



Assessment Policy

2024

OUR PURPOSE Inspiring lifelong learners to succeed in a world of opportunities	OUR VISION Excellence in Learning and Life	OUR 4R VALUES Respectful Resilient Reflective Resourceful	OUR 3C PRIORITIES Culture: Safe, Supportive, Collaborative Classrooms: Effective Teaching and Learning Curriculum: Guaranteed and Viable, Data and Differentiation
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- QLD Department of Education Guiding Policy and/or Procedure:**
- [P-12 Curriculum, assessment and reporting framework](#)
 - [Queensland Curriculum & Assessment Authority \(QCAA\) QCE & QCIA Handbook](#)
 - [Department of Education Assessment and Moderation HUB](#)

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1.0 Purpose

Shailer Park State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. Students are expected to engage in the learning in a course of study and produce evidence of achievement. Assessment is an on-going process of gathering, analysing and reflecting on evidence to make informed judgements about achievement.

This Assessment Policy outlines the expectations around assessment conditions for all staff and students at Shailer Park State High School, including assessment techniques, timeframes, lengths and extension processes. This document outlines the key requirements for all students, parents, staff and school leaders with respect to assessment. If students require changes to assessment techniques, timeframes, lengths and/or extensions they must complete the Access, Arrangements and Reasonable Adjustments (AARA) process for their respective year level.

Adherence to this policy will ensure that students are treated consistently, fairly and equitably when preparing for and completing assessment tasks. It will also maintain the academic integrity of assessment. It details the tight procedures relating to Access Arrangements and Reasonable Adjustments (AARA) for Year 11, 12 students.

The policy has been developed in conjunction with the following documents:

- QCE/QCIA handbook www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019
- P-12 Curriculum, assessment and reporting framework (CARF) <https://education.qld.gov.au/curriculum/Documents/p-12-curriculum-assessment-reporting-framework.pdf>

2.0 Scope

This policy provides information for teachers, students and parents/caregivers 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, in the Senior School. Similar policies and procedures are used within the Junior School to develop awareness and understanding of school expectations.

3.0 Principles

Shailer Park State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgements 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 reliably, so that assessment results are consistent, dependable or repeatable.
- reliability, through accuracy and precision of the assessment task and marking guide to ensure teacher judgements are trusted and defensible.



4.0 Understanding and promoting academic integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the Queensland Curriculum and Assessment Authority (QCAA) — are responsible for promoting and maintaining academic integrity. Shailer Park State High promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

4.1 School responsibility

Shailer Park State High School is required to adhere to Department of Education policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, and drafts will be published in the school assessment calendar. The school assessment calendar will be emailed to parents and students according to year levels, and be revisited at the beginning of each semester in RISE classes.

4.2 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 5:00pm on the due date.

Students are responsible for:

- recording due dates in their calendars/planners
- using APA referencing to acknowledge all sources and research in their assessment response
- 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 or the conditions of an assessment, they will:

- inform the Head of Department and classroom teacher as soon as possible
- submit an AARA form (see Appendix) and attach all relevant documentation, e.g. medical certificate. Year 7-11, all final decisions are at the school's discretion, all year 12 AARA's are approved by the Queensland Curriculum and Assessment Authority. Refer to AARA information below.
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

**For known absences or changes to assessment conditions AARAs must be submitted BEFORE the due date*

4.3 Parent/Carer responsibility

Parents and carers are responsible to:

- support students to submit all drafts and final assessment tasks by the due date and to attend all examinations.
- inform the appropriate school staff of any difficulties relating to the completion of assessment items.
- if required, support student to apply for an extension prior to the due date.



5.0 Ensuring academic integrity

Shailer Park 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.

5.1 Scaffolding

Scaffolding for assessments helps students understand the process for completing tasks. Scaffolding will:

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

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

5.2 Checkpoints

Students will work on assessment during designated times and show evidence of process at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessments. As per the assessment policy assessment alerts will be sent to parents/carers if checkpoints are not met. Checkpoints will:

- be detailed on student tasks sheets
- monitor student progress
- be used to establish student authorship
- allow for unique student responses and not lead to predetermined response.

5.3 Drafting

Drafting is a key checkpoint and types of drafts will differ depending on subjects, e.g., written draft, rehearsal or a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons of a final response. For these reasons a draft submission must represent a serious attempt at completion of the task (~75% of minimum conditions). Feedback on drafts 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 and further developed
- delivered in a consistent manner and format to all students
- provided within one week of a submission of a draft.

A copy of the feedback will be stored with a copy of the draft in the student's folio. Parents and carers will be notified through assessment alerts if there is a non-submission of a draft. In cases where the students does not have Head of Department approval for an extension:

- the teacher will record the non-submission as a behaviour incident on OneSchool
- the teacher and Head of Department will implement strategies to gather evidence of work e.g. lunch detentions, tutorial referral

Where students do not submit drafts by the due date feedback will be provided at the discretion of the classroom teacher and may be informal (i.e. verbal).



