet a Checkpoint or Draft

Dear Parent/Guardian

Today Tuesday 10/5 your child had an assignment checkpoint/draft for General Mathematics due. Checkpoint/draft are essential as they allow the teacher to give students quality feedback on their progress so far and how to improve their assignment answers, thus getting the best possible outcome.

Your child did not complete sufficient work for this checkpoint/draft and as such I cannot give the intended feedback to them. Your child has been issued a detention with me on Wednesday lunchtime to complete the expected progress in their assessment thus allowing me to give verbal feedback. If more time is required to support your student in submitting sufficient work, these detentions will continue.

This assignment task was given in class on Friday 29 April and is available on the students One Note. Students have been given 3 Lessons in which to work on the assignment already.

The assignment checkpoint/draft and final copy dates are as follows:

Issue Date: 29 April 2016

Part 1 Checkpoint: Excel Data/measures of spread/centre and Hypothesis →4/5/2016

Part 2 Checkpoint: 800 word report →10/5/2016

Draft Date: Entire Assignment -→17/5/ 2016

DUE DATE: 20 May 2016

If your child is having difficulties, I have asked that they see me during the lunch break during the week or they can attend Homework Club (offered every Monday at school). Alternatively, students can email me on _____@eq.edu.au and I will endeavour to respond in a timely manner (usually within 24 hrs).

If you have any further questions/queries please do not hesitate to contact me here at the school or via email.

Kind regards

Teacher
Name

Non-Completion of Assessment
Failure to Attend an Exam

Dear

I am writing to inform you that student name has failed to attend the exam for subject on or before the set date, being due date. Additionally, your student has failed to negotiate an alternative time to sit the test.

If the appropriate AARA documentation/special consideration and medical certificate is provided and approved, Student name will be required to sit the exam during the next day/lesson he/she is present without penalty.

Without suitable documentation, your students' failure to attend the exam may impact their JCE, QCE and/or ATAR eligibility, and consequently, their enrolment at the Moranbah State High School. For more information regarding the Moranbah State High School Assessment Policy, please visit the school's website.

If you have any further questions/queries please do not hesitate to contact me here at the school or via email.

Kind regards

NAME   NAME
Teacher   HOD – Subject Area

Non-Completion of Assessment
Failure to Submit an Assignment

Dear Parent / Caregiver

I am writing to inform you that **CHILD NAME** has failed to submit their assignment for **SUBJECT** on or before the set date, being **DUE DATE**. Additionally, your student has failed to negotiate an alternative date to submit the assessment piece.

As a result, I will now be using **CHILD NAME's** draft copy as the final assessment copy and be grading it accordingly.

Without suitable documentation, your students' failure to submit assessment may impact their JCE, QCE and/or ATAR eligibility, and consequently, their enrolment at Moranbah State High School. For more information regarding the Moranbah State High School Assessment Policy, please visit the school's website.

If you have any further questions/queries please do not hesitate to contact me here at the school or via email.

Kind regards

NAME   NAME
Teacher   HOD – Subject Area

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Appendix 2: QCAA forms to be used to apply for access arrangements and reasonable adjustments (AARA)

1. Special Consideration Form
2. Confidential Medical Report - AARA
3. Confidential School Statement - disability, impairment and/or medical condition
4. Confidential Student Statement - disability, impairment and/or medical condition
5. Confidential Student Statement - Mandated circumstances
6. Special Consideration Form
7. Rest Breaks
8. Computers
9. Diabetes Management
10. Read and Scribe
11. Medical Report

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MORANBAH STATE HIGH SCHOOL

SPECIAL CONSIDERATION APPLICATION FORM

Special Consideration can only be granted for <u>specific</u> assessment tasks and <u>not</u> for extended periods of time. Sometimes, Special Consideration may be afforded by allowing additional time to complete an assessment task, but only when negotiated with relevant Heads of Department. Students who are granted Special Consideration still need to complete the assessment task so that they have an opportunity to demonstrate improvement.

STUDENT NAME: _____ **DATE OF APPLICATION**: _____

REASON FOR SPECIAL CONSIDERATION: eg. Medical reasons, family bereavement etc.

_____

_____

DEPARTMENT/S FOR WHICH SPECIAL CONSIDERATION IS REQUESTED:

English   The Arts   Humanities   Business   Mathematics   Science   HPE   Technology   LOTE

STUDENT CHECKLIST: (Tick if completed)

1. Have you provided appropriate documentation to support this application? Eg. Medical certificate, note from parent etc.
2. Have you submitted a draft or evidence of work up to this point to your teacher?
3. Is this application submitted **<u>before</u>** the due date of the item?

