

Shailer Park State High School

LEARNING POLICY



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Introduction

Our purpose



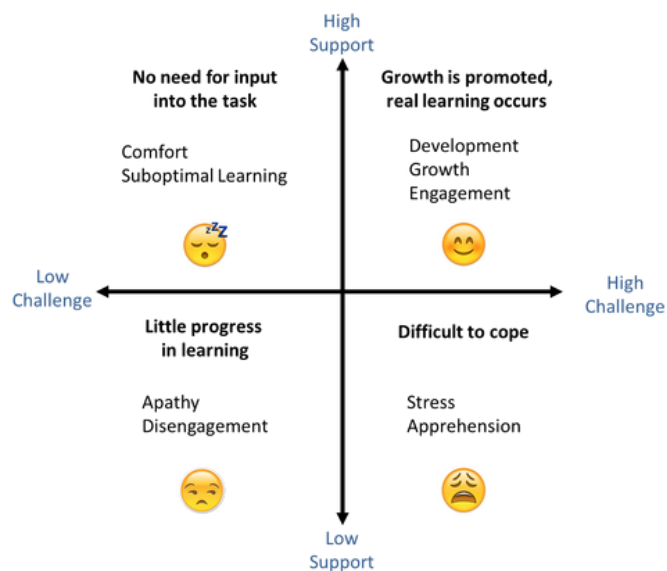
Curriculum design

The Learning Challenge frame allows teachers the opportunity to design engaging and challenging learning experiences for all Shailer Park State High School students using the [Art and Science of Teaching \(ASOT\)](#) framework. The 10 design elements allow teachers to make research based pedagogical decisions, whilst being in alignment with whole school signature practices and priorities.



The use of the ASOT Framework allows teachers to develop learning experiences for students that are focused on developing Future Ready Learners that are able to demonstrate their skills in valuable, authentic ways to benefit them in the future pathways. This is done through a High Challenge – High Support environment developed by teachers.

Teachers do this by knowing their learners through class and individual data analysis which informs their planning. Students, in consultation with their teachers, set learning and development goals to assist them challenge themselves as learners and as members of our community.



Use of Technology in our curriculum design

At Shailer Park State High School our pedagogical practice include the wide use of technologies. The [Art and Science of Teaching](#) pedagogical framework guides this use to integrate new knowledge, set learning goals and give feedback, allow students to collaborate, think critically and engage in learning through a real world context. From 2020 teaching and learning through the use of iPads will be implemented with Year 7s. The outcome of this will be one-to-one digital devices where students’ future ready skills are being developed. Technology is a tool for learning used at Shailer Park State High School blended with many other teaching and learning approaches to development our students’ skills and knowledge.

Our curriculum

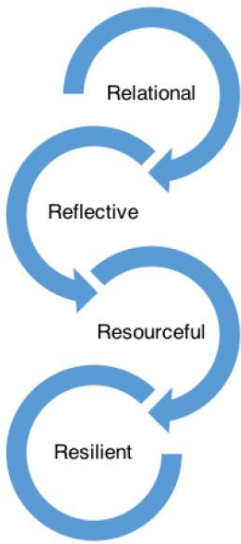
Shailer Park State High School delivers the following curriculum;

- Years 7, 8, 9 and 10 students undertake [The Australian Curriculum](#) developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Years 11 and 12 students undertake the [Queensland Certificate of Education](#) (QCE) developed by The Queensland Curriculum and Assessment Authority (QCAA)

Reporting and Parent/Teacher Interviews

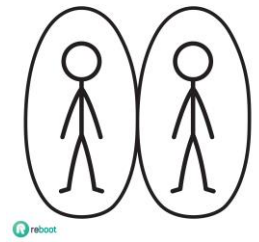
Reporting at Shailer Park State High School occurs at important junctures in order to provide valuable and timely feedback to parents and students on the achievement and progress of students. All reports contain information of students and parents/carers about level of achievement, effort and behaviour grades across subjects. Parent/Teacher interviews are formally organised twice a year where teachers, students and parents/carers can discuss the progress of the student and areas for possible development.

