



Urangan State High School

SENIOR ASSESSMENT POLICY (YEAR 10-12)



URANGAN SHS | 120 ROBERT STREET, URANGAN, QLD, 4655

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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 Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

PURPOSE

Urangan 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 build capacity as students work towards summative assessment completion for the QCE.

This policy;

- Informs students, parents and teachers of the key principles around assessment and assessment requirements at Urangan State High School.
- Ensures consistency of practice in the application of assessment conditions and treatment of assessment issues.

PRINCIPLES

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

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

STUDENT ASSESSMENT

Assessment is an integral part of the school curriculum and is defined as any item of work that enables students to demonstrate their knowledge, understanding, application of skills or evaluation of learning experiences.

To ensure all students meet their obligations regarding completion of a course of study, this school assessment policy ensures staff, students and parents are aware of the expectations and responsibilities regarding assessment practices.

The assessment process will be supportive, encourage student participation and provide learning experiences appropriate for assessment completion.

Progressive monitoring is important and may be used for making a judgment in the absence of final summative assessment.

There will be consistent consequences across all year levels and subject areas for missed, late or non-submission of work to ensure fair and equitable decision-making and treatment.

STUDENT RESPONSIBILITY

Students are expected to:

- Attend lessons regularly and to participate in class
- Perform and complete appropriate assessment tasks to enable fair and valid grades to be determined
- Ensure assessment items are completed and submitted on time
 - Attend scheduled exams
 - Submit assessment;
 - via SafeAssign (online electronic submission). Also provide a hard copy to your teacher. Year 10, 11, 12 (all subjects with assignments)
 - Through student services to be digitally receipted in Compass (Only if you are unable to submit through SafeAssign)
 - Folios of evidence / examinations to be collected by your class teacher
- Adhere to this policy regarding late/ non-submissions
- Backup digital files.

TEACHER RESPONSIBILITY

Teachers are expected to:

- Complete Assessment Calendars using advertised deadlines
- Use the Assessment Calendar to log submission of student work
- Contact home re non-submission or work of poor quality
- Follow the Assessment Policy conditions
- Grade assessment in a timely manner
- Provide feedback to students and profile data in a timely manner
- Store assessment items according to faculty policy.

PROMOTING ACADEMIC INTEGRITY

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

Location and communication of policy

The school assessment policy is located on the school website at <https://uranganshs.eq.edu.au/Pages/default.aspx> and in the school prospectus. All questions regarding this policy should be directed to Mr Ben Austin (HOD Senior Schooling & VET).

To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each unit in form classes. Students will receive an electronic copy, emailed to their school email address. An electronic copy is also saved on the local school network at the following pathway; **G:\Curriculum\Urangan SHS Policy Documents\Assessment Policy**. Relevant processes will be revisited:

- at enrolment interviews
- during SET planning
- at Parent / Teacher Interviews & ECP meetings
- when the assessment schedule is published
- through class reminders leading up to and during an assessment phase
- in the school newsletter and by email in response to phases of the assessment cycle.

Expectations about engaging in learning and assessment

Urangan State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

Student responsibility

Students are expected to:

- engage in the learning for the subject or course of study
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date.

To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses. The course will be embedded in the Year 11 / 12 SELF program. The form class teacher will be responsible for compiling a list of students who have successfully completed the academic integrity course.

The online training for students can be found at <https://myqce.qcaa.qld.edu.au/academic-integrity-for-students.html>

Due Dates

School responsibility

Urangan State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses, checkpoints and drafts will be published in the student assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 each unit.

The assessment schedule will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 3 each unit
- give consideration to allocation of workload.

Student responsibility

Students are responsible for:

- recording due dates in their diaries / individual planners
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

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

- inform classroom teacher (with support from the Head of Department) as soon as possible. This will commence discussions regarding AARA
- provide the school with relevant documentation, e.g. AARA application / documentation, medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school and where necessary, QCAA.

All final decisions are at the principal's discretion.

Submitting, collecting and storing assessment information

Assessment instruments will provide information about Urangan State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the School's academic integrity software; SafeAssign.

Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored within the faculty storage process. This may include; storage compactors / filing cabinets or by digital means.

Appropriate materials

Urangan State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

All materials and texts are selected from the pre-approved list of options as outlined by the QCAA within subject syllabus documentation.

Ensuring academic integrity

Urangan 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

Scaffolding

(QCE / QCIA Policy and Procedures Handbook Section 8.2.3)

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

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

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

Checkpoints

Checkpoints will:

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

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 including;

- clarify assessment expectations for students (e.g. task requirements, how judgments are made)
- discuss progress towards the task completion
- help students develop strategies to submit assessment by the due date
- gather evidence on or before the due date
- provide points of intervention, if needed
- embed authentication strategies

Parents/carers will be contacted via email, phone or text message if checkpoints are not met. The relevant Head of Department, and Year Level Management team will also be notified as to be informed of the student being at risk of not attaining credit. This provides an opportunity for tracking of student performance and participation. If students refuse to engage in assessment activities, the cancellation of enrolment process will commence. All assessment submissions are due on or before the scheduled due date. No exceptions to this ruling will be allowed (aside from a formal AARA application – and AARA approved). If a student does not meet the required due date and there is no evidence of work provided; an N is awarded for the assessment item.

Failure to submit all assessments on time (without an AARA) in Year 11 and 12 (Unit 1, 2, 3 & 4) will mean the course of study is incomplete. If a unit of work is considered incomplete, it means a QCE point will not be awarded for the Unit.

Drafting

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. The draft strategy chosen may differ depending on the mode of response. A draft may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

Feedback on a draft is:

- provided on a maximum of one draft of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of a submission of a draft.

Feedback on a draft **must not**:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

A copy of the feedback will be stored electronically or hard copy within the students folio.

Parents and caregivers will be notified by phone / email or text message regarding non-submission of drafts and the processes to be followed.

Guidelines for teachers (providing feedback)

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. Both are led by the classroom teacher.

Feedback as part of a teaching and learning process

Feedback is designed to provide meaningful information about a student's strengths and areas for improvement. It helps the student understand where and how they are going, and where they need to go next.

Features of effective feedback

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 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.

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

A draft is a preliminary version of a response to an assessment task. It should contain most of the features of the final response. A draft is a point-in-time demonstration of a student's learning and their understanding of the assessment task requirements.

The draft response that a student submits to a teacher should be developed over a period of time after a process of practising (e.g. their presentation or performance), reflecting and editing. Teachers can use a student's draft response to confirm that a student's assessment is their own work, as the draft shows the progression of a student's thinking.

Formats and modes

Students may present a draft in a variety of formats or modes, depending on the subject and the assessment task.

For example, in Ancient History, a student will prepare written drafts when developing a response to the topic. A student in English presenting a spoken task will have opportunities in class to practise the speech before the final presentation. In Drama or Dance, students will practise their performance in class. In each of these examples, a student is preparing their draft response, whether it is written or spoken. These opportunities may be outlined as checkpoints for peer review or discussion or for more formal feedback from the teacher.

Providing feedback on a draft

Teachers may also present feedback on a written or spoken draft in a variety of ways, e.g. orally, in writing, to an individual or the whole class, and/or through questioning.

Teacher feedback on a draft may include advice to:

- **consider** other aspects of the text, report, performance or activity
- **develop** the response to show more awareness of the intended audience or purpose
- **rearrange** 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.

Parameters

When giving feedback on a draft, a teacher:

- may provide feedback on a maximum of **one** draft of each student's response
- may, for a written response, indicate key errors in spelling, grammar, punctuation and calculations. They may also remind the student that the draft requires more editing, but should not edit or correct all errors in the draft
- may, for a spoken response, indicate ways to improve spoken/signed and nonverbal features in the student's presentation
- should encourage the student to reflect on strategies they might use to refine their response, drawing attention to aspects of the response that need to be improved or developed to meet the requirements
- should not introduce new ideas, language or research that would compromise the authenticity of student work
- feedback on a draft should form only one part of the feedback the teacher provides to a student throughout their study.

Managing response length

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length;

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

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will mark only the work up to the required length, excluding evidence over the prescribed limit.