5.4 Managing response length

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

- response length is indicated on assessment instrument and modelled responses within the length are available
- teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task
- feedback about length is provided by teachers at checkpoints

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:

- mark only the work up to the required length, excluding evidence over the prescribed limit or
- allow students one lesson to redact their response to meet the required length, before a judgment is made on the student work. *And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.*

5.5 Authenticating student responses

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

- response length is indicated on assessment instrument
- teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task
- model responses within the required length are available
- feedback about length is provided by teachers at checkpoints

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Shailer Park State High School uses the authentication strategies promoted by the QCAA and the authentication strategies will be specified on assessment instruments. Strategies for establishing authorship are considered when developing an assessment instrument. Teachers may:

- set an assessment task that requires each student to produce a unique response
- vary assessment tasks each year so students are unable to use other students' responses from previous years
- set aside enough class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses 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.

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



5.6 Managing non-submission of assessment by 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) by 5pm on the due date:

In Years 7 – 10: a result will be awarded using *evidence available on or before the due date* - e.g. class work, a draft, rehearsal notes, photographs of student work.

- teacher contact to the parent/carer will be in the form of a phone call and/or an email and recorded on One School. If contact is not successful, then the teacher is to notify the relevant Head of Department.
- absence of checkpoint or draft work: The students will work with the Head of Department, outside of class time, to complete work on the assessment. The work completed in this time will be used to grade the student.

In Years 11 – 12: a result will be awarded using *evidence available on or before the due date* - e.g. class work, a draft, rehearsal notes, photographs of student work. It is important to note in line with QCAA that students may not be awarded credit in a semester/unit where there is insufficient coverage of the course or where all assessment items have not been completed. Stages of cancellation processes may begin as a result of a student submitting minimal to no assessment work for any subject(s).

- teacher contact to the parent/carer will be in the form of a phone call and/or an email and recorded on One School. If contact is not successful, then the teacher is to notify the relevant Head of Department.
- absence of checkpoint or draft work: The students will work with the Head of Department, outside of class time, to complete work on the assessment. The work completed in this time will be used to grade the student.

Failure to comply with any of the above policies regarding internal assessment tasks and examinations will result in consequences outlined in the QCAA guidelines. Students should be aware that failure to comply with the above policies may result in the award of an N grade which will not attract points to be credited towards a QCE (Queensland Certificate of Education).

5.7 Managing examinations

Years 7 – 10: Procedure for missed examinations:

- teacher contact to the parent/carer will be in the form of a phone call and/or an email and recorded on One School. If contact is not successful, then the teacher is to notify the relevant Head of Department
- student must complete an AARA to support the new exam date

Years 11 – 12: Procedure for missed exams:

- teacher contact to the parent/carer will be in the form of a phone call and/or an email and recorded on One School. If contact is not successful, then the teacher is to notify the relevant Head of Department
- student completes AARA form at earliest opportunity, attaches documentary evidence and submits to Senior School Head of Department
- student completes a comparable exam, as stipulated in approved AARA

Please note that for External Assessment, Shailer Park State High School uses the QCE and QCIA policy and procedures handbook (Section 7.3.2). If students do not sit an exam, no alternative arrangements can be made and students must immediately contact the school external assessment coordinator through the senior school office to complete an AARA - QCAA application.