Learning Environments



Shailer Park State High School believes that every student is capable of engagement and achievement. To support this, we will enact a model of behaviour development, using a Power With approach. We believe:

- In developing student behaviour
- That every student is capable of engagement and achievement
- That the engagement and achievement of all students is everyone's responsibility
- That effective Empowered Engagement involves a partnership approach
- That we need to explicitly teach all students to be Resilient, Reflective, Resourceful and Relational
- That the adults in the community must embody and model the 4Rs in their interactions with students, families and each other
- That the student role in engagement is key, and that we have high expectations for all learners



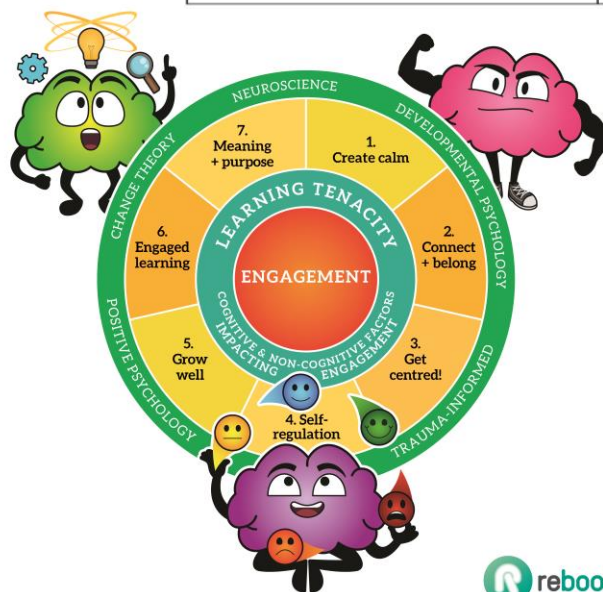
see <https://shailerparkshs.eq.edu.au/our-school/rules-and-policies>

The 4Rs

Our community works together to ensure each student has a big plan and bold ambition for a bright future. At Shailer Park State High School, we are relentless in our focus on developing students who are Resilient, Resourceful, Relational and Reflective.

These four dispositions or attributes, what we have termed "The 4Rs", will serve our young people well not only at school but also as they pave their way forward beyond their lives at school. Our students will hear all about The 4Rs, the importance of developing these learning behaviours and the ways these dispositions can support them in striving for progress across time.

<p>A RESILIENT Learner is ready, willing and able to lock on to learning. <i>'Our ability to recover from setbacks, to embrace change and to soften, rather than fight, in the face of challenges'</i></p> <p>Learning Behaviours</p> <ul style="list-style-type: none"> ✓ Absorption: flow; the pleasure of being rapt in learning ✓ Managing Distractions: recognising and reducing interruptions ✓ Noticing: really sensing what's out there ✓ Perseverance: "stickability"; tolerating the feelings of learning 	<p>A RELATIONAL Learner is ready, willing and able to learn alone and with others. <i>'Our ability to work with others including communication'</i></p> <p>Learning Behaviours</p> <ul style="list-style-type: none"> ✓ Interdependence: balancing self-reliance and sociability ✓ Collaboration: the skills of learning with others ✓ Empathy and Listening: getting inside others' minds ✓ Imitation: picking up others' habits and values
<p>A REFLECTIVE Learner is ready, willing and able to become more strategic about learning. <i>'Our ability to think about what we did, what happened and what we would do differently next time.'</i></p> <p>Learning Behaviours</p> <ul style="list-style-type: none"> ✓ Planning: working learning out in advance ✓ Revising: monitoring and adapting along the way ✓ Distilling: drawing out the lessons from experience ✓ Meta-learning: understanding learning, and yourself as a learner 	<p>A RESOURCEFUL Learner is ready, willing and able to learn in different ways. <i>'Our ability to find agile and effective ways to overcome challenges.'</i></p> <p>Learning Behaviours</p> <ul style="list-style-type: none"> ✓ Questioning: getting below the surface; being curious ✓ Making Links: seeking coherence, relevance and meaning ✓ Imagining: using the mind's eye as a learning theatre ✓ Reasoning: thinking rigorously and methodically



The purpose of assessment

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgements about the achievement or capabilities of a student. It is a critical and ongoing part of the planning, teaching, learning and reporting cycle at Shailer Park State High School. The aim of this policy is to ensure there is consistency, clarity and equity in relation to assessment for students and teachers; they should feel secure in the knowledge that each student in every year level can access equitable and comparable levels of support.

Assessment is an integral part of a student's learning. It is used to:

- a) assist the student to identify their strengths, the depth of their knowledge, ways of learning, and areas for further development.
- b) inform the teacher about what students know and can do, and guide what teaching is needed to further progress student learning.
- c) provide teachers, parents and students with information about achievement and academic potential to help them attain higher levels of performance.

Assessment procedures accountability

Assessment procedures are designed to meet the accountabilities required by:

- a) The Australian Curriculum Assessment and Reporting Authority (ACARA), which is the statutory body responsible for curriculum from Foundation to Year 10.
- b) The Queensland Curriculum and Assessment Authority (QCAA), which develops and revises syllabuses and guidelines for the Kindergarten Year to Year 12 and accredits syllabuses and guidelines prepared outside of the QCAA.