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

Guidelines for teachers (managing response length)

Schools, teachers and students have specific responsibilities for ensuring that students can respond within the required length.

School responsibilities

Schools develop school-based policies and 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 students with feedback about their responses
- include strategies to be implemented when a response exceeds the required length, and indicate any used in the review at confirmation.

Teacher responsibilities

Teachers:

- implement their 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.

Student responsibilities

Students:

- develop a response that meets the conditions of the assessment
- respond to draft feedback about the length of their response
- document the length of their response in the measurement indicated in the syllabus: either a word length, duration of time, or page count.

Strategies for managing response length

School assessment policy should include strategies for:

- proactively managing response length to develop students' ability to meet assessment conditions
- managing student responses of a length that do not meet the conditions when assessments have been submitted on or before the due date.

Strategies for managing response length before assessment submission

Teachers proactively support students to meet the syllabus requirements for the response length indicated in the assessment conditions when they:

- develop and administer valid assessment instruments of suitable scope and scale
- implement effective teaching and learning strategies so students can learn effective skills to use when responding to assessment techniques, e.g.
 - provide examples of assessment responses within the response length (word length, duration of time or page count)
 - explicitly model how to create and draft a response to an assessment in the required mode
 - provide feedback on one draft or at checkpoint dates if the student work does not meet the assessment conditions
 - give advice to students about why and how to synthesise and develop ideas or information to meet the assessment conditions.

Strategies for managing response length after assessment submission

Schools develop policy 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 school and assessment context and may include:

- marking only the work 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 student work.

Note, however, that when marking student responses, 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.

Considerations

Schools assessment policy provides details about how the school will administer strategies fairly and consistently across all subjects and students. In determining policy strategies for managing response length after submission, schools consider how:

- different strategies may be more appropriate than others for specific techniques and response types
- excluding evidence in parts of student work may affect the student's mark/s
- other students' work or marks may be affected if the response was completed in a group, e.g. a performance in Drama.

Indicating response length strategies used in the review at confirmation

In the review at confirmation, schools must clearly indicate the strategy implemented when submitting a sample that exceeds the response length. This might include:

- submitting only the student work used to determine a mark
- annotating the student work to indicate the evidence used to determine a mark.

Authenticating student responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.

Urangan State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Teachers can collect evidence during the development of responses in order to establish authorship of final responses. Teachers may:

- monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs
- interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software, if available
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA)

Applications for AARA

Urangan 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.

The 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.

The School Executive Principal manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.4.5](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

If students wish to apply for an AARA, they must submit the following documentation;

- Year 10 – Student report (with accompanying medical certificate if absent on due date)
- Year 11 – Student report (with accompanying medical certificate if absent on due date)
- Year 12 – Student report, school report, medical report. Year 12 AARA applications will be sent to QCAA for consideration.

AARA application forms / documentation will be available at Student Services (Green coloured sheets).

AARA applications are also available at G:\Curriculum\AARA Application Forms (Year 10-12).

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 (e.g. misreading an examination timetable, misreading instructions in examinations)
- timetable clashes
- matters of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)

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 AARA application templates and other supporting documentation are available from the school website. Students are also able to access electronic copies located at [G:\Curriculum\Urangan SHS Policy Documents\AARA Application Information](#)

AARA Process at Urangan SHS:

1. If students are uncertain they can meet submission deadlines – they are to initiate conversations with their class teacher.
2. The class teacher (with support of their Head of Department) will consider if an AARA is appropriate.
3. If an AARA is appropriate, the student is to initiate the completion of required documentation (available through student services and [G:\Curriculum\Urangan SHS Policy Documents\AARA Application Information](#))
 - a. Student report (Year 10, 11, 12)
 - b. School report (to be completed by the class teacher, with House Manager / Head of Year as required) – (Year 12 only)
 - c. Medical report (to be completed by GP, Specialist) – (Year 12 only)
4. Once all reports are completed – submit these to your Head of Year.
5. Head of Year to discuss with Head of Senior Schooling / Head of Special Education (SEP students) to complete application through the AARA function on the QCAA portal
6. The HOD Senior Schooling will review all applications / documentation and submit to QCAA
7. The Principal will consider all school based AARA applications and confirm outcome with the Head of Year / Head of Senior Schooling
8. QCAA will review all other AARA applications and award provisions as deemed necessary.
9. School to implement AARA decisions as notified.