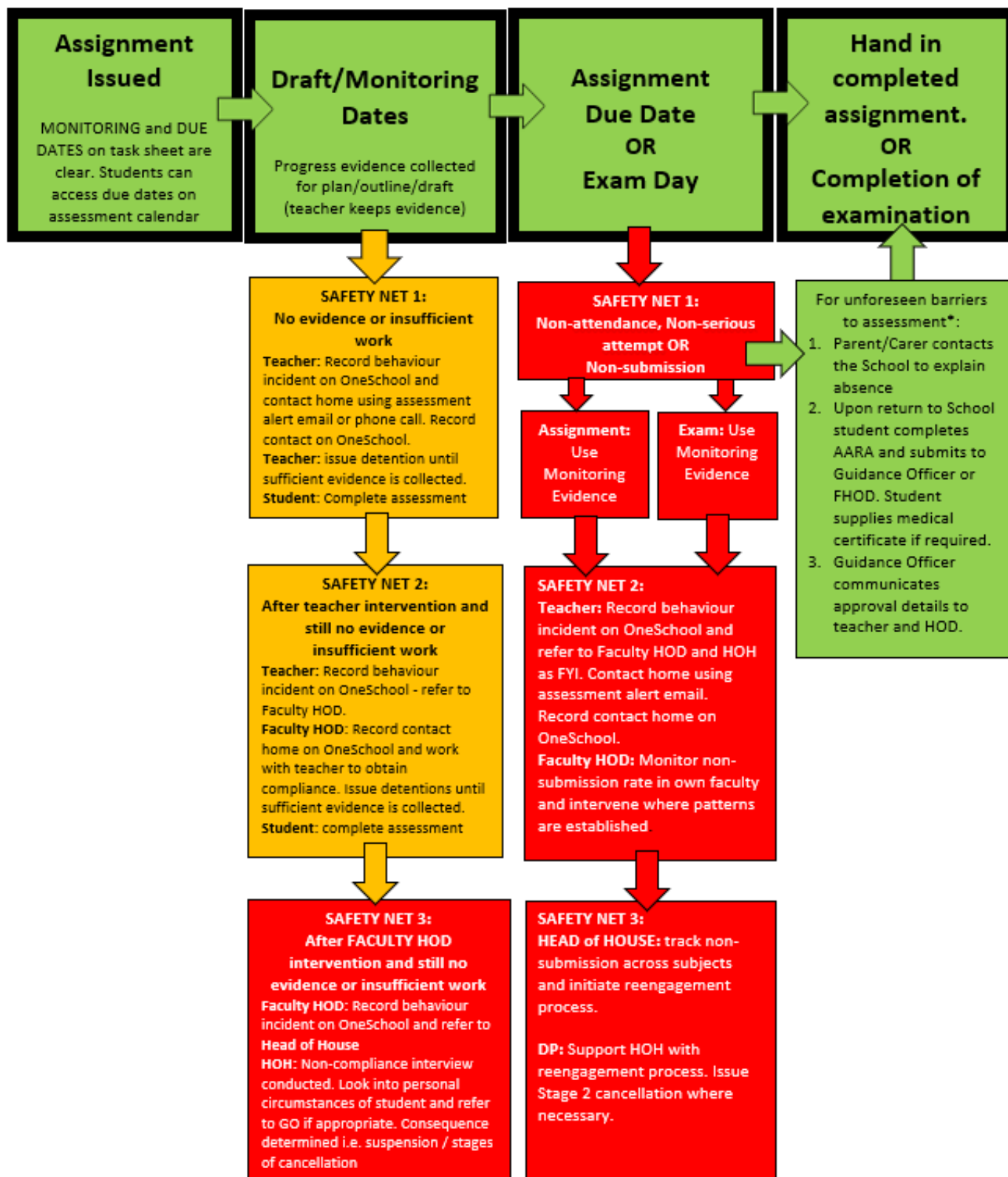
Misbehaviour/misconduct during an exam:

- statement from the supervisor to be attached to the assessment item
- one School incident report – stating academic misconduct
- identify section where cheating occurred and this section receives 0 credit
- head of Department interview with student. Phone call and/or interview with the parent
- detention issued by Head of Department



5.8 Managing incomplete assessment flow chart

*To be read in conjunction with Shailer Park State High School Assessment Policy



*For known barriers to assessment, AARA application is to be made as soon as possible after diagnosis



5.9 Internal quality assurance processes – Whole school moderation process

Moderation within and between schools occurs when teachers engage in focused professional conversations to analyse the quality of student work against the achievement standards. They do so to improve the consistency of their decisions, and to ensure their judgments are as valid, reliable and fair as possible. The following strategies for quality assuring judgments are used across our faculties at Shailer Park State High School. These are used before reporting and external quality assurance. For subjects with:

- multiple classes, judgments may be quality assured by a designated quality assurance collaborative (PLT; faculty-based teams of teachers for each year level)
- a single class, the teacher may quality assure judgments with a quality assurance (QA) team, (PLT) if possible, curriculum leader or within a network between schools.

Strategy	Single class	Multiple classes
Calibration		
<p>Before beginning to mark Practice using relevant tools for making judgments to build confidence in applying marking guides. 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>	Use the calibration exercise to build a QA team, if possible; Otherwise calibrate with the subject leader.	Use calibration to build capacity in a designated QA team.
<p>During marking Meet after marking some student responses to discuss the performance levels awarded and the characteristics of the responses. 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>	Select some responses (e.g. first four) as a QA team and discuss the decision-making process.
Blind marking		
Mark a de-identified copy of a student response.	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 judgements.	De-identify and make copies of a response. Mark and compare marking across the QA team’s copies to check for consistency of judgements.
Peer reviewing random responses (sampling)		
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).	Cross-check with the QA team or subject leader for reliability of judgments – including accuracy and consistency of the teacher’s judgements – across the class.	Cross-check within the QA team for reliability of judgements – including accuracy and consistency 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.