School Responsibilities for Assessment

The school is responsible for:

- providing an Assessment Overview to students for each subject by week 2 of the semester.
 - Students will be provided copies (hard or electronic)
 - Parents/carers will be emailed a copy
 - Teachers will be provided copies
 - Will be published on the website
- providing assessment instruments in an appropriate period, with conditions consistent with the relevant subject syllabus document or study plan.
- supporting students with adjusted assessment where appropriate (see School Access Arrangements and Reasonable Adjustments AARA Policy).
- providing feedback to students on both rough draft and final assessment tasks in a timely manner (see drafting and feedback).
- enacting moderation procedures which ensure a consistency of standards is maintained in the marking of assessment (see Moderation Policy).
- any adjustments must be approved by the Dean of Studies. All stakeholders (students, parents/carers and teachers) must be informed two weeks prior to a movement.

Assessment Instructions and Grading

A Task Sheet and Criteria for Assessment sheet will be issued to students at the commencement of work on the assessment. The teacher responsible for preparing an assessment item must ensure the following information is included on assessment task sheets:

- a) Clear and specific statement of task
- b) Parameters for successful completion such as word length, time and method of presentation
- c) Details of time allocations for work completion in-class
- d) Monitoring dates for presentation of drafts and/or work completed to date
- e) Clear due date
- f) Guidelines for successful completion of the task
- g) Weighting and importance of different sections and the assessment's contribution to the final grade (if applicable)
- h) An authenticity statement, which students sign to indicate the work submitted, is their own.

Academic Integrity

Shailer Park State High School promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines for academic integrity. Academic Integrity includes:

- Drafts and providing feedback on draft student responses
- Scaffolding of assessment items
- Authentication of Assessment and referencing
- Managing the length of student responses
- Managing the late and non-submission of assessment in line with QCAA and School policy guidelines.

Drafting and providing feedback on student responses

The Purpose of Drafting

Drafting is a **compulsory consultation process** that provides the student with the opportunity to not only develop the task, but to improve the quality of the response. Drafts can also be used to authenticate student work.

Definition

A draft is a body of evidence that is provided by students in response to an assessment instrument.

Drafting Feedback and Requirements

- Before submitting a draft, the student may be entitled to:
 - Submit a written outline of their approach for feedback and/or
 - Discuss their approach with their teacher
 - Obtain verbal feedback
- Students can submit a **maximum of 1 draft** of each assessment
- The drafting process, including draft entitlements and requirements, are outlined on the assessment task sheet
- Drafting feedback should indicate the aspects of the response that need to be developed or improved in line with the criteria on which students are being assessed
- Teachers use the objectives and instrument-specific standards to help students identify areas to review and suggest strategies that students might use to improve their task response
- It is not the teacher's responsibility to 'fix' all errors in a student draft, but to give advice about how to improve the task response
- Responding to feedback provided does not necessarily ensure the complete assignment will meet the criteria for an A standard
- Teachers will not award a notional result or level of achievement for work in draft form
- Teachers will not introduce new ideas, language or research to improve the quality of student responses if it has not been asked for as part of the original task.

Submitting Drafts

To receive the most effective and appropriate feedback students are to submit a full and complete draft (maximum on 1 draft).

- All drafts must be presented by the date stated on the task sheet
- A teacher should provide feedback on one draft of each student's response
- Staff must retain a copy of student drafts
- The type of draft submitted may differ depending on the subject and assessment technique, which will be specified on the task sheet

In the case of a student failing to submit a draft the teacher will:

- contact parents and record as a behaviour incident on Oneschool and notify the HOD
- issue detentions during which the student is required to work on the task. Failure to attend the detention is to be referred to the HOD.

Teachers **are not** required to provide feedback to students on drafts that are submitted after the due date.

Feedback on drafts

When providing feedback on drafts (either individual, class based or peer-to-peer), teachers indicate aspects of the response, which need to be improved or developed in order to meet the objectives and instrument-specific standards. Expected feedback will be indicated on the tasksheet.

a) Teachers may ask students to:

- consider other aspects of the text, report, performance or activity they are creating or responding to develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points ensuring adherence to referencing style.

b) Teachers may:

- indicate some textual errors and that the draft requires more careful editing
- not provide feedback only on a draft submitted by the draft due date
- provide a summary of their feedback and advice to the whole class.

c) Teachers will not:

- correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process.

Scaffolding

Scaffolding is a structured, interactive and collaborative instructional strategy. It allows:

- teachers and students to construct knowledge and skills as part of teaching, learning and assessment.
- teachers to support students to become independent in completing a task or responding to an assessment instrument.
- teachers to gradually release support and responsibility to students over a course of study so that they may complete a task or assessment instrument independently.