Managing non-submission of assessment by the due date

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.

The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:

- provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this
- was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.

In circumstances where a student response is judged as NR if there is NO EVIDENCE OF WORK, the student will not meet the requirements for that subject. As such;

- **Students will not receive credit for Unit 1 / Unit 2 (whichever Unit the NR is awarded)**
- **A non-submission in Unit 3 / 4 will deem students ineligible for any credit in that particular subject.**
- **The student will be removed from the subject and will be enrolled in other educational offerings at Urangan SHS.**

For students enrolled in Year 11 and 12, individual circumstances will be considered regarding cancellation of enrolment. The Head of Year, in collaboration with Principal, will consider whether the behaviour of the student (who is older than compulsory school age) amounts to a refusal to participate in the educational program provided at the school.

Gathering evidence of student achievement

Urangan SHS 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. In light of maintaining the integrity of assessment, it is not possible to gather evidence for the examination technique before the due date where the student is required to respond under supervised conditions to unseen questions or stimulus materials. There may be adjustments to processes or due dates in situations when a student is eligible for AARA.

Urangan SHS will be proactive in developing strategies to gather evidence about student achievement throughout the teaching, learning and assessment process. Urangan SHS will;

- establish effective strategies for gathering evidence before students submit or complete assessment tasks, e.g. work completed in class in response to the instrument such as a draft, rehearsal notes, photographs of work
- establish school approaches to assessment practices, e.g. declared due dates for assessment tasks, approaches to ensure evidence is gathered on or before the assessment due date such as checkpoints or a draft
- ensure information in this handbook and school-based policies are shared with school staff, students and their parents/carers, and that the procedures and processes are consistently applied across all subjects
- provide points of intervention so that teachers, other school staff and parents/carers can provide support to prevent the non-submission of a response to assessment.

Evidence collected on or before the due date and teacher observations may be used to authenticate responses as the students own work. Schools may use a variety of methods, both direct and indirect, to collect evidence and authenticate student responses. For the purpose of confirmation, direct evidence of the student's response is required. Teacher observations are not sufficient on their own to support a judgment.

Submission of Senior Assessment

To receive an overall subject result for a course of study in a Year 10, General or Applied subject, a student must complete all required assessment outlined in the respective syllabus.

- For General subjects – In Units 1 and 2, students must complete all four assessments. In Units 3 & 4, students must complete four summative assessments: three summative internal assessments and one summative external assessment
- For Applied subjects – In Units 1 & 2, students must complete all four assessments. In Units 3 & 4, students must complete four summative internal assessments
- For Short Courses, a student must complete all summative internal assessments
- For Year 10, students must complete all assessments in each subject
- For VET courses, students must complete all units of competency to a satisfactory standard. Students who are unable to do this will receive a statement of attainment.

Non-submission of Senior Assessment

When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.

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

If no final assessment is submitted, the class teacher will contact the parent/guardian (within one working day). The class teacher will note on the student profile a result for based on the draft and will record as a OneSchool entry.

Assessment submission guidelines

Student assessment will be collected by the following means (draft and final submission);

Drafts:

Failure to submit an **assignment draft** by the due date requires communication between the teacher and parents in a timely manner (within one day / 24 hours). The communication must be recorded in OneSchool and be personalized for each student.

The following considerations apply:

- Given circumstances known to the teacher, communication with parents may be limited to when late submission of a draft(s) extends beyond the due date.
- Reasonable draft work allows a teacher to provide effective and timely feedback to the student. Teachers are encouraged to provide students with supervised opportunities to further develop their draft if it does not meet reasonable (teacher defined) expectations. Students are required to participate in this course of action.