6.0 Managing academic misconduct

Academic misconduct incorporates a broad range of behaviour by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment.

The types of misconduct and examples listed in the table below are not exhaustive.

Type of Misconduct	Examples	Possible Consequence
Cheating while under supervised conditions	A student: <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. 	<ul style="list-style-type: none"> - Statement from supervisor attached to the assessment item - One School incident report – stating academic misconduct - Identify section where cheating occurred and this section receives 0 marks - Interview with student/parent - Detention issued - Student to complete academic integrity training
Collusion	When: <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. 	<ul style="list-style-type: none"> - One School incident report – stating academic misconduct - If no draft, 0 marks of authenticated student work for all students - Interview with student/parent - Detention issued - Student to complete academic integrity training
Contract cheating	A student: <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. 	<ul style="list-style-type: none"> - One School incident report – stating academic misconduct - Interview with student/parent - Detention issued - Student to complete academic integrity training



<p>Copying work</p>	<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 	<ul style="list-style-type: none"> - Statement from supervisor attached to the assessment item - One School incident report – stating academic misconduct - Identify section where cheating occurred and this section receives 0 marks - Interview with student/parent - Detention issued - Student to complete academic integrity training
<p>Disclosing or receiving information about an assessment</p>	<p>A student:</p> <ul style="list-style-type: none"> - Gives or accesses unauthorised information that compromises the integrity of an assessment, such as stimulus or suggested responses, prior to completing a response to an assessment - Makes any attempt to give or receive access to secure assessment materials 	<ul style="list-style-type: none"> - One School Incident report - Identify section where cheating occurred and this section receives 0 marks - Interview with student/parent
<p>Fabricating</p>	<p>A student</p> <ul style="list-style-type: none"> - Invents or exaggerates data - Lists incorrect or fictitious references 	<ul style="list-style-type: none"> - One School Incident report – academic misconduct - Identify section where fabrication occurred and this section receives 0 marks - Interview with student/parent - Detention issued - Student to complete academic integrity training
<p>Impersonation</p>	<p>A student arranges for another person to complete a response to an assessment in their place A student completes a response to an assessment for another student</p>	<ul style="list-style-type: none"> - Ensure photo rolls are used for examinations to identify students - Remove the impersonator - Student receives 0 marks for the assessment
<p>Misconduct during an examination</p>	<p>A student distracts or disrupts others in an assessment room</p>	<ul style="list-style-type: none"> - Remove student from the room and supervise in a separate space to complete their exam - One School incident report – academic misconduct - Interview with student/parent - Detention issued - Student to complete academic integrity training
<p>Plagiarism or lack of referencing</p>	<p>A student completely or partially copies or alters another person’s work without attribution</p>	<ul style="list-style-type: none"> - One School Incident report – academic misconduct - Identify section where plagiarism occurred and this section receives 0 marks - Interview with student/parent - Detention issued - Student to complete academic integrity training
<p>Self-plagiarism</p>	<p>A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject</p>	<ul style="list-style-type: none"> - One School Incident report – academic misconduct - Identify section where duplication occurred and this section receives 0 marks - Interview with student/parent - Detention issued - Student to complete academic integrity training
<p>Significant contribution of help</p>	<p>A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.</p>	<ul style="list-style-type: none"> - Supervised time for student to produce own work in order to authenticate work
<p>Use of Artificial Intelligence</p>	<p>A student uses artificial intelligence (AI) to generate any section an assessment task. <i>*Note: Students may use AI if explicitly directed to in the assessment task with appropriate referencing.</i></p>	<ul style="list-style-type: none"> - The class teacher will notify the Faculty HOD to show AI generated work - If authorship of the task can not be determined, the task will not be marked and students may receive an N rating



7.0 Reporting and approving AARA

Access arrangements and reasonable adjustments (AARA) for summative assessment in 7-10 Curriculum, Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) syllabuses and short courses may either be principal reported or QCAA-approved.

In approving AARA, a principal or principal's delegate must:

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

7.1 Eligibility for AARA

An AARA is provided to minimise, as much as possible, barriers for students whose disability, impairment, medical condition or other circumstance may affect their ability to read, respond to or participate in assessment. These barriers fall into three broad categories:

- permanent
- temporary
- intermittent

The QCAA uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional

Students may be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external assessment.

7.2 Ineligibility for AARA

Students are NOT eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that a student could have avoided (e.g. Misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. Family holidays)
- matters that the school could have avoided (E.g. Incorrect enrolment in a subject)



Appendix: 1 - Quick Guide for Students

**To be read in conjunction with Shailer Park State High School Assessment Policy*

When and how do I submit?