Scaffolding strategies for teaching, learning and assessment may include:

- breaking a complex task, learning experience, concept or skill into discrete parts to facilitate student learning
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- providing a timeline that students can use to complete responses to components of the assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses demonstrating the match to performance descriptors
- using visual frameworks or graphic organisers to plan responses.

Managing the length of student responses

Each syllabus indicates the required length of a student response for an assessment instrument. This information is provided to:

- indicate the depth of response required
- encourage conciseness of student responses
- ensure equity of conditions for all students.

Teachers:

- will develop summative assessment instruments that students can provide complete responses within the required length indicated by the syllabus
- will provide students with examples of responses that are within the required length
- will provide students with feedback if a draft response exceeds or is significantly under the required length
- may not read/view past a student response after they have judged that it has exceeded the required length demonstrated by an annotation on the assessment task sheet
- may not mark the student's response using information up to the required length.

Students will:

- develop responses that do not exceed or are significantly under the required length
- document the length of their response using a word count, page count or time.

Determining word length and page count of a written response

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

* Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

Authentication of Assessment

Academic integrity involves students appropriately citing or referencing others' work, using the style chosen by the school.

Responsibilities for establishing authorship of responses lie upon the teachers, students and parents/careers.

a) Teachers must:

- collect evidence of the authenticity of student responses by monitoring notes and drafts
- ensure assessment decisions are fair and equitable for all students.

b) Students must:

- sign the authenticity declaration to state that they have not shared any part of the planning or final response to verify their authorship
- document the development of the response in a journal or logbook if required by the syllabus
- acknowledge all sources in the format set down by the Shailer Park State High School
- use, where applicable plagiarism-detection software for the final response.

c) Parents/carers:

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student responses.

In the event that authenticity is compromised by plagiarism the teacher shall refer the matter to the appropriate Head of Department/Deputy/Principal for a determination of consequences in line with QCAA guidelines.

Referencing

American Psychological Association (APA) style referencing is the standard to be used at Shailer Park State High School.

Plagiarism

'Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work'.

QCAA. (2015) *A-Z of Senior Moderation; 4.1 Authenticating Authorship*. QCAA. Brisbane.

Examples of plagiarism include failing to acknowledge and/or appropriately reference:

- i. Sentences or paragraphs copied or closely paraphrased
- ii. Other's ideas, work or research data
- iii. Work produced by someone else on the student's behalf and/or in conjunction with other people but purported to be entirely their own.

Submission of Final Internal Assessment

- a) Final copy of assessments are due by 5.00pm on the due date unless otherwise stated on the assessment task sheet
- b) All student tasks (Years 7-12) should be submitted digitally to SafeAssign (accessed via the Learning Place). In some circumstances, submissions may need to be via a medium otherwise stated on the assessment task sheet.
- c) In an instance where plagiarism is proved, only original work will contribute to the assessment result.

Technology use

- a) It is the student's responsibility to save and 'back up' any work related to assessment in multiple locations including USB, the student drive on the school's network and home folders.
- b) If a computer failure delays the submission of an assessment piece, students must notify the Head of Department immediately and negotiate alternative arrangements.
- c) If the computer problem occurs on the day the assessment piece is due, hard copy drafts must be provided as evidence of work completed. In the case of printer failure, the student is to either submit the assessment on USB, or email the assessment to the teacher. Hand-written submissions will also be accepted.

Late submission of a student response

- a) Judgement of assessment will be based on evidence of work gathered on or before the due date.
- b) In the event a final copy of the assessment is not submitted by the due date and no extension has been granted (see AARA policy), judgements will be made using evidence collected on or before the due date e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations etc.
- c) Judgments of student achievement in senior subjects are made by matching the body of evidence provided in the student's prior responses (i.e. draft) to assessment instruments to the standard's descriptors outlined in the relevant subject area syllabus.
- d) A level of achievement can only be awarded where evidence has been demonstrated.
- e) The practice of allocating a lower result, mark or standard as a penalty for late submission is not valid.

Non submission or insufficient evidence of a student response

- a) When there is no evidence of a response to an assessment on or before the due date as set by the School, a subject result cannot be allocated and the student will be given a 'Not-Rated' (NR).
- b) In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.
- c) When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.
- d) For Senior 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. This may have a negative impact on Queensland Certificate of Education (QCE) attainment and ATAR (Australian Tertiary Admissions Rank) eligibility.
- e) Students who in the view of Administration and relevant Heads of Department do not complete Senior course requirements may not be able to progress to the next semester in that subject, receive credit for that semester and may have their enrolment cancelled.

Group Assessment

All notes, written drafts and/or draft multi-modal presentations must be submitted by the monitoring dates.