Consequences for non-submission of a draft:

- Student to submit a draft through SafeAssign on or before the scheduled due date
- If a student is unable to submit a draft through SafeAssign, they are to submit through Student Services where their assessment will be digitally receipted in Compass.
- If a student fails to submit a draft (without an approved AARA application), the class teacher is to contact home and record on OneSchool. Issue a recess detention, where the student is to provide their draft submission. Recess detention is to be based in IT05 for SafeAssign access.
- If the student fails to attend detention, contact home, record on OneSchool and refer to Faculty Head of Department
- Faculty Head of Department will issue afterschool detention (after making contact with parent / guardian)
- If student fails to attend detention with Head of Department, the student will receive consequence for non-compliance
- If a late draft is submitted, class teachers are not required to provide feedback on the response, however the draft will be retained as evidence.

Final Assignment:

Failure to submit reasonable **final assignment** responses by the due date requires timely communication between the teacher and parents. The communication must be recorded in OneSchool and be personalised for each student.

The following considerations apply:

- If a student fails to submit a final version of the assessment item, the draft will be utilised as their submission.
- The class teacher will contact home and record on OneSchool informing the parent / guardian that the student failed to submit their final version and their draft response will be marked.

Examinations

Examinations will be conducted in class or in scheduled block exam periods. The class teacher will collect all exams at the conclusion of the exam session

- Students who are absent for the day of a scheduled exam are eligible to apply for AARA (with a supporting medical certificate covering the day of the exam)
- If a student is awarded an AARA, the student will sit a comparable exam upon return to school. This will occur in the next timetabled lesson for the subject
- If a student fails to apply for an AARA, a NR is awarded for the exam. This will have an impact on the ability of the student to demonstrate required dimensions / criterion and may impact their ability to attain a QCE point for their subject
 - If a student is absent for an exam in Unit 3 / 4 (and doesn't have a supporting AARA), the student will not receive any credit for their subject. The student will be exited from the subject and enrolled into another learning offering.

Folios of work

The class teacher will collect evidence to complete the folio as the assessment phase progresses. Students may also be responsible for submitting a complete folio of work as their assessment item. Students are responsible for following the task requirements, checkpoints, final submission.

Research assignments / reports

Urangan SHS will utilise the online platform of SafeAssign for assignment submissions (Drafts and final submission). Supporting documentation such as audio files, video files and powerpoint presentations are not to be uploaded through SafeAssign. Students are able to submit supporting documentation directly to the class teacher, or on USB through Student Services. All students in the following Year levels are required to submit assignments through Safe Assign (exceptions to this may include possible Maths assessment items, where there are handwritten responses, working out etc).

- Year 10 – All subjects
- Year 11 – All subjects (excluding VET)
- Year 12 – All subjects (excluding VET)
- If students are unable to submit online via SafeAssign, students are to submit their assignment through student services where a receipt will be issued and provided to the student
- Students are to submit to SafeAssign using the following filename format;
 - Surname, First Name, Assignment, (Draft / Final)
- Students are **UNABLE** to email or hand their assessment directly to their teacher.

Performances

Students will be required to either present live to their peers or possibly submit a pre-recording. Please note; this is dependent on subject specific requirements as outlined in syllabus documentation. It is important that you seek clarification with the class teacher. Refusal to participate in a presentation / performance as specified by task requirements, will be deemed as NR.

Submission cut-off times

All assessment submission cut-off times are subject to the following conditions;

- Digital (written) submissions are uploaded using SafeAssign by 3:15pm by the due date (unless an AARA application is submitted)
- Folio's of work, supporting documentation, or hard copy submission if you are unable to access SafeAssign are due by 3:15pm on the due date to student services (unless an AARA application is submitted)

Internal quality assurance processes

Urangan 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.

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.

Guidelines for teachers – Strategies for quality assuring judgments

The following strategies for quality assuring judgments may be used by schools to suit their local context. They should be used before reporting and external quality assurance.

For subjects with:

- multiple classes, judgments may be quality assured by a designated quality assurance team
- a single class, the teacher may quality assure judgments with a quality assurance (QA) team, if possible or a subject leader, if not.