The deadline for assignment submissions is 5pm on the due date (that goes for emails too.) You can submit your assignment as:

- electronic copy via Showbie to the subject teacher (preferable option)
- paper-based copy and/or physical product directly to the teacher or the school office
- email directly to the class teacher

Different subjects might have different requirements, which will be on the task sheet, or explained to you by your teacher.

What if something stops me from getting my assessment done?

Students sometimes need extensions to due dates or adjustments to assessment conditions.

You can get extensions/adjustments for:

- a disability or impairment
- an illness or injury that stops you from working on assessment for a long period
- unforeseen serious personal circumstances and cultural obligations

You CAN NOT get extensions/adjustments for:

- unexplained absence
- family holiday
- representative events
- misreading assessment tasks or calendars
- technology breakdown
- teacher absence

<p>I'm a Junior (Year 7-9)</p> <ol style="list-style-type: none"> 1. For an AARA for a temporary extension, illness or misadventure in <u>1</u> subject see the Faculty HOD as soon as soon as possible before the due date. If you need an AARA for any other category or in more than 1 subject see the Junior Schooling HOD. 2. Complete an AARA application (available on SPSHS website). 3. Make sure you have medical certificates or any other documentation to say why you need the extension/adjustment. 	<p>I'm a Senior (Year 10-12)</p> <ol style="list-style-type: none"> 1. Make sure you have medical certificates or any other documentation to say why you need the extension/adjustment. 2. Complete an AARA application (available on SPSHS website). 3. Make an appointment to see your House Guidance Officer as soon as possible before the due date.
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What if I'm away on the day?

If you are away on the day an assessment is due:

- have a parent/carer call the school to explain why you are away
- submit assessment via email or have someone drop it in to the school (if it is a presentation or project, submit any written or electronic parts)
- see the relevant Curriculum HOD or GO on the day you get back to complete an AARA application for any parts that couldn't be submitted, and for exams.

What happens if I don't do these things?

If you think you are eligible for an extension/adjustment, see above. Otherwise, your teacher will give you a result based on what they have seen before the due date, usually your draft. If your teacher has not seen any of your progress, or if you miss an unseen exam, you will receive a 'Not Rated' result.

This might mean you need to do another piece of assessment. If you are a senior student (11-12) this may affect your QCE points and you should make an appointment with the Guidance Officer.



SHAILER PARK STATE HIGH SCHOOL

Application for Access Arrangements and Reasonable Adjustments (AARA)

HOW DO I APPLY FOR ACCESS, ARRANGEMENTS OR REASONABLE ADJUSTMENTS (AARA)?

I'm a Junior (Year 7-9)

1. For an AARA for a temporary extension, illness or misadventure in 1 subject see the Faculty HOD as soon as possible before the due date. If you need an AARA for any other category or in more than 1 subject see the Junior Schooling HOD.
2. Make sure you have medical certificates or any other documentation to say why you need the extension/adjustment.
3. Complete an AARA application (available on SPSHS website).

I'm a Senior (Year 10-12)

1. Make sure you have medical certificates or any other documentation to say why you need the extension/adjustment.
2. Complete an AARA application (available on SPSHS website).
3. Make an appointment to see your House Guidance Officer as soon as possible **before** the due date.

STUDENT DETAILS

Student Name:	Student Signature:	HCG:
		Year Level:
		Date:
Parent Name:	Parent Signature:	Date:

Completed by Student			Completed by School
Subject	Assessment Item	Original Due Date	Details/summary of approved adjustments:

TYPE OF AARA (tick one)	CATEGORY (tick one)
Long Term (DDA) <input type="checkbox"/>	Cognitive <input type="checkbox"/> Physical <input type="checkbox"/>
Intermittent <input type="checkbox"/>	Sensory <input type="checkbox"/> Social/Emotional <input type="checkbox"/>
Temporary (sick, sport etc) <input type="checkbox"/>	Illness/Misadventure <input type="checkbox"/> Other <input type="checkbox"/>

SUPPORTING DOCUMENTATION ATTACHED (see over for descriptions & tick all relevant)

Medical Report <input type="checkbox"/>	Student Statement <input type="checkbox"/>
Evidence of a verified disability <input type="checkbox"/>	Other evidence <input type="checkbox"/>
School/Teacher Statement <input type="checkbox"/>	

ADJUSTMENTS REQUESTED (see over for descriptions & tick all relevant)

Alternate format paper <input type="checkbox"/>	Diabetes management <input type="checkbox"/>	Rest breaks <input type="checkbox"/>
Assistance <input type="checkbox"/>	Extension <input type="checkbox"/>	Scribe <input type="checkbox"/>
Assistive technology <input type="checkbox"/>	Extra Time <input type="checkbox"/>	Varied seating <input type="checkbox"/>
Bite-sized food <input type="checkbox"/>	Individual instructions <input type="checkbox"/>	Variation to venue <input type="checkbox"/>
Comparable assessment <input type="checkbox"/>	Medication <input type="checkbox"/>	Vision aids <input type="checkbox"/>
Computer <input type="checkbox"/>	Physical equip & environment <input type="checkbox"/>	Other <input type="checkbox"/>
Drink <input type="checkbox"/>	Reader <input type="checkbox"/>	