- a) The presentation or performance must be completed on the scheduled due date.
- b) In the case of absence of one member of the group, the presentation or performance will take place on the scheduled date with feedback given to the members present.
- c) A student who is absent on the scheduled date is required to provide a valid medical certificate on return to school, the group may be required to represent the assessment.
- d) In the case of the absent student failing to provide a medical certificate, their performance will be marked; the result recorded on the student's profile for the purposes of completion of course assessment.

Feedback on Graded Internal Assessment

- a) Feedback will be provided to students for each piece of assessment undertaken.
- b) Feedback may include:
 - individualised feedback on the task
 - whole class feedback on the task
 - be specific to the teaching, learning and assessment related to the standards/descriptors
 - be timely, so that students can act on it and adjust their learning in preparation for future assessments
 - collaborative, so that students, teachers and parents/care givers all support and participate in the student's learning
 - allow for reflection and build on capacity for self-assessment.

School Moderation Policy

The moderation process begins with teachers co-operatively designing assessment and, where appropriate, expected responses, so they become acutely aware of what is required of students to successfully complete the task. Following students undertaking the task, calibration involves teachers examining sample scripts to develop a consistent and shared understanding of the salient features of expected student performance, before undertaking individual marking. This practice best places teachers in a position to make valid and consistent judgements regarding student performance. Following completion of individual teacher marking, the moderation process continues through the completion of 'cross-marking' arrangements across classes to validate grades awarded by individual teachers.

The moderation process continues upon completion of the assessment. Individual teachers will mark their class work and then share 'cross-marking' across classes to validate grades awarded by individual teachers.

When teachers come together to moderate they:

- look for what is there in the student's work sample to confirm teacher judgements
- never allow a perception of the ability of the student to override those decisions.
- compare students to work samples against the standards and not to the work of other students.
- Are focussed only on what is evident in the sample.

Processes

To ensure consistency of judgements across all classes groups, Heads of Departments in each faculty develop a calibration process whereby teachers meet and work together to build a common understanding of assessment requirements and the standards by which student work is assessed. Subsequent scheduled moderation meetings allow the sharing of work samples and for teachers to agree and discuss judgements through the submission of review folders.

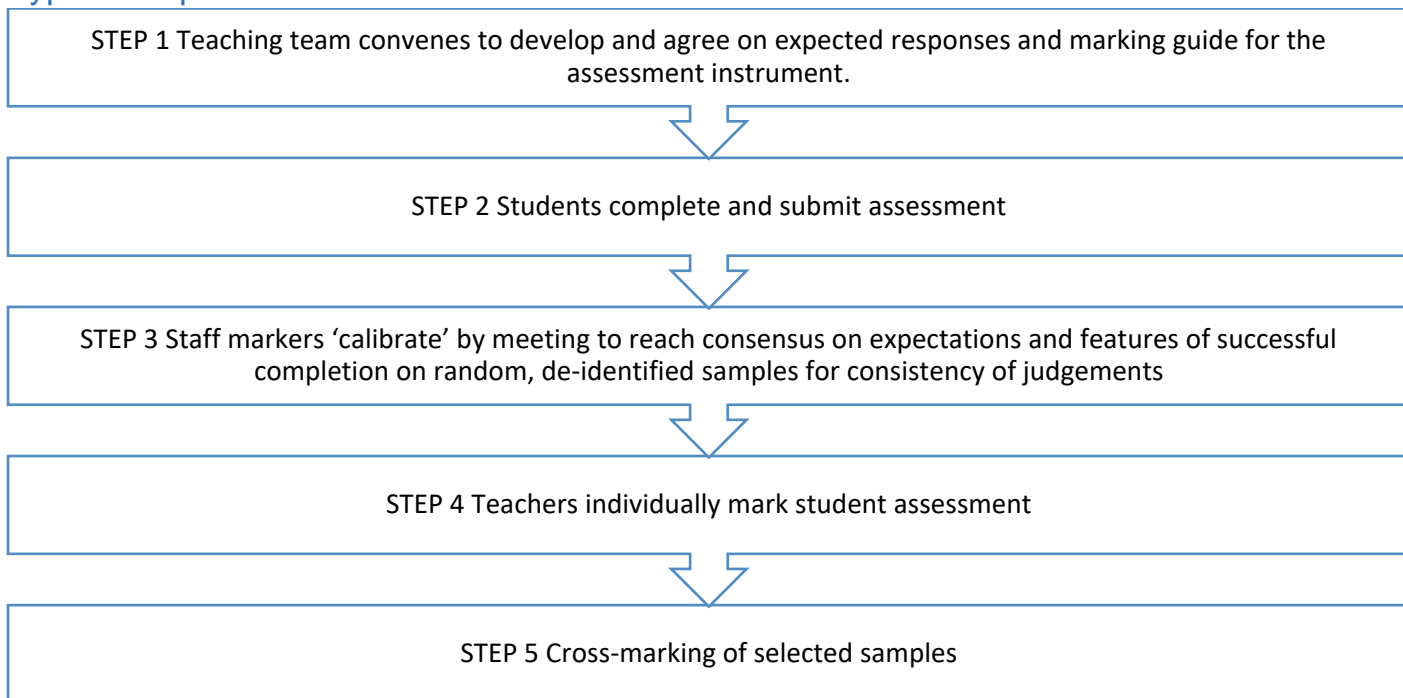
During discussions of student responses, standards descriptors and ISMG's form the basis for the common and explicit language used. Discussions are based on the evidence provided in student responses. Through professional dialogue, teachers reach consensus on the interpretation and application of the standards.