Strategy	Single class	Multiple classes
Calibration		
<p>Before beginning to mark Practise using relevant tools for making judgments to build confidence in applying marking guides.</p> <p>Tools for making judgments include:</p> <ul style="list-style-type: none"> • instrument-specific marking guide (ISMG) • instrument-specific standards matrix (ISSM) • internal marking guides. <p>Other useful resources include annotated sample responses (in the QCAA Portal).</p>	<p>Use the calibration exercise to build a QA team, if possible; otherwise calibrate with the subject leader.</p>	<p>Use calibration to build capacity in a designated QA team.</p>
<p>During marking Meet after marking some student responses to discuss the performance levels awarded and the characteristics of the responses.</p> <p>Discuss differences of emphasis or other variations between perceived levels of quality. Refer to the tools for making judgments throughout this process.</p>	<p>Select some responses (e.g. first four) and discuss decisions with the QA team or subject leader.</p> <p>Use calibration to build capacity in a designated QA team.</p>	<p>Select some responses (e.g. first four) as a QA team and discuss the decision-making process.</p>
Blind marking		
<p>Mark a de-identified copy of a student response.</p>	<p>De-identify and make copies of a response. Mark a copy and compare with the QA team's or subject leader's marking of a copy to check for consistency of judgments.</p>	<p>De-identify and make copies of a response. Mark and compare marking across the QA team's copies to check for consistency of judgments.</p>
Peer reviewing random responses (sampling)		
<p>Randomly select marked responses for each performance level. If inconsistencies are found in the marking, discuss these and consider whether a recalibration exercise would be useful (see 'Calibration' above).</p>	<p>Cross-check with the QA team or subject leader for reliability of judgments — including accuracy and consistency of the teacher's</p>	<p>Cross-check within the QA team for reliability of judgments — including accuracy and consistency</p>

Strategy	Single class	Multiple classes
	judgments —across the class.	of judgments — across the classes.
Checking borderline and best-fit results		
Check borderline and best-fit responses to ensure decisions are accurate before returning responses and providing results to students.	Select complex or difficult judgments and check for reliability with the QA team or subject leader.	Select complex or difficult judgments and check for reliability with QA team. Peer review or cross mark.
Distributed marking		
Use distributed marking when an assessment instrument is composed of many different sections or items and has a numerical marking guide, such as Mathematics. All teachers mark the allocated sets of distributed responses and then discuss differences in judgments to gain a clear and consistent understanding of the ISMG.	N/A	Allocate a specific section to a teacher or QA team. Mark a selected sample (e.g. three) and discuss. Each teacher then marks their own class.
Cross marking		
Distribute student responses across teachers of the same subject.	N/A	Mark work from other classes only.
Double marking		
Mark responses twice.	N/A	Provide more than one teacher with the same response to mark and check the consistency of the teachers' judgments. Use this strategy for all responses or a random selection of responses.
Not Rated (NR)		
For each NR decision Check that school assessment policy has been followed.	Check that the school's assessment policy is consistently applied and documented.	Check that the school's assessment policy is consistently applied and documented.

Review

Urangan 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.

EXTERNAL ASSESSMENT ADMINISTRATION

External assessment implementation

See the *QCE and QCIA policy and procedures handbook* ([Section 10.1](#)) 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

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 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 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.

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 the school will provide an opportunity for the student to demonstrate 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 8.1). Where appropriate, the school's behaviour management policy will be implemented.

SUBJECT CHANGE POLICY

Students requesting a change of subject are to complete a Senior subject change form.

Forms are located at Student Services (Administration) and at G:\Curriculum\Urangan SHS Policy Documents\Assessment Policies. The Senior subject change form is also provided on the following page.