STUDENT SIGNATURE: _____

PARENT/ GUARDIAN SIGNATURE: _____

TO BE COMPLETED BY TEACHER FIRST & THEN CO-SIGNED BY HOD
(You must take this form to all teachers you are requesting Special Consideration for)

Specific Assessment item for which Special Consideration is sought:

SUBJECT	ASSESSMENT ITEM DESCRIPTION	APPROVAL	NEGOTIATED DUE DATE	TEACHER SIGNATURE	HOD SIGNATURE
		Y / N			
		Y / N			
		Y / N			
		Y / N			
		Y / N			

This form, once completed, **<u>must</u>** be submitted to your teacher to attach to your assessment item.

Confidential medical report

Access arrangements and reasonable adjustments (AARA)

Medical reports may only be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Health Practitioner Regulation National Law Act 2009*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.

For more information, refer to **About this report** on the last page.

Student details	
Student name:	
School:	
LUI:	
I give permission for my health professional to provide information concerning this application to the QCAA, if required.	
Student signature:	**Date:** / /
Parent/carer signature:	**Date:** / /

Are you applying for:

☐ Access arrangements and reasonable adjustments (for existing and chronic conditions)

   Health professionals complete **Part A** and **Part B — AARA**, and complete and sign the **Health professional details**.

☐ Illness and misadventure (for unforeseen circumstances)

   Health professionals complete **Part A** and **Part C — Illness and misadventure**, and complete and sign the **Health professional details**.

If you are unsure which to apply for, refer to **About this report** on the last page.

Submit this completed report as part of an AARA application via the QCAA Portal.

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

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Part A

This section is **only** to be completed by the <u>health professional.</u>

Diagnosis:	
Date of diagnosis:	/ /
Date of occurrence/onset:	/ /

Provide a brief history of the student's disability (formally or informally), impairment and/or medical condition, including symptoms.

Is the student currently receiving treatment?

Do they have a health plan?

Please indicate if working with external agency?

(referral to specialist, list treatments, etc.)

Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.

(Indicate whether additional processing time, extensions to dates, use of assistive technologies, Assistance in reading or supporting assessment, alternative exam environment, Reader or scribe)

https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara/6.4-reporting-approving

Part B — AARA

This section is **only** to be completed by the health professional.

Comment on how the disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.
Professional recommendations for assessment adjustments.

Part C — Illness and misadventure

This section is **only** to be completed by the health professional.

I consider that the effect of the impairment arising from the medical condition is/was: ☐ mild ☐ moderate ☐ severe

I consider that the student is/was:
 	
☐ disadvantaged due to a temporary medical condition
 	
☐ unfit to participate in assessment due to a temporary medical condition
   from   /   /   to   /   /   .
 	
☐ unfit to participate in assessment due to a deterioration in a chronic condition
   from   /   /   to   /   /   .

If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the exam session.

Health professional details

Name:	
Profession:	
Phone:	
Specialty/qualifications: (if applicable)	
Place of work:	
Registration number:	
Practice stamp: (if applicable)	

Signature:	**Date:** / /

About this report

Access arrangements and reasonable adjustments (AARA)

Some students may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

Illness and misadventure

Students may also experience unforeseen circumstances that may be a barrier to their performance in assessment, such as a significant deterioration of an existing medical condition, or experiencing a natural disaster, accident or significant cultural obligation. These students may be eligible for illness and misadventure adjustments.

Submitting this report

The QCAA requires a medical report for medical claims for AARA or illness and misadventure. Once complete, submit this report as part of an AARA application via the QCAA Portal.

Confidential school statement

Access arrangements and reasonable adjustments (AARA)

This school statement or a document containing the same information must be submitted with all applications for QCAA-approved AARA. The staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition should prepare this statement. The information provided needs to be current and relate to the relevant assessment period. The details of currency for documentation can be found in Section 6.5.2 of the QCE and QCIA policy and procedures handbook.

Information provided in this statement is treated in the strictest confidence and is only used for the purpose of determining the student's AARA application.

Fill out all fields and sign the last page. Submit this statement as part of an AARA application via the QCAA portal.

Student details	
Student name:	
School:	
LUI:	

Comment on how the student's disability, impairment and/or medical condition affects their daily functioning in the classroom.

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Describe how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment.

What kind of arrangements has the student used previously at school that help them to be able to complete timed assessment?

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Staff member details	
Name:	
Role:	
Phone:	
School or organisation:	

Signature: **Date:**   /   /

....