Office use only		Staff member name
Request received:	Date:	
Application uploaded to QCAA (Yr12 ONLY):	Date:	
AARA Approved: YES NO	Date:	
Guardian/student/HOD/Teacher informed of outcome:	Date:	
Entered into AARA table & calendar:	Date:	
PLP updated (if required):	Date:	
Principals Delegate's Signature:		Date:

SUPPORTING DOCUMENTATION DESCRIPTIONS	
Medical Report (see template on share point & website)	<ul style="list-style-type: none"> • Diagnosis of disability and / or medical condition • Date of diagnosis • Date of occurrence or onset of the disability and /or medical condition • Symptoms, treatment or course of action related to the disability, impairment and/or medical condition • Information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment • Professional recommendations regarding AARA • If a student has been verified as part of the Education Adjustment Program (EAP) or equivalent, the formal notification of EAP may substitute for a medical report. • Must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's <i>Medical or Psychologists Practitioners Registration Act 2001</i>), and who is not related to the student or employed by the school.
School statement	<ul style="list-style-type: none"> • The school collects information in relation to the disability, impairment and/or medical condition in order to prepare the school statement.
Student statement	<ul style="list-style-type: none"> • The student may choose to submit a statement about how their disability, impairment and /or medical condition affects them in assessment.

SUMMARY OF POSSIBLE ADJUSTMENTS	
Alternate format paper	E.g. Braille, enlargement, electronic, large print, black & white.
Assistance	E.g. TA manipulate equipment, support or reassurance, prompt to continue.
Assistive technology	Amp system, speech to text, magnification.
Bite-sized food	Small amount in clear container that does not distract others
Comparable assessment	Alternative comparable assessment given on different date.
Computer	See info on Computers via QCAA portal
Drink	A drink other than water that is required for medical reason – clear unlabelled bottle.
Diabetes management	E.g., food, drink, monitoring equipment, medication, varied seating & rests
Extension	Extension of due date for projects, performance & non- examination
Extra Time	Extra working time at the rate of 5 mins per half hour of exam
Individual instructions	Clean, unannotated copy of the written instructions.
Medication	Only prescribed medication may be taken into exams in a clear container
Physical equipment & environment	E.g. special chair, cushion, heat or cold pack, towel, lighting, crutches
Reader	Reads the assessment or student's response aloud as often as requested
Rest breaks	At the rate of 5 mins per half hour at any time during the exam
Scribe	Writes student's verbal response or directions during the assessment
Varied seating	E.g. Front or back, near door or other room
Variation to venue	Usually made due to weather or other incident
Vision aids	E.g. colour overlay, different lighting.



Appendix 2 – Reporting Timelines

Shailer Park State High School provides students, parents and guardians with academic reporting at various stages through the school year. Academic reports are provided as follows:

- Year 7-10
 - Progress Report (Term 1)
 - OneSchool Reporting Opens – Monday week 9
 - OneSchool Reporting Due – 9am Tuesday week 10
 - Reporting checked for errors by Faculty HODs – 5pm Wednesday week 10
 - Reports distributed to parents/guardians via email – 3pm final day of term
 - Semester 1 Report (Term 2)
 - OneSchool Reporting Opens – Monday week 9
 - OneSchool Reporting Due – 9am Tuesday week 10
 - Reporting checked for errors by Faculty HODs – 5pm Wednesday week 10
 - Reports distributed to parents/guardians via email - 3pm final day of term
 - Progress Report 2 (Term 3)
 - OneSchool Reporting Opens – Monday week 9
 - OneSchool Reporting Due – 9am Tuesday week 10
 - Reporting checked for errors by Faculty HODs – 5pm Wednesday week 10
 - Reports distributed to parents/guardians via email - 3pm final day of term
 - Semester 2 (Term 4)
 - OneSchool Reporting Opens – Monday week 9
 - OneSchool Reporting Due – 9am Tuesday week 10
 - Reporting checked for errors by Faculty HODs – 5pm Wednesday week 10
 - Reports distributed to parents/guardians via email - 3pm final day of term
- Year 11-12
 - Unit 1 (yr11) and Unit 3 (yr12) Progress Report (Term 1)
 - OneSchool Reporting Opens – Monday week 9
 - OneSchool Reporting Due – 9am Tuesday week 10
 - Reporting checked for errors by Faculty HODs – 5pm Wednesday week 10
 - Reports distributed to parents/guardians via email - 3pm final day of term
 - Unit 1 (yr11) and Unit 3 (yr12) Report (Term 2)
 - OneSchool Reporting Opens – Monday week 9
 - OneSchool Reporting Due – 9am Tuesday week 10
 - Reporting checked for errors by Faculty HODs – 5pm Wednesday week 10
 - Reports distributed to parents/guardians via email - 3pm final day of term
 - Unit 2 (yr11) and Unit 4 (yr12) Progress Report (Term 3)
 - OneSchool Reporting Opens – Monday week 9
 - OneSchool Reporting Due – 9am Tuesday week 10
 - Reporting checked for errors by Faculty HODs – 5pm Wednesday week 10
 - Reports distributed to parents/guardians via email - 3pm final day of term
 - Unit 2 Report (Term 4) **Note no final year 12 report completed*
 - OneSchool Reporting Opens – Monday week 9
 - OneSchool Reporting Due – 9am Tuesday week 10
 - Reporting checked for errors by Faculty HODs – 5pm Wednesday week 10
 - Reports distributed to parents/guardians via email - 3pm final day of term
- Year 12 Exam Blocks (*Students do not attend school at this time except for when they have an exam or assessment item due*)
 - Term 3, Weeks 9-10 – Mock External Exam block
 - Term 4, Weeks 4-7 – External Exam block
- **QCAA reporting timelines vary year to year and the Senior School T&L HOD & Deputy Principal will work with Faculty HODs to manage internal deadlines*