Process for changing subjects;

1. Discuss concerns with current class teacher
2. Seek advice regarding the ability of passing current subject
3. Review Senior Subject Handbook for potential options
4. Discuss options with parents / carers. At this stage it may also be beneficial to seek advice from Guidance Officers regarding career pathways
5. Collect a subject change form from Student Services
6. Fill in personal details indicating current subject and new subject
7. Parent / Carer to sign, indicating support of the subject change
8. Current subject Head of Department to complete and sign their relevant section
9. New subject Head of Department to review application. If deemed suitable and positions in subject / course available, HOD to complete and sign relevant section
10. Submit your application to the Deputy Principal / Head of Year
11. Deputy Principal / Head of Year will finalise application by confirming career pathway / checking ATAR eligibility and tracking for QCE attainment
12. A new timetable will be issued
13. Student responsibility to catch up all required class work and complete required assessment instruments

Reasons for changing subjects may include, but are not limited to;

- Medical conditions / injury
- Potential unsatisfactory results for Unit 1 or 2
- Enrolment in a TAFE course or VET Certificate through an External RTO
- Commencement of a Traineeship / Apprenticeship
- Enrolment in USC Headstart program
- Change in career pathway / pre-requisite requirement.

Due dates for subject changes

All subject change requests are due within the first three weeks of the commencement of a new unit of work.

Applications are open during the following blocks of time;

- Term 4 Year 10 – all students will select their subjects for the commencement of Unit 1, day 1 Year 11
- End of Unit 1 changes – Week 5 and 6, Term 2
- End of Unit 2 changes – Week 1 and 2, Term 4
- No further changes will be permitted for Units 3 & 4. It is a condition that Unit 3 and 4 be completed as a block.

The Deputy Principal / Head of Year will consider applications outside of these times on an individual basis.



URANGAN STATE HIGH SCHOOL PATHWAY REVIEW (SETP) SUBJECT CHANGE APPLICATION

1. PATHWAY REVIEW (Student to complete)

STUDENT NAME	YEAR LEVEL	DATE
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2. STUDENT AND PARENT CONSENT

Student Reason for Subject Change:	Student Signature:
Parent/Guardian Comments:	Parent/Guardian Signature:
<i>I understand in signing my consent for this subject change I am accepting associated course fees and taking responsibility for payment of associated course fees.</i>	

3. CURRENT SUBJECT

Current Subject:	HOD CODE:	Teacher SIGNATURE:	Exit Result A B C D E WTC / CA / CNA	Units complete 1 2 3 4 0 (no credit)
Comments:			<input type="checkbox"/> Markbook updated with exit result/competencies	

4. PROPOSED SUBJECT / EXTERNAL COURSE

Proposed Subject:	Subject CODE:	HOD CODE:
Proposed External Course:	External Course Start Date/Day:	HOD SIGNATURE:
Comments:	Positions available	Current No. in class