Confidential student statement

Access arrangements and reasonable adjustments (AARA)

A student may complete this statement as part of an application for AARA. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this statement is treated in the strictest confidence and is only used for the purpose of determining the AARA application.

Fill out all fields and sign the last page. Submit this statement as part of an AARA application via the QCAA Portal.

Student details	
Student name:	
School:	
LUI:	

Provide a brief history of your disability, impairment and/or medical condition, including symptoms.

The information you provide on this form will be used for access arrangements and reasonable adjustments (AARA), which are designed to assist students with disability, impairment, medical conditions or other circumstances that may be a barrier to their performance in assessment. These procedures for these arrangements and adjustments are set out in the *QCE and QCIA policy and procedures handbook 2019 v1.0*. Personal information will be accessed by authorised QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the

QCAA is subject to the *Right to Information Act 2009*.

For all Queensland schools

Comment on how the disability, impairment and/or medical condition affects your daily functioning in the classroom.

Describe how the disability, impairment and/or medical condition is a barrier to your access to the assessment and/or to your ability to communicate a response to assessment.

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What kind of arrangements help you to be able to complete assessment, e.g. extra time, rest breaks, assistive technology?
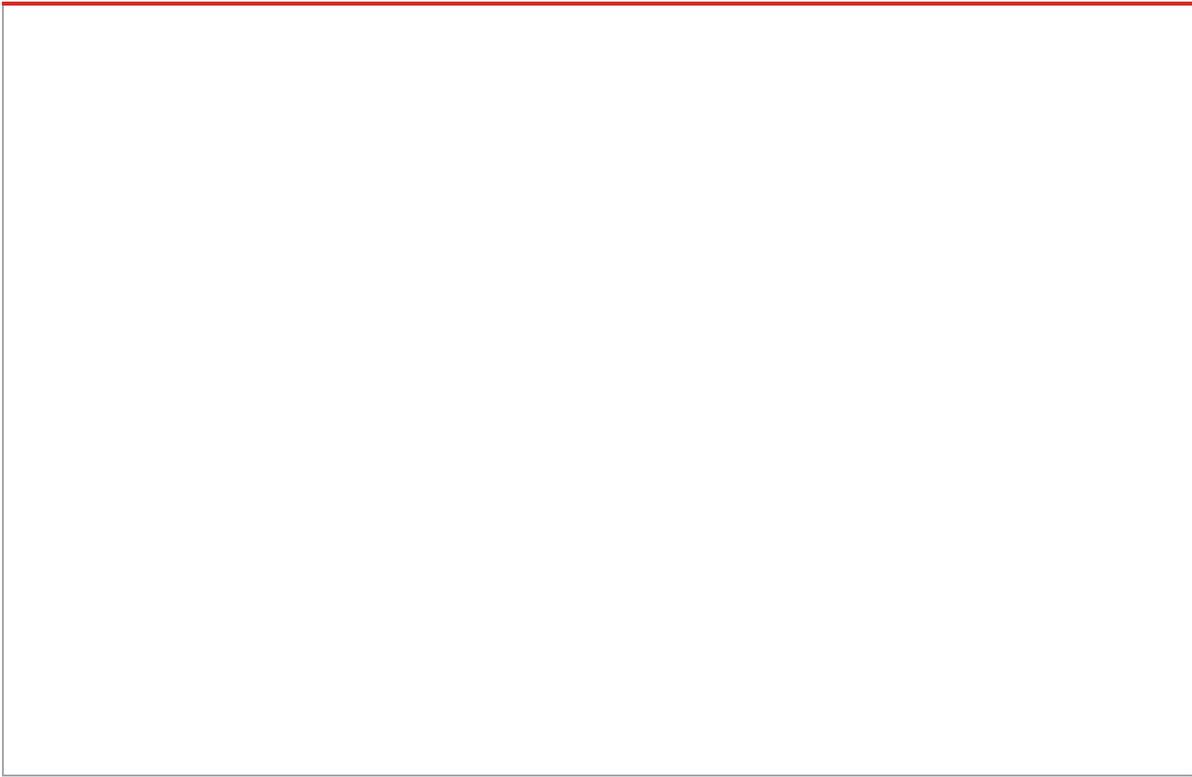
Student signature: .... **Date:** / /

Parent/carer signature: .... **Date:** / /

Confidential student statement

Access arrangements and reasonable adjustments (AARA)

A student may complete this statement as part of an application for AARA. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this statement is treated in the strictest confidence and is used only for the purpose of determining the AARA application.

