



School assessment policy

Longreach State High School

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment for students at Longreach State High School from Year 7 – 12.

The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Applied, Applied (Essential), General, General (Extension) subjects, Short Courses and VET across all faculties.

Purpose

This policy is to inform students, parents and teachers of the key principles around assessment and assessment requirements at Longreach State High School.

Principles

Longreach 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 Senior syllabus and the standards of the Australian Curriculum (Year 7 – 10). 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.



Promoting academic integrity

Longreach 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 |
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| <p>Location and communication of policy</p> | <p>The school assessment policy is located on the school website at https://longreachshs.eq.edu.au/curriculum. All questions regarding this policy should be directed to the Principal or their delegate.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each year in pastoral care classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment and course planner is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle. |
| <p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1</p> | <p>Longreach State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. All students are required, to complete and submit on or before the due date, assessment as per the relevant assessment planner.</p> <p>In Senior, 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, at the exit of Year 12. 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.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • 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. <p>To emphasise the importance of sound academic practices, senior students will complete the QCAA academic integrity courses. Students also complete PBL lessons around the importance of due dates, time management, academic integrity and school processes including submission in Safe Assign.</p> |
| <p>Due dates Section 8.5.2 Section 8.5.3</p> | <p>School responsibility Longreach State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <ul style="list-style-type: none"> • Due dates for final responses, will be published in the assessment and course planner. • Checkpoints and draft due dates will be provided on assessment instruments. • Students in Years 7-10 will be provided with their assessment and course planner by the end of week 3 of each term. • Students in Year 11 and 12 will be provided with a Yearly overview at the end of the year and assessment planner of by the end of Week 1 in Term 1 and Week 1 of Term 3. Mock Exam Timetable will be in the Term 3 Assessment Calendar and the External Exam timetable will be provided to students during term 3. Year 11 Block Exam timetable will be provided to students in Term 3. <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus or Australian Curriculum 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 |



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| | <ul style="list-style-type: none"> • be consistently applied • give consideration to allocation of workload. <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their diaries • 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. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Year Level Head of Department and classroom teacher as soon as possible, and complete requirements for AARA within timeframes. Refer to AARA information below • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. |
| <p>Submitting, collecting and storing assessment information Section 9</p> | <p>Longreach State High School is responsible for ensuring that students have opportunities to access assessments.</p> <p>All students at Longreach State High School are responsible for completing all course and assessment requirements. When enrolled in Year 11 and 12, in an Applied, General or VET subject, a student must produce evidence of responses to each of the summative assessments in order to receive an overall subject result on exit and to accrue QCE points.</p> <p>Assessment instruments will provide information about Longreach State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and when stated on the assessment instrument, via SafeAssign. All electronic files submitted must be virus free. All electronic files must be submitted in required format.</p> <p>All evidence used for making judgments is stored by Longreach State High School. Draft and final responses for all internal assessment will be collected and stored in each student's folio (paper and/or digitally). Live performance assessments will be recorded and stored as required for QCAA processes for students in Year 11 and 12.</p> <p>Year 7 to 10 Assessment is to be submitted in Safe Assign by 6pm on due date. Year 11 and 12 Assessment is to be submitted in Safe Assign by 11:59pm on due date.</p> |
| <p>Appropriate materials Section 7.1 Section 8.5.3</p> | <p>Longreach State High School is a supportive and inclusive school. Material and texts are selected from QCAA curriculum lists where available and from recommended text lists from interstate educational organisations and professional organisations where a QCAA text list does not exist. Care is taken to consider the context of our students and staff.</p> |