Moderation Process

At Shailer Park State High school assessment instrument requires an agreed marking guide and expected response. Following the completion of the assessment by students, a facilitator selects de-identified random samples to be used in the "calibration process".

Teachers collectively grade the selected samples together in order to achieve uniformity in understanding of performance standards. Standards descriptors are used as the basis for common and explicit language for teachers to use in their discussions about the quality of student performance. These discussions are based on evidence provided in student responses. Teachers aim to adjust their interpretation and application of standards to reach consensus. This process is repeated for all the student samples. Teachers then individually grade all their students' responses, applying their shared understanding achieved through this calibration process.

Typical Steps for Moderation



Assessment Decisions Appeal Process

- Initial concerns regarding an assessment decision are to be addressed by the student with the classroom teacher.
- If the dispute is not resolved, a written appeal is to be submitted by the student and parent to the Head of Department. This appeal must contain relevant evidence to support the claim.
- The Head of Department will provide a response to the appeal.
- The QCAA has rigorous processes for verifying or reviewing results available to students. Year 11 and Year 12 students may seek more information about this via the QCAA Website.

Illness or non-attendance on the day Internal Assessment is due

Assignments	Exams
<p>A student who is absent on the day the internal assessment is due must contact the school and opt to follow one of the following procedures:</p> <ol style="list-style-type: none"> send the completed assessment to school with a family member or friend; email the assessment on the due date to the teacher prior to 5.00pm; post the assessment to the school on or before the due date so that the post mark can be used to verify the submission date. provide a valid medical certificate to the and complete assessment on the first available opportunity upon returning to school. 	<p>A student who is absent on the day of the test/examination is required to complete the test/examination at the first opportunity on return to school and provide the following documentation:</p> <ol style="list-style-type: none"> a valid medical certificate will be required in the case of illness; a completed and approved AARA form (available from the Dean of Studies) in the case of absence for a reason other than medical. <ul style="list-style-type: none"> • If a student is absent from the examination and does not provide any reasonable documentation then a NR (Not Rated) rating is given for this assessment item, and the criteria sheet will indicate an NR standard. • If there has not been sufficient work submitted to rate the student, then the student will receive an NR (Not Rated) on the report card and parents/caregivers will be notified. The student will complete the exam at a later date.

Only in exceptional and extraordinary circumstances will a Head of Department or Dean of Studies give consideration to accepting an assignment after the due date in line with QCAA's AARA Policy:

- i. Failure of computer hardware and/or software does not constitute exceptional or extraordinary circumstances.
- ii. School excursions, sport or family holidays outside of normal school vacation time will not be considered exceptional or extraordinary circumstances.
- iii. If there are reasons for a student to be absent during assessment, it is the students' responsibility to complete the task before the planned absence.

Students on Disciplinary Absences on the day Internal Assessment is due

- Disciplinary absences do not excuse non-submission of assessment or extend the assessment deadline. The submission is to be made on the due date according to one of the processes listed in a. Illness or non-attendance on the day Internal Assessment is due, above.

Internal Assessment: Examination Procedures

- Students are required to attend the formal scheduled internal block exams and in-class scheduled assessment.
- Students and parents will receive an information bulletin containing the exam timetables, exam procedures and attendance requirements for exams.
 - a) Only the necessary stationery and equipment will be permitted in the examination room.
 - b) No student will talk or otherwise communicate with another student during the test/examination.
 - c) Students will remain in the examination room until the test time has elapsed and the papers collected.

Senior External Assessment Processes

External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects for the cohort of students in Year 11 in 2019 and exiting in 2020.