Fill out all fields and sign the last page. Submit this statement through your school, as part of an AARA application **- In relation to mandated circumstances (Quarantine   Isolation, etc.).**

Student details	
Student name	
School	
LUI	

Tell us about your disability, impairment, medical condition or circumstance

When completed, QCAA classification = SENSITIVE (PERSONAL INFORMATION)

The information you provide on this form is being collected and used in relation to the functions and powers prescribed under Part 2 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014*. The information will be accessed by QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.

How does this affect you in the classroom?

How does it affect you in assessment? What adjustments have helped? How have they helped?

Student signature:	Date: / /
Parent/carer signature:	Date: / /

Electronic signature: If this document is completed electronically, by completing the fields above and inserting the signatory's name, the signatory agrees that this becomes a signed document pursuant to section 14 of the *Electronic Transactions (Queensland) Act 2001*.

Rest breaks

Access arrangements and reasonable adjustments (AARA)

Context

This information is for students, parents/carers, teachers and assessment supervisors. It applies to students completing senior school studies in 2020 and beyond.

All students participating in summative assessment may take moments during an assessment session to refocus their thoughts or stretch their limbs while seated in the assessment venue. Students with a disability, impairment and/or other condition may also access approved rest breaks.

The QCAA may approve rest breaks for summative internal and/or external assessment and the Senior External Examination. The rules and procedures that apply to the use of rest breaks in a supervised summative assessment are set out below.

Description

Rest breaks allow a student to stop work during a timed assessment session without losing working time. The standard time for rest breaks is five minutes per half-hour of assessment time. The student's finish time is extended by the total amount of time taken as rest breaks.

Students approved for rest breaks are automatically approved for small-group supervision.

Rules and procedures

Rest breaks lasting less than five minutes are **not** permitted. Students may take either one long break or multiple short breaks that are a minimum of five minutes each.

The supervisor will maintain and display the student's finish time on a whiteboard or similar.

During rest breaks, students may:

- stand and stretch, or stay in their seat and rest
- use relaxing and coping strategies they have learnt previously
- leave the assessment room or use toilet facilities accompanied by a supervisor.

Student responsibilities

When taking rest breaks, students must:
- indicate to the supervisor the beginning and end of each rest break
- turn all assessment materials facedown at the beginning of each rest break so that they are not accessible in any way.

More information

If you would like more information, please phone 1300 381 575 or email the AARA Unit at aara@qcaa.qld.edu.au

Computers

Access arrangements and reasonable adjustments (AARA)

Context

This information is for students, parents/carers, teachers and assessment supervisors. It applies to students completing senior school studies in 2020 and beyond.

Use of a computer (word processor) is an AARA that the principal (or principal's delegate) may approve for summative internal assessment, or that the QCAA may approve for summative external assessment and the Senior External Examination.

The rules and procedures that apply to the use of computers in a supervised summative assessment are set out below.

Rules and procedures

The school must supply all equipment, including the USB flash drive or equivalent.

Equipment specifications	
Hardware	▮ Desktop computer ▮ Plugged in or fully charged laptop or notebook
Software	Microsoft WordPad or Notepad
USB flash drive or equivalent	For transferring saved student work to a computer with a printer, if required
Printer	For printing single-sided on white A4 paper

Set-up and room seating

Students approved to use a computer are automatically approved for small-group supervision.

- School staff will set up the computer and ensure it is ready for use before the assessment.

- Subject-related files must be removed from the computer.

- Students are not permitted to access the computer before the assessment.

- Supervisors should sit where they can see the screen/s without distracting the students.

Setting out responses

Students must format response pages using single-spacing and 25 mm margins.

At the top of every page, students must type:

- their full name

- their learner unique identifier (LUI)

- the question number and any relevant specific information, e.g. the title of a selected work for English, or the image number for Visual Art.

In Notepad, students can create a repeating header for the details required at the top of each page. In WordPad, students will need to copy and paste their details at the top of each page.

Students can	Students cannot
▪ use the **cut**, **copy** and **paste** functions within their own work ▪ underline, bold and italicise ▪ use superscript and subscript.	▪ use the **spellchecker** or **grammar checker** functions ▪ use **autocorrect** or **autotext** functions ▪ create automatic graphs by entering data.

Multiple choice questions

Students place the question number on the far left of the page, followed by a full stop, followed by a short space, followed by their response, e.g.

1. C
2. A
3. B

Short response questions

Students **must** complete any question or part of a question that requires handwriting (e.g. an equation) in the response book.

Students set out their responses in ways that reflect the question organisation, e.g.

QUESTION 4

a. Response to part A
b. Response to part B

Extended written response questions

Students type the question number and any relevant specific information at the top of the page, e.g. the title of a selected work for English, or the image number for Visual Art.