Ensuring academic integrity

Longreach 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 |
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| <p>Examination Techniques Section 8.3.1</p> | <p>When administering any internal assessment that is an examination technique or requires supervised conditions, Longreach SHS will ensure:</p> <ul style="list-style-type: none"> the security of the instrument and any related materials prior to administering the assessment the assessment is administered under standard supervised assessment conditions supervisors are aware of the arrangements for students with adjustments for students in Years 7 to 10 and in Year 11 and 12 QCAA-approved or principal-reported AARA supervisors are aware of their role and responsibilities for effective supervision the integrity of the technique is maintained, e.g. unseen materials remain unseen until the examination and there is no access to teacher advice, guidance or feedback once the assessment begins. Conditions of the task are adhered to, e.g. length of time, access to resources <p>Administering Examination</p> <ul style="list-style-type: none"> Students will be reminded of expectations of behaviour and academic misconduct prior to entry Students are required to leave all electronic devices outside the assessment room. This includes smart watches. Other watches are to be removed and placed on the desk. Students are able to bring water into the assessment room. This should be placed on the floor. This must be in a clear unlabelled bottle. Students will be informed of requirements of equipment prior to entry. Students are encouraged to have equipment in a clear container. This is a requirement in Year 11 and 12. Calculator must adhere to QCAA specifications for Year 11 and 12 examinations. Once students are admitted into the assessment room and seated, allowing sufficient time for supervising staff to communicate the administrative requirements of the assessment. Once inside the room, students are not permitted to speak to anyone other than the assessment supervisor Students who arrive late to an assessment will be admitted to the examination but not offered addition time unless approved by Deputy Principal prior (see AARA). If the student is required to leave the room due to illness, this will be documented. Alternative arrangement will be made to support the student (see AARA) If a student is absent from an assessment on the day, the parent will be made aware within 1 day of administering. If the student is able to provide evidence to support absence (see AARA), a comparable assessment will be administered in arrangements with the student, family and teacher. <p>Student who fail to attend and provide evidence to support an AARA may have results effected (see Managing non-submission of assessment by the due date)</p> <p>For details on academic misconduct in examinations see Managing academic misconduct section. Students who believe they have been affect by academic misconduct, they complete the assessment to the best of their ability and inform assessment supervisor at the end of the assessment. Students will be referred to the HOD for further discussion and arrangements if required.</p> |



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| <p>Scaffolding Section 8.2.3</p> | <p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks. In Year 7 – 10, additional scaffolding may be provided to students in alignment with Individual Curriculum Plans and identified learning support requirements.</p> |
| <p>Checkpoints Section 8.5.3</p> | <p>Checkpoints are:</p> <ul style="list-style-type: none"> • will be detailed • monitor student progress • used to establish student authorship. • used to inform the progress of a student towards completion by a due date. <p>Teachers will:</p> <ul style="list-style-type: none"> • gather evidence • discuss progress with students and provide feedback • use these checkpoints to identify and support students to complete their assessment, including the use of intervention strategies. <p>Teachers will make contact with the Head of Department and parents/carers if checkpoints are not met. Appropriate consequences may be put in place by the teacher and/or Head of Department. This may include the withdrawal of extra-curricular opportunities until outstanding assessment is complete.</p> <p>The Student will:</p> <ul style="list-style-type: none"> • will show evidence of progress at scheduled checkpoints • submit evidence by checkpoint dates, in correct format. |
| <p>Drafting Section 8.2.5</p> | <p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>A draft must be a <u>complete</u> version of the required task.</p> <p>Feedback on a draft:</p> <ul style="list-style-type: none"> • is provided on a minimum of one draft for students in Year 7 – 10. Students in years 7-8 will receive more heavily scaffolded and structured feedback. Feedback in the middle years may include correcting some spelling and grammatical errors, identifying opportunities to improve language and introduce new ideas. This will be reduced as students move towards senior secondary. Feedback may vary between subjects and year levels and will vary to suit individual curriculum plan and learning support requirements. • is provided on a maximum of one draft of each student’s response, or per the syllabus for students in Year 11 and 12. • is a consultative process that indicates aspects of the response to be improved or further developed • adheres to QCAA’s academic integrity requirements. • Is provided within one week of a submission of a draft. |



