

**BURPENGARY**  
STATE SECONDARY COLLEGE



# JUNIOR AND SENIOR ASSESSMENT POLICY

# Contents

|   |    |
|---|----|
| STATEMENT OF INTENT RELEVANT LEGISLATION AND POLICY .....                                       | 3  |
| Statement of Intent.....  | 3  |
| Relevant websites and policy.....   | 4  |
| UNDERPINNING PRINCIPLES OF ASSESSMENT .....   | 5  |
| FORMATIVE AND SUMMATIVE ASSESSMENT .....  | 5  |
| SENIOR SECONDARY Summative assessment.....  | 6  |
| JUNIOR SECONDARY Summative assessment.....  | 6  |
| COLLEGE RESPONSIBILITIES – Assessment Process .....   | 7  |
| COLLEGE RESPONSIBILITIES – Planning for Assessment .....  | 8  |
| CREATING AND CONDUCTING ASSESSMENT .....  | 10 |
| SENIOR SECONDARY Assessment creation and implementation .....                                   | 11 |
| JUNIOR SECONDARY Assessment creation and implementation .....                                   | 11 |
| PLANNING FOR AND ASSESSING STUDENTS WITH A DISABILITY AND IDENTIFIED CIRCUMSTANTIAL NEEDS ..... | 12 |
| SENIOR SECONDARY Special Provisions and AARA processes .....                                    | 12 |
| JUNIOR SECONDARY Special provisions.....  | 13 |
| ASSESSMENT VALIDITY AND RELIABILITY.....  | 15 |
| SENIOR SECONDARY Quality Assurance .....  | 15 |
| JUNIOR SECONDARY Quality Assurance .....  | 15 |
| DISTRIBUTING ASSESSMENT .....   | 16 |
| DRAFTING.....   | 16 |
| SENIOR SECONDARY Drafting .....   | 17 |
| JUNIOR SECONDARY Drafting .....   | 17 |
| ACADEMIC INTEGRITY .....  | 18 |
| CONDUCTING EXAMS.....   | 19 |
| ASSESSMENT SUBMISSION .....   | 24 |
| SENIOR SECONDARY Assessment submission.....   | 24 |
| JUNIOR SECONDARY Assessment submission .....  | 25 |
| REQUEST FOR EXTENSIONS AND MISSED ASSESSMENT.....   | 26 |
| SENIOR SECONDARY Extensions and missed assessment - year 10 .....                               | 27 |
| SENIOR SECONDARY Extensions and missed assessment - year 11&12.....                             | 28 |
| JUNIOR STUDENTS Extensions and missed assessment .....  | 29 |
| AWARDING ACADEMIC GRADES .....  | 30 |
| SENIOR SECONDARY Awarding academic grades .....   | 30 |
| JUNIOR SECONDARY Awarding academic grades .....   | 32 |
| ACADEMIC INTEGRITY AND MISCONDUCT .....   | 32 |
| SENIOR SECONDARY Academic Misconduct.....   | 33 |
| JUNIOR SECONDARY Academic Misconduct.....   | 34 |

|   |    |
|---|----|
| MARKBOOKS AND ASSESSMENT STORAGE .....                          | 34 |
| APPENDIX ONE – Assessment Process Student version.....          | 35 |
| APPENDIX TWO – Assessment Task Sheet .....                      | 36 |
| APPENDIX THREE – Special Provisions Adjustment form.....        | 37 |
| APPENDIX FOUR – Junior (7-10) Quality assurance tool.....       | 38 |
| APPENDIX FIVE – Extension Request Form .....                    | 39 |
| APPENDIX SIX – APA Referencing guide.....                       | 40 |
| APPENDIX SEVEN - Types and examples of academic misconduct..... | 43 |
| APPENDIX EIGHT – Reason to suspect academic misconduct .....    | 44 |
| APPENDIX NINE – Failure to sit exam .....                       | 45 |
| APPENDIX TEN – Failure to submit a draft.....                   | 46 |
| APPENDIX ELEVEN – Failure to submit a final piece .....         | 47 |
| APPENDIX TWELVE - AARA application form .....                   | 49 |
| APPENDIX TWELVE - Illness and Misadventure form.....            | 51 |
| APPENDIX THIRTEEN - Moderation statement.....                   | 56 |
| APPENDIX FOURTEEN - Reporting statement.....                    | 58 |

# STATEMENT OF INTENT RELEVANT LEGISLATION AND POLICY

## Statement of Intent

Measured planning and a consistent approach to assessment are fundamental aspects of providing a supportive learning environment at Burpengary State Secondary College. Adherence to this document is a requirement of all staff and students.

For students to be successful, departments must adhere to the BSSC Whole College Assessment policy to ensure:

- the accessibility, reliability and validity of evidence provided
  - **accessibility**, so that each student is given opportunities to demonstrate what they know and can do
  - **reliability**, so that assessment results are consistent, dependable or repeatable
  - **validity**, through aligning what is taught, learned and assessed
- assessment objectives are being met
- marking criteria are communicated to and understood by students
- there is clear alignment in the design of the assessment policy so as to ensure Junior students are adequately prepared for the rigour and increasing demands of Senior Schooling.