Submitting responses

Summative internal assessment

Students and schools follow local rules for submitting summative internal assessment.

Summative external assessment

Student responses **must** be printed. If the computer is not connected to a printer, the student transfers their response/s to a USB flash drive or equivalent and gives it to the supervisor for printing. The student should check the printed file before handing it back to the supervisor. Once the supervisor has thoroughly checked the printed file, the student **must** erase all saved work from the computer and all storage devices.

The supervisor places typed responses as unfastened A4 sheets inside the front cover of the student's response book. Responses must **not** be stapled. Schools return the response book following the procedures for returning materials in the *Administration guide*, which will be available in the QCAA Portal.

More information

If you would like more information, please phone 1300 381 575 or email the AARA unit at aara@qcaa.qld.edu.au

Diabetes management

Access arrangements and reasonable adjustments (AARA)

Context

This information is for students, parents/carers, teachers and assessment supervisors. It applies to students completing senior school studies in 2020 and beyond.

Diabetes management is a set of specific AARA that the principal (or principal's delegate) may approve for summative internal and/or external assessment and the Senior External Examination to assist diabetic students in managing their condition during a supervised summative assessment.

Arrangements and procedures are set out below.

Adjustments and procedures

Diabetes management AARA enable students to:

- have small-group supervision, be seated near an exit, or leave the room if necessary (accompanied by a supervisor)

- take bite-sized food and drink into the assessment venue

- take blood glucose monitoring equipment into the assessment venue

- take an insulin syringe or insulin pump into the assessment venue as necessary, or wear an insulin pump in the assessment venue (pump may be worn at all times)

- have a rest break (five minutes per half-hour **without** access to the assessment materials or responses) to eat, drink, access the toilet (accompanied by a supervisor) or check blood glucose levels

- take up to 20 minutes (in consultation with the assessment supervisor) to eat, drink and check blood glucose levels if hypoglycaemia or hyperglycaemia occurs.

More information

If you would like more information, please phone 1300 381 575 or email the AARA Unit at aara@qcaa.qld.edu.au.

Reader and scribe

Access arrangements and reasonable adjustments (AARA)

Context

This information is for students, parents/carers, teachers and assessment supervisors. It applies to students completing senior school studies in 2020 and beyond.

Readers and scribes are separate AARA that the principal (or principal's delegate) may approve for summative internal assessment, or that the QCAA may approve for summative external assessment and the Senior External Examination.

A reader and a scribe may be approved either individually or together. The rules and procedures that apply to readers and scribes in a supervised summative assessment are set out below.

Eligibility for reader and scribe roles

Where a student is approved for both a reader and a scribe, the same person performs both roles.

Eligible	Not eligible
▪ former student of the school ▪ suitable unrelated adult ▪ retired teacher ▪ non-teaching school employee, e.g. teacher aide	▪ relative or friend of the student ▪ person with a relative or friend sitting the same internal or external assessment ▪ currently employed teacher or private tutor ▪ former teacher of the student ▪ QCAA invigilator ▪ school external assessment (SEA) coordinator or assessment supervisor

Reader

The reader's role is to read the assessment materials or student responses as often as the student requests.

Students approved for a reader are automatically approved for single-student supervision.

Permitted	Not permitted
▪ reading the instructions, questions or quotations exactly as written ▪ reading assessment questions, stimulus or resource materials as many times as required by the student ▪ reading the student's responses back to them	▪ paraphrasing or amending written instructions ▪ interpreting questions, diagrams, tables or instructions for the student ▪ discussing student responses, offering suggestions or advising the student in any way

Scribe

The scribe's role is to transcribe the student's verbal responses and directions during the assessment. Students should practise with a scribe before the assessment.

Students approved for a scribe are automatically approved for single-student supervision and extra time to compensate for the dictation process.

Permitted	Not permitted
- writing the student's details on the response materials - writing or typing the student response exactly as dictated by the student - requesting the student repeat a word or sentence - asking the student to spell difficult words or technical terms - punctuating and using capital letters without the specific direction of the student - ruling lines, plotting or drawing graphs and measuring with the specific direction of the student - operating a calculator at the student's direction - re-reading the student's response to enable the student to maintain thinking and edit work	- altering or rewriting the student's work - interpreting questions, diagrams, tables or instructions for the student - writing technical or difficult words without first asking the student to indicate spelling - discussing student responses, offering suggestions or advising the student in any way

More information

If you would like more information, please phone 1300 381 575 or email the AARA Unit at aara@qcaa.qld.edu.au.