Appendix 3 – Student, Guardian, Teacher Connect Timelines

An important part of student learning is an opportunity to meet with teachers and guardians to discuss their academic growth and set goals for further success in learning. Shailer Park State High School hosts 'Student, Guardian, Teacher Connect' events throughout the year on top of regular teacher correspondence via phone and/or email.

- Student, Guardian, Teacher Connect Event 1
 - o Monday Week 2, Term 2
 - o Event start 2:00pm and concluding at 6:30pm
 - o Guardians able to make bookings from 3pm on the final day of Term 1
 - o Students attend school as per normal school hours on Mondays, with no supervised study session provided
 - o Conversations facilitated by the curriculum teachers for each student with a focus on reflecting on Term 1 progress and setting goals for improvement
- Students, Guardian, Teacher Connect Event 2
 - o Wednesday Week 6, Term 3 (**Date may move to match Brisbane EKKA Show Holiday*)
 - o Event start 8:00am and concluding at 6:00pm
 - o Guardians able to make bookings from Monday Week 3, appointments will be allocated to those who don't book by 3pm Friday Week 4
 - o All classes are suspended for the day, with students to attend the meeting with their Guardian and Teacher in school uniform
 - o Conversations led by the student with year level specific focuses as follows:
 - Year 7-8 – Academic Coaching – reflection of behaviour, effort and engagement with learning – what skills do students need to develop to be ready for senior studies
 - Year 9 – JET Planning – students reflect on learning progress, career goals and passions to select year 10 subjects. These selections are preparation for students' senior studies in year 11 and 12
 - Year 10 SET Planning – students complete the Careers Short Course to prepare for this meeting, reflecting on their strengths, areas for development and career goals. Selections for year 11 and 12 are made at this meeting
 - Year 11 – Academic Coaching – students reflect on their start to senior schooling and Unit 1 results. If required students prepare intervention plans and set goals for improvement through Unit 2 and into year 12.
 - Year 12 – Exit Interview – students reflect on their QCE progress and prepare plans to finish their final assessments and exams well. Students complete a check list of preparation items required for life after school



Appendix 4 – Glossary

AARA	Access, Arrangement and Reasonable Adjustment	Process for adjusting assessment tasks to meet the individual learning requirements of students, including extensions for illness.
ATAR	Australian Tertiary Admission Rank	This score is calculated by the Queensland Tertiary Admission Centre to rank students and support University's in admission to courses. ATAR scores are calculated from the four assessment items completed in Units 3 and 4 of General Subjects, and/or Certificate II qualifications or higher.
GO	Guidance Officer	Leadership position in the school responsible for student career development and advice, along with social and emotional wellbeing support and guidance.
HOD	Head of Department	Leadership position in the school responsible for leading staff in delivery and assessment of an individual curriculum area.
HOH	Head of House	Leadership position in the school responsible for leading a house (staff and students) with a focus on wellbeing and engagement in teaching and learning.
ISMG	Instrumental Specific Marking Guide	Marking guide used in general subject (ATAR) senior assessment tasks to grade student work. ISMGs are developed and endorsed by the QCAA.
ISSM	Instrumental Specific Standards Matrix	Marking guide used in applied subject senior assessment tasks to grade student work. ISSMs are developed and endorsed by the QCAA.
JETp	Junior Education and Training Plan	Process conducted in year 9 to select subject electives in year 10.
PLT	Professional Learning Team	A group of staff members all teaching the same year level and/or curriculum who use student data to inform and improve teaching and learning.
QA	Quality Assurance	Process used by the school to ensure that curriculum planning is aligned to the National or State Curriculum requirements, and that assessment is valid, accessible and reliable.
QCAA	Queensland Curriculum and Assessment Authority	State-wide body that designs senior curriculum and assessment tasks. QCAA endorse senior assessment, confirm marks and design external assessment. The school reports to QCAA who assign QCE certificates and approves AARAs in Year 12
QCE	Queensland Certificate of Education	Certificate provided by the QCAA that confirms a graduating student has successfully met all criteria to complete their senior schooling by graduation
QCIA	Queensland Certificate of Individual Achievement	Certificate recognising the achievement of students whose learning is part of an individual learning program during year 11 and 12.
SETp	Senior Education and Training Plan	Interview completed in Year 10 to discuss career pathways and subject selections for year 11 and 12.