**The college will ensure that the Assessment Policy is:**

- available on the college website for the wider community
- available to students through the class One Notes
- consistently applied across all curriculum areas in the Junior and Senior college
- Applied to all year levels. Years 7-10 will not be required to follow the *Cancellation of Enrolment* and *AARA procedures* as applied to the Senior School

The Assessment policy and procedures adhere to the principles of fairness and equity for all. The assessment process in junior secondary aims to prepare students for the increased rigour and conditions of senior assessment. When students choose to enter the post-compulsory phase of education, Year 11 and 12, they commit to actively participating in study.

In the **compulsory phase of learning**, Queensland legislation requires that students are in attendance, participating and not disrupting the learning of others up to and including the age of 16 or when the student completes Year 10, (whichever comes first). After this, the **post compulsory participation phase** begins.

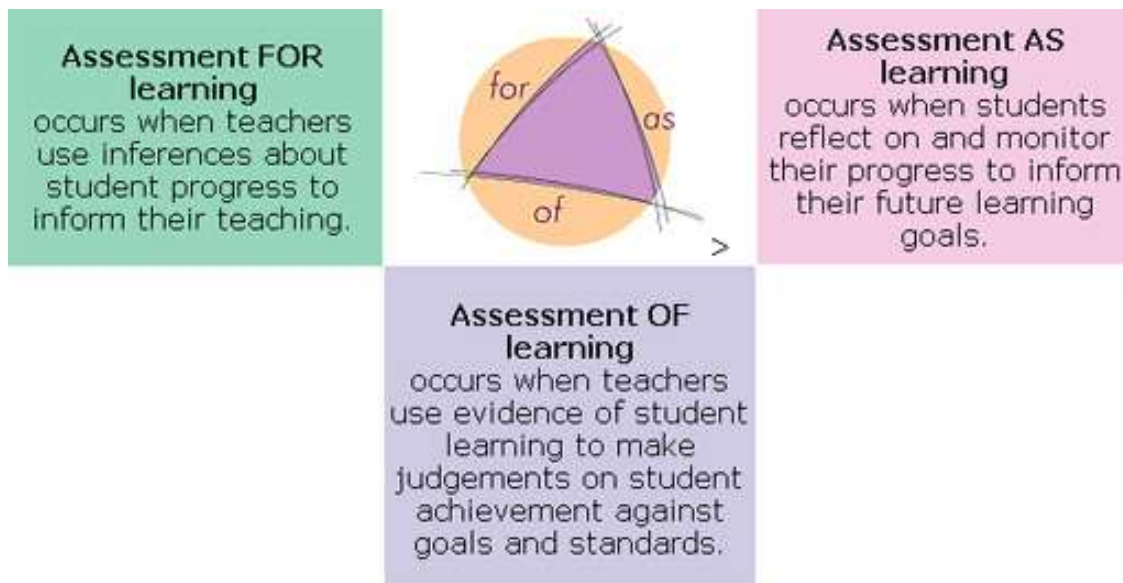
The **post compulsory participation phase** ceases when: a student achieves a Queensland Certificate of Education, Certificate III or above; has participated in eligible options, as determined in the *Education (General Provisions) Act 2006* for two years after reaching the compulsory school age; or turns 17 years.

## Relevant websites and policy

- [The Education \(General Provisions\) Act 2006 – Compulsory Participation Phase](#)
- [P-12 Curriculum Framework](#)
- [AARA – Access Arrangements and Reasonable Adjustments](#)
- [The Education \(General Provisions\) Act 2006 – Compulsory Participation Phase](#)
- [Subject area syllabus documents-QCAA](#)
- [Further Education and Training Act 2014](#)
- [Understanding K-12 Assessment](#)
- [QCE and QCIA policy and procedures handbook 2019 v1.2; For senior secondary schools, October 2019](#)
- [Disability Discrimination Act \(1992\) & Disability Standards for Education \(2005\)](#)

# UNDERPINNING PRINCIPLES OF ASSESSMENT

Assessment is a key factor in the teaching and learning process. Assessment must use a variety of techniques; requires published criteria and must be equitable and fair to all students.



## FORMATIVE AND SUMMATIVE ASSESSMENT

### Formative assessment “Assessment *for* Learning” & “Assessment *as* Learning”

- Formative assessment is assessment **for** learning and should highlight content or skills that need to be retaught or require further attention for individual students and/or whole classes
- Formative assessment is also used as a needs analysis to determine students correct prior knowledge and misconceptions
- Assessment **as** learning should allow students to demonstrate and check their own knowledge and understanding of the content and skills specific to the subject against the learning goals, success criteria and achievement standards of the subject area.
- Assessment **as** learning also includes peer assessment, which is beneficial for the student whose work is being checked, and for the peer assessor who compares the quality of their own work against the sample.

At Burpengary SSC in **Junior** (Yr 7-9) formative assessment activities require students to demonstrate their understanding of a learning goal and/or success criteria etc. These **may** take the form of:

- practice tests
- quizzes
- homework tasks
- students marking their own and peers work
- reflections/journals
- rehearsals/ art work

## SENIOR SECONDARY Summative assessment

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### General subjects

Subject results in General subjects are based on student achievement in four summative assessments: three internal assessments and one external assessment that QCAA sets and marks.

For most General subjects, the internal assessment contributes 75% to the final subject result, except in mathematics and science subjects, where it contributes 50%.

### Applied Subjects

Subject results in Applied subjects are based on student achievement in four equally-weighted internal assessments. For Essential English and Essential Mathematics, one of these assessments is externally set but school-administered.

## JUNIOR SECONDARY Summative assessment

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