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| | <p>Feedback on a draft as students move towards senior secondary, <u>must not</u>:</p> <ul style="list-style-type: none"> • 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 all spelling, grammar, punctuation and calculations • allocate a mark <p>A hard or digital copy of feedback may be stored with a draft submission, and used for further reference. Students are strongly encouraged to retain their own feedback for future reference. Parents and caregivers will be notified by phone, email or letter within 1 school day, regarding non-submission of drafts and the processes to be followed. Teachers will record the contact and failure to submit by a due date in One School.</p> |
| <p>Feedback Section 8.2.4</p> | <p>In providing feedback, teachers will indicate aspects of the response that need to be improved or developed, in order to meet the subject specific standards. Draft feedback will be provided to students 7 days prior to submission of final.</p> <p>Feedback will encourage reflection on strategies to refine the response; therefore, teachers may:</p> <ul style="list-style-type: none"> • Indicate textual errors and indicate that the draft requires more careful editing. • Indicate key errors: spelling, grammar, punctuation, calculations • Provide feedback on assignment length • Comment on alignment of the response to the criteria specific standards or syllabus standards • Give suggestion to prioritise rearrangement of sequence and structure of ideas or to conduct further research / investigation to communicate meaning • Comment of referencing and adherence to the school reference system <p>Teacher feedback <u>will not</u>:</p> <ul style="list-style-type: none"> • Compromise authenticity of student work • Introduce concepts, language or research to improve quality of response • Edit or correct all errors in the draft • Indicate a result <p>Feedback may be: verbal, written, provided through questioning and/or a summary of advice to the whole class.</p> <p>Feedback on assessment submission and results will be within 2 weeks of submission on due date. Results may be subject to change through internal and external quality assurance processes.</p> <p>Students may request a remark of their submission. Year 12 students must do this prior to confirmation submissions. If a student's work is remarked, the mark given will be final and may be higher, the same or lower than the original awarded result. Student must complete the form within 2 days of receiving their result. Senior IA Review Request Form</p> |



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| <p>Managing response length Section 8.2.6</p> | <p>Students must adhere to assessment response lengths as specified by the assessment instrument and syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • 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 will be provided where available. • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if a Year 11 or Year 12 student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>or</p> <ul style="list-style-type: none"> • allow a student to redact their response to meet the required timeframe/length, before a judgment is made on the student work. This will be done with teacher supervision with a black marker. <p>In Year 12, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p> <p>In Years 7-10 the teacher will use the feedback process to support the student.</p> |
| <p>Authenticating student responses Section 8.2.8</p> | <p>Accurate judgments of student achievement can only be made on genuine student assessment responses. Therefore, all students will be subject to a range of authentication strategies including the use of Safe Assign plagiarism-detection software. Strategies will be listed on the all task sheet.</p> <p>Teachers will also collect progressive samples of individual student work during the assessment preparation period, including drafts, outlines, plans.</p> <p>When the authorship of a student's response is identified as questionable, or not entirely a student's own work, processes for managing alleged misconduct will be followed. In these instances, judgments about the student's achievements are made using available evidence of student work and the marking guides.</p> |
| <p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p> | <p>Applications for AARA</p> <p>Longreach 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.</p> <p>These barriers fall into three categories:</p> <ul style="list-style-type: none"> • Long-term and chronic conditions • Short-term conditions and temporary injuries • Illness and misadventure (See Applications of unforeseen illness and misadventure) <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook</i> available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook for Senior Students and the P-12 CARF for students in Years 7-10.</p> <p>The Principal or their delegate manages all approval of AARA for students.</p> <p>Year 7-11 students</p> <p>Access arrangements and reasonable arrangements to assessment are based on a student's Individual Curriculum Plan, Individual Learning Plan or through consultation with student and their parents. AARAs may include such arrangements as;</p> <ul style="list-style-type: none"> • how the instrument is presented to the student (<i>e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions</i>) • how the student responds to the assessment (<i>e.g. a student with dyspraxia may complete the assessment using a computer with approved software</i>) |



- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have five minutes per half-hour extra time provided in supervised assessment)
- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment) the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader) the mode of the assessment (e.g. a student with an injury may perform a different physical activity from the rest of the cohort in Physical Education in order to be able to demonstrate the unit objectives).