- All external assessment for General subjects is summative and contributes to the overall subject result. Applied subjects do not include external assessment.
- External assessment is:
 - i. common to all schools
 - ii. administered by schools under the same conditions at the same time and on the same day
 - iii. developed and marked by the QCAA according to a commonly applied marking scheme.
 - iv.
- The subject matter and conditions for external assessment are determined by the QCAA using the relevant General syllabus. Syllabuses are accessible via the QCAA Portal and website.
- External assessment contributes 25% of the overall subject result in senior subjects and assesses Unit 4 of the syllabus, except for The Arts, which assesses Units 3 and 4. In mathematics and science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

Attendance

- Students must attend all exams at the scheduled time on the date published on the QCAA website.

Rules for External Assessment

- At the beginning of each school year, the QCAA communicates rules for students completing external assessment. The School will communicate these rules with students.
- Breaches of external assessment rules are a form of academic misconduct.

Late Arrival to External Assessment

- If arriving within 40 minutes of the scheduled starting time, the student is permitted entry into the assessment venue to complete the assessment.
- No extra time to complete the external assessment is granted if a student arrives late.
- The student may be required to complete the assessment in a different room at the assessment venue.

Non-Attendance at External Assessment

- A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session.
- A student who cannot attend an exam must notify the principal's delegate or the Senior External Assessment Coordinator as soon as practical. Reasons for non-attendance may include illness or misadventure. To support an application for illness and misadventure for an external examination, the following supporting documentation is required:
 - a) completion of the AARA Application (available from Dean of Students)
and
 - b) a medical certificate that covers the examination date with diagnosed illness, condition or event including date of diagnosis, onset or occurrence;
or
 - c) for non-medical claims, written evidence from a relevant independent professional or other independent third party.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

Senior External Examination and AARA

- The QCAA determines eligibility for and approval of AARA on an individual basis for all Senior External Examinations.
- The QCAA may approve AARA for disability, impairment and/or a medical condition that would affect examination performance if a student were to attend an examination under standard conditions.
- Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

Senior Access Arrangements and Reasonable Adjustments

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to access assessment and demonstrate their knowledge on the same basis as other students.

Guidelines for AARA:

- a) AARAs are considered on an individual basis and decisions are made in consultation with the student, parents/carers, school staff and where required the QCAA.
- b) Shailer Park State High School is responsible for approving AARAs for students in Year 11 and 12.
- c) The Principal, in consultation with the QCAA, is responsible for approving AARA for students undertaking summative internal and external assessment in Units 3 and 4 of General and Applied Syllabuses.
- d) The provision of an AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will access the same adjustments for assessments in Unit 3 and Unit 4.
- e) AARAs must ensure that the rigour of criteria and standards against which achievement is judged are not altered.

Eligibility for AARA

AARAs are provided to minimise, where possible the barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

- a) These barriers fall into the following categories:
 - permanent
 - temporary
 - intermittent
- a) b. Students eligible for an AARA have a verified disability or documented medical condition under one or more of the following categories:
 - cognitive
 - physical
 - sensory
 - emotional
- c. Student may also be eligible for AARA where illness and misadventure such as unforeseen circumstances or other situations may prevent students from demonstrating their learning.

Ineligibility for AARA

Circumstances that will render a student ineligible for an AARA include:

- a) those arising from the student's or parents/carer's choice i.e. family holidays, sporting trips etc.
- b) those related to technological failures with assessment.

Students whose background is English as an Additional Language or Dialect (EAL/D) may be eligible for AARA if they have a disability or medical condition. AARAs will not cover EAL/D students without disability and/or medical conditions.

Application Process

- Students must download an application form from the school's website or collect an application from the Dean of Studies.
- Students are to submit applications for an AARA electronically via email or in person to one of the Dean of Studies.
- To be considered, an application must be submitted at a minimum of 2 days before the due date.
- Granting of an AARA is at the discretion of the Principal, Principal's delegate and is approved only when the student successfully meets eligibility criteria.

Supporting Documentation

Applications for an AARA require submission of the following:

- a) medical report that provides:
 - diagnosis of disability and/or medical conditions from a General Practitioner, Medical Specialist or Psychologist
 - date of diagnosis
 - occurrence or onset of the disability and/or medical condition
 - symptoms, treatment or course of action related to the disability and/or medical condition
 - information about the diagnosed disability and/or medical condition affects the student participating in assessment
 - professional recommendations regards AARA, if applicable.
- b) Evidence of a verified disability such as an Education Adjustment Program (EAP).
- c) Current School Statement outlining a detailed overview of the observed impact of the student's medical condition and/or disability on the student's functioning during timed assessment.

School Approved AARA

The school can approve the following AARA conditions:

- Lighting and physical equipment
- medication, pain relief and diabetes management
- alternative format papers
- environment and the mode for completion of assessment
- computer use and assistive technology
- time allowed to respond to assessment
- teacher aide assistance
- re-scheduling and extensions.