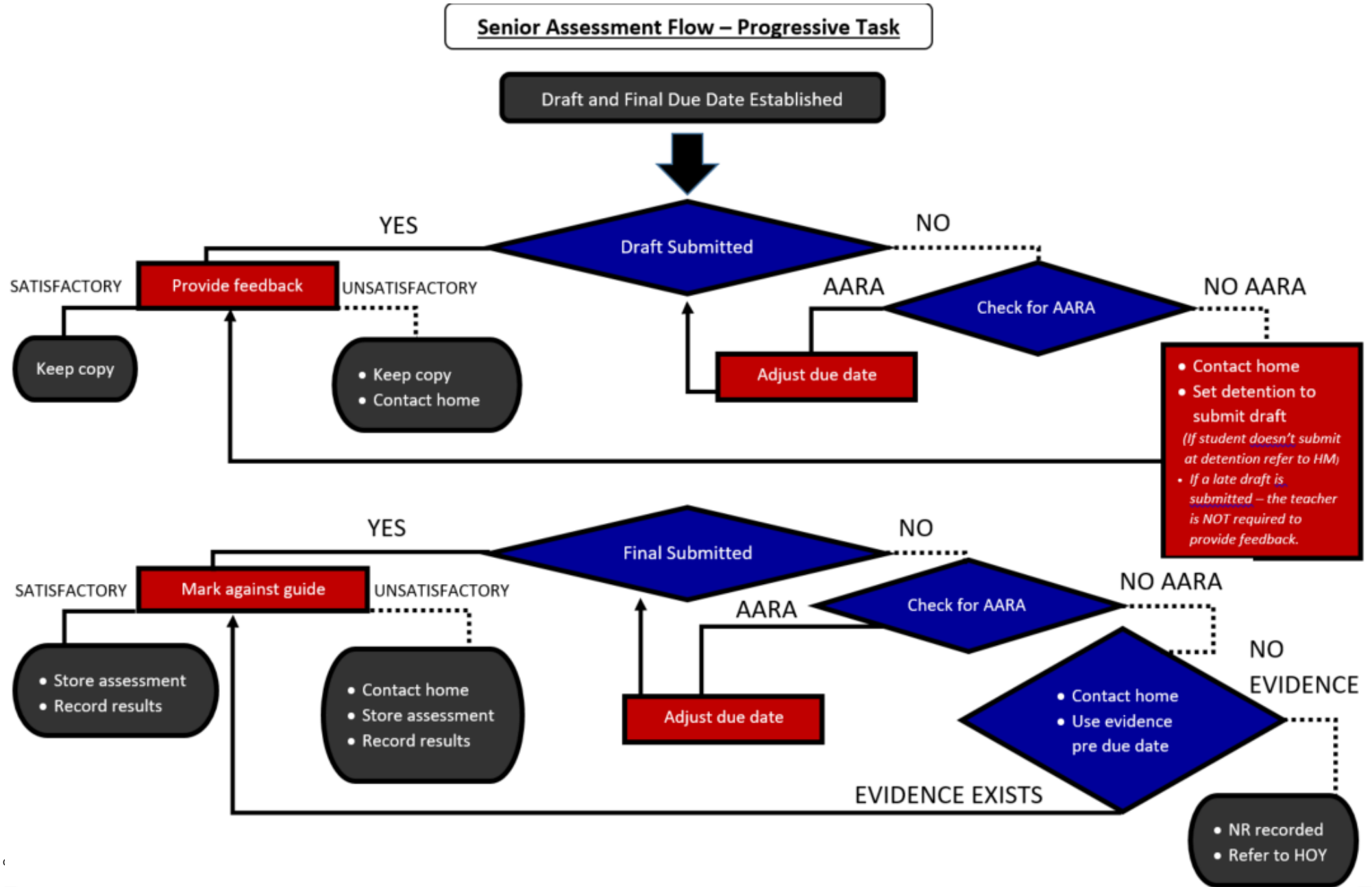
5. ADMINISTRATION (Deputy / Head of Year) - PATHWAY REVIEW (SETP)

ATAR Eligibility Review	Current Eligibility	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>	Proposed Eligibility	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>
	Current: <4 General Subjects for unit 3-4 and/or 1 Applied or certificate III or higher	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>	Proposed: <4 General Subjects for unit 3-4 and/or 1 Applied or certificate III of higher	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>
	English subject	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>	English subject	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>
QCE Eligibility	Current: 12 points from core learning	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>	Proposed: 12 points from core learning	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>
	Current: 20 credits	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>	Proposed: 20 credits	Eligible <input type="checkbox"/> Ineligible <input type="checkbox"/>
	Literacy	<input type="checkbox"/> requirement met <input type="checkbox"/> requirement NOT yet met	Numeracy	<input type="checkbox"/> requirement met <input type="checkbox"/> requirement NOT yet met
Additional Comments:				Signature: Date:

6. DEPUTY PRINCIPAL / HEAD OF YEAR APPROVAL

<input type="checkbox"/> Change Approved	Details of Approval:	Deputy / Head of Year
<input type="checkbox"/> Change Not Approved	From: _____ To: _____	<input type="checkbox"/> OS update including HOD Senior School / finance officer / teachers
Signature:	Reasons:	<input type="checkbox"/> Student timetable issued
Comments:	Date:	<input type="checkbox"/> Understand implications of QCE attainment
		<input type="checkbox"/> HOD Senior Schooling provided with approved subject change form
		Student Management Operator
		<input type="checkbox"/> Student Management updated
		<input type="checkbox"/> Markbook checked
		<input type="checkbox"/> VET certification issued (where applicable)
		<input type="checkbox"/> Subject change application filed

Assessment Submission Flow Chart (Progressive Task)



Assessment Submission Flow Chart (In class task)