Year 12 students only

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.5.1](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.

AARA - Special Provision

The application of Special Provision – AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments.

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

Applications of unforeseen illness and misadventure

Students and parents/carers must contact the school as soon as possible and submit the relevant supporting documentation. Students who experience barriers to be able to access an assessment piece fairly in comparison to classmates, can apply for AARA. Students should complete an AARA form, a minimum of 1 week prior to draft due date or examination date where possible. Forms are submitted to the Year Level HOD.

To make an informed decision about an illness, misadventure or unavoidable event application, Longreach State High School requires the information below;

for Year 7 to 9 students:

- the illness, condition or event i.e. (including a medical certificate or written evidence where applicable, onset or occurrence, and duration)
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence

[Year 7 to 9 Application for AARA Form](#)

for Year 10 to 12 students:

- the illness, condition or event i.e. medical certificate (including details of a diagnosis, where applicable)
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness report or police report.
- Any other evidence requested by the Principal to make an informed decision.

[Year 10 to 11 Application for AARA Form](#)

[Year 12 Application for AARA Form](#)

for Year 12 students QCAA Reported AARAs further information is required including:

- date of diagnosis, onset or occurrence, and duration
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment



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| | <p>Please contact the school immediately in regards to further required evidence if the AARA is required to be QCAA approved. The school will inform of what documents are required to be completed;</p> <ul style="list-style-type: none"> • Confidential Medical Report • Confidential School Statement • Confidential Student Statement • Confidential school statement on illness and misadventure in external assessment • Confidential school statement on imputed disability <p>Students are not eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> • 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 i.e. holiday • matters that the school could have avoided. <p>AARA documentation will be recorded as a Support Provision in One School.</p> |
| <p>Managing non-submission of assessment by the due date Section 8.2</p> | <p>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.</p> <p>Non-Submission/ Communication Parents/ Guardians will be informed within 1 school day of non-submission. Teachers will record the contact and failure to submit by a due date in One School.</p> <p>Processes for Making Judgements In circumstances where a student is enrolled in a subject but does not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • 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 for Year 11 and 12 students by the dates set by QCAA each year, and on the report card. Students in Year 7 to 10, may attain a report card result if they have completed other assessment tasks for the subject within the reporting period. <p>In order to receive an overall subject result, a Year 12 student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject. A student cannot repeat one summative unit only. An NR may affect a students' QCE and ATAR eligibility.</p> <p>Management of Non-Submissions Students who fail to submit an assessment by a due date will meet with HOD to establish Support provision for future arrangements.</p> <p>Students in Post Compulsory phase of education will have Parents/ Guardians contacted, to discuss impact on results, QCE / ATAR eligibility, and requirements of enrolment. Students may be given a warning of cancellation.</p> |
| <p>Managing non-attendance at examinations Section 8.2</p> | <p>Non-Attendance Communication Parents/ Guardians will be informed within 1 school day of non-attendance of assessment. Teachers will record the contact and failure to attend an examination in One School. Parent / Guardian will be informed of AARA requirements for student to complete missed assessment.</p> <p>Management of Non-Attendance Students who fail to attend an examination will meet with HOD to establish Support</p> |



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| | <p>provision for future arrangements. Students in post compulsory phase of learning may be given a warning of cancellation of enrolment if not justification is provided for non-attendance.</p> <p>Processes for Making Judgements</p> <p>In circumstances where a student is enrolled in a subject but does not attend an examination and where evidence of student work:</p> <ul style="list-style-type: none"> • 'Not-Rated' (NR) must be entered in the Student Management system for Year 11 and 12 students by the dates set by QCAA each year, and on the report card. Students in Year 7 to 10, may attain a report card result if they have completed other assessment tasks for the subject within the reporting period. |
| <p>Internal quality assurance processes Section 8.5.3</p> | <p>Longreach State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • quality assurance of all assessment instruments before they are administered to students using quality assurance tools. • post completion of assessment, internal moderation and cross marking will occur for selected students within the cohort • quality assurance of judgments about student achievement. <ul style="list-style-type: none"> • In Year 11 and 12, all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. • In Year 11 and 12, results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA. • Further details can be found in the Longreach State High School P-12 CARF located on the school webpage. |
| <p>Review Section 9.1 Section 9.2 Section 9.5</p> | <p>Longreach State High School internal review processes for student results (including NR) for all Australian Curriculum, General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.</p> |