Extension of Time to complete an Assessment

A student may be permitted an extension of the due date for submission or completion of an internal assessment item:

- Extended response project
- Performance
- Non-examination piece.

An extension for an assessment can only be granted to a student in the following situations:

- a) Verified disability or documented long-term medical condition.
- b) Short-term medical condition or Illness (with documentation) for three or more days in the fortnight immediately prior to the due date.
- c) Unexpected event e.g. family bereavement or difficulties (documentation required).
- d) In the event of misadventure or exceptional circumstances, an extension may be granted at the discretion of the Principal.

Application of Extension of Time to complete an Assessment

- A student may only apply for an extension of time to complete an assessment a minimum of two days prior to the due date.
- An Application for an AARA extension must be completed by the student, signed by a parent and submitted alongside relevant medical documentation to the Dean of Studies. with evidence of progress made on the task for any request for an extension to be considered.
- All applications for an Extension of Time to complete an assignment will be considered on an individual basis after consultation with the classroom teacher and Head of Department.
- The submission of a medical certificate may not guarantee an extension of time if there has been no impact to the student in regards to assessment accessibility.
- The granting of extensions is at the discretion of the Head of Department in consultation with the Dean of Studies.
- Failure to meet an extended due date will result in a judgement being made using evidence collected on or before the revised date.

QCAA Approved AARA

- The QCAA is responsible for approving identified AARA for students undertaking assessment in units 3 and 4 of General and Applied Subjects.

Examples of QCAA approved AARAs include:

- alternative format papers
 - alternative venue
 - computer use and assistive technology
 - extra time
 - teacher aide assistance including the use of a reader and/or scribe
- Students requiring a QCAA approved AARA are to complete an AARA application and consult with the Dean of Studies.
 - For each student, the school submits an application, including supporting documentation, via the QCAA portal, by the date specified in the Senior Education Profile (SEP) calendar.
 - The QCAA will communicate the decision to the School via the QCAA Portal.

Timelines for principal-reported and QCAA Approved AARA

- Application for Units 1 and 2 AARAs must be made via the Dean of Studies by the end of Week 3 of each unit.
- Application for Units 3 and 4 see tables below.

Type of AARA	Unit 3 and 4 General subjects - internal assessments	Unit 3 and 4 General subjects external assessments <i>and</i> General (SEE) subjects
Alternative format papers, e.g. braille large print	Due dates are determined by the school.	Applications are due by the end of February in the summative year. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions - applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions - applications are due by the end of Term 1 in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October - applications are due by the end of Week 5 Term 3 in the summative year.
Principal-reported AARA only	Notification is due prior to the relevant confirmation event (see Section 9.4.1: Confirmation process).	Notification is due by the end of Term 3 in the assessment year.

Glossary

Definitions

- **Assessment** is defined as any task that is used to make an informed judgement about a student's performance or progress.
- **Assessment instrument** - An assessment instrument is the device used to gather information about student achievement. They are developed from the syllabus specifications about the technique and the items contained within the technique.
- **Assessment techniques** may vary over the time frame required for completion and can include:
 - Examinations
 - Extended responses
 - Investigations
 - Performance
 - Product
 - Project
 - Collection of work
 - Practical demonstration
- **Authentication Strategy** ensure that work produced is the students own work
- **Draft** is a body of evidence that is provide by students in response to an assessment instrument.
- **Examination** (class test) is defined as a task that is conducted at school within a specified period of time under teacher supervision. A practical performance is considered to be a class test. An individual oral assessment is considered to be a class test.
- **External Assessment** is designed, selected, and controlled by another group or governing body.
- **Internal Assessment** is curriculum-embedded assessment that school creates, administers, marks, reports and provides feedback to students about.
- **Late Assessment** is defined as piece of work submitted after the due date and for which there was no extension of time granted.
- **Plagiarism** is defined as:
 - copying or paraphrasing words, sentences, paragraphs or images from a source without acknowledging authorship;
 - using another person's notes or data without acknowledging authorship;
 - submitting work that has been produced by another person.
- **Scaffolding** – structured interactive and collaborative process that occurs between teachers and students as part of teaching, learning and assessment.

References

- Queensland Curriculum and Assessment Authority. (2018) *QCE and QCIA policies and procedures handbook 2019 V1.0*. Queensland Curriculum and Assessment Authority. QCAA Portal.
- Queensland Curriculum & Assessment Authority (2015). *A–Z of Senior Moderation*. Queensland Curriculum and Assessment Authority. https://www.qcaa.qld.edu.au/downloads/senior/snr_qa_mod_az.pdf