Appendix 5 – Assessment Alert Template Examples

Appendix 5.1 Non-Submission of a Draft

Subject Line: Assessment Alert: Non-submission of Draft

Dear <Name of parent/caregiver>

Shailer Park State High School is committed to Inspiring Lifelong Learners to Succeed in a World of Opportunities. All students are required to complete a formal program of standards-based assessment.

The major purposes of the assessment program are:

- To provide students with feedback so they can improve their learning
- To enable students to achieve the highest standards they can within their own capabilities
- To enable students to attain credible levels of achievement that prepare them for future studies
- To enable teachers to adjust their teaching to extend students or address student difficulties or misunderstandings

It is a requirement for all students enrolled in Shailer Park State High School that they satisfy course requirements in each subject by completing assessment tasks in accordance with the Assessment Policy.

I am emailing you as < Students Name> has failed to submit a draft assessment piece for <subject>. The assessment piece is titled: <insert details> and the draft was due by <insert due date>

If there are extenuating circumstances where an AARA application would be appropriate please direct them to see Student Services.

Your child’s final grade for this subject may be affected by the non-submission of this draft as I am unable to provide valuable feedback as to the progress of their learning.

I would appreciate it if you could discuss the seriousness of this situation with your child and contact me on (07) 3451 2777 if you have any issues I need to be aware of. I am happy to meet with you to discuss this situation.

Yours faithfully

Teacher



Appendix 5.2 Non-Submission of Final Year 7-10

Subject Line: Assessment Alert

Dear <Name of parent/caregiver>

Shailer Park State High School is committed to Inspiring Lifelong Learners to Succeed in a World of Opportunities. All students are required to complete a formal program of standards-based assessment.

The purpose of the assessment program is:

- To provide students with feedback so they can improve their learning
- To enable students to achieve the highest standards they can within their own capabilities
- To enable students to attain credible levels of achievement that prepare them for future studies
- To enable teachers to adjust their teaching to extend students or address student difficulties or misunderstandings

It is a requirement for all students enrolled in Shailer Park State High School that they satisfy course requirements in *each* subject by completing assessment tasks in accordance with the Assessment Policy.

I am emailing you as < Students Name> has failed the following assessment task:

Your child's final grade for this subject could be affected by this non submission/failure to meet criteria. If there are extenuating circumstances where an AARA application would be appropriate please direct them to see Student Services.

I would appreciate it if you could discuss this situation with your child and contact me on (07) 3451 2777 if you have any issues I need to be aware of. I am happy to meet with you to discuss this situation.

Yours faithfully

Teacher's name



Appendix 5.3 Non-Submission of Final Year 11-12

Subject Line: Assessment Alert

Dear <Name of Parent/Caregiver>

Shailer Park State High School is committed to Inspiring Lifelong Learners to Succeed in a World of Opportunities. All students are required to complete a formal program of standards-based assessment.

The major purposes of the assessment program are to enable students to:

- Achieve the highest standards they can within their own capabilities
- Attain credible levels of achievement for the QCE and tertiary entrance (TE) schedules and
- Transit to full time employment or further training upon graduation

It is a requirement for all students enrolled in Shailer Park State High School that they satisfy course requirements in each subject by completing assessment tasks in accordance with the Assessment Policy.

I am emailing you as < Students Name> has failed the following assessment task:

Your child's final grade for this subject could be affected by this non submission/failure to meet criteria, and may have further impacts on their eligibility to achieve a QCE. If there are extenuating circumstances where an AARA application would be appropriate please direct them to speak with their House Guidance Officer.

I would appreciate it if you could discuss the seriousness of this situation with your child and contact me on (07) 3451 2777 if you have any issues I need to be aware of. I am happy to meet with you to discuss this situation.

Yours faithfully

Teacher