External assessment administration

| | Policy and procedures |
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| <p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 7.3.2 Section 10.3 Section 10.4</p> | <p>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.</p> <p>Students will be informed of External Examination Timetable in Week 1 of Term 3.</p> <p>Students and Parents/ Guardians will be provided with a timetable and expectations for External Examinations in Week 1 of Term 4 by the SEA coordinator.</p> <p>Students must attend all components of the external examination to receive a result in a Senior External Exam. Students must be present for the exam prior to start time.</p> <p>No alternative arrangements can be made if a student does not attend a scheduled written exam.</p> |



Managing academic misconduct

Longreach 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 | Procedure |
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| Cheating while under supervised conditions | <p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to 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. | <p>QCAA Assessment Integrity Module (See Expectations about engaging in learning and assessment)</p> <p>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. In the first instance the classroom teacher will make the determination. If the student disagrees then the appeals process will be followed. The teacher will verify with the student an opportunity to verify their result with an additional person.</p> |
| Collusion | <p>When:</p> <ul style="list-style-type: none"> • 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. | <p>For all instances of academic misconduct during an assessment process 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.</p> |
| Contract cheating | <p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. | <p>For instances of academic misconduct during examination Students in Year 11 and 12 will be awarded a Not-Rated (NR). Students in Year 7 to 10 may be awarded a Not-Rated or may have aspects of their assessment not marked. See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy (School Code of Conduct) will be implemented.</p> |
| Copying work | <p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam. | |



| | Types of misconduct | Procedure |
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| Disclosing or receiving Information about an assessment | <p>A student:</p> <ul style="list-style-type: none"> 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. | <p>Non-submission of assessment tasks The due date is final unless an assessment extension or AARA has been approved by the Head of Department/ Deputy Principal, as per the assessment Policy. (8.5.1)</p> <p>For a non-submission, if a draft was provided, this will be marked as the final submission. Additionally, teachers may use checkpoints of student class work or observations. There needs to be some formative assessment collected to show evidence. (8.5.2)</p> |
| Fabricating | <p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. | <p>Student Conduct Students are to follow the instructions of the supervisor at all times. Students will be provided with expectations of their conduct prior to entering the exam room.</p> |
| Impersonation | <p>A student:</p> <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment completes a response to an assessment in place of another student. | <p>Students Group Work Students may work in groups but the assessment task must clearly demonstrate that they will be graded individually.</p> |
| Misconduct during an examination | <ul style="list-style-type: none"> A student distracts and/or disrupts others in an assessment room. | <p>Distraction and disruption whilst an assessment is being administered Students will be dealt with according to the student Code of Conduct.</p> |
| Plagiarism or lack of referencing | <p>A student completely or partially copies or alters another person's work without</p> <ul style="list-style-type: none"> attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas). | <p>Referencing System Students at Longreach State High School must use a system referencing as stated in the task sheet.</p> |
| Self-plagiarism | <ul style="list-style-type: none"> 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 | <p>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.</p> | |



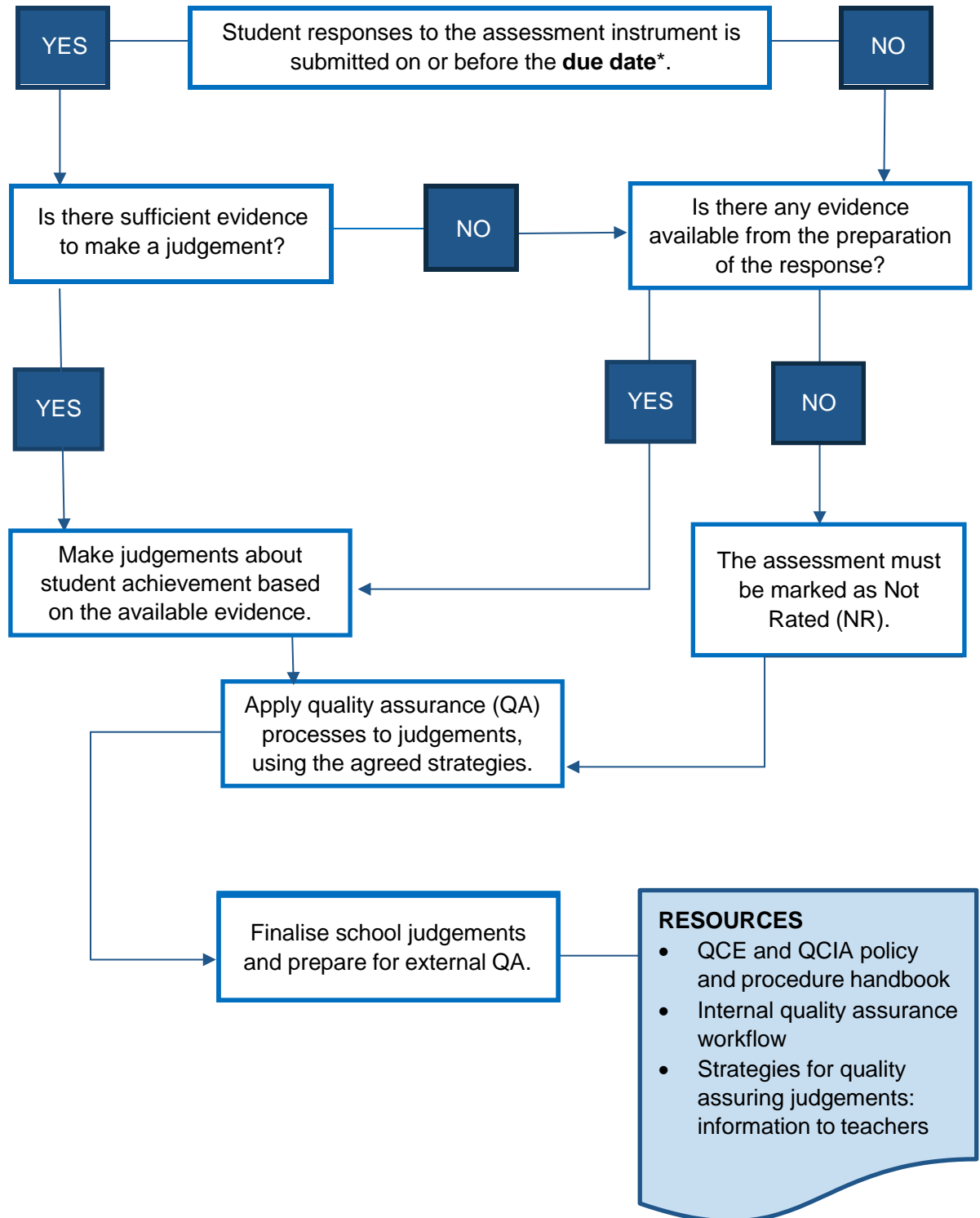
Related school policy and procedures

Refer to other school policies as appropriate:

- [Student Code of Conduct](#)
- [Vocational Education and Training \(VET\) Handbook](#)
- [P-12 CARF](#)



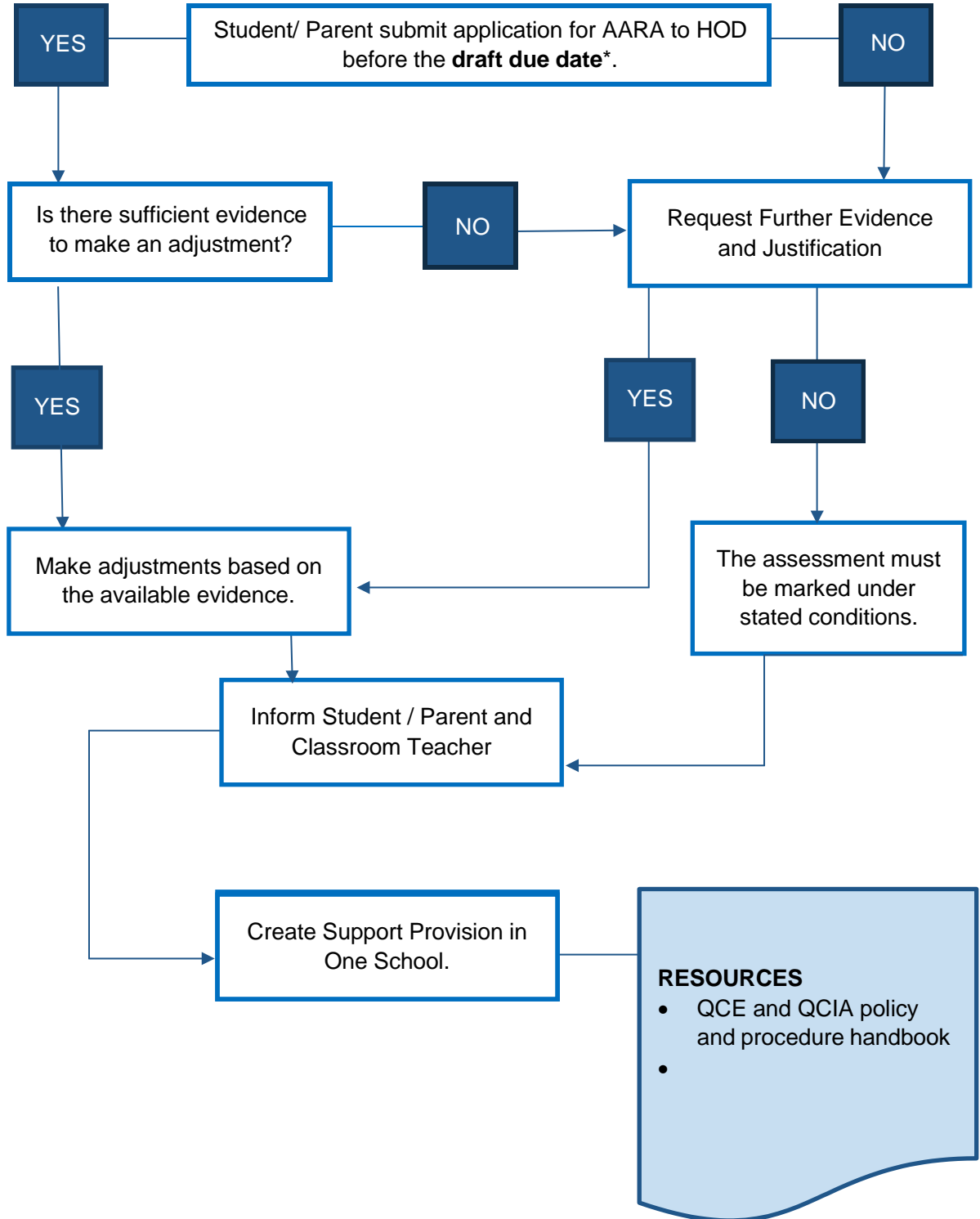
APPENDIX 1 Assessment Submission Workflow



The due date encompasses extensions for access arrangements and reasonable adjustments (AARA) and principal/principal's delegate approved extensions.



APPENDIX 2 AARA Submission Workflow



The due date encompasses extensions for access arrangements and reasonable adjustments (AARA) and principal/principal's delegate approved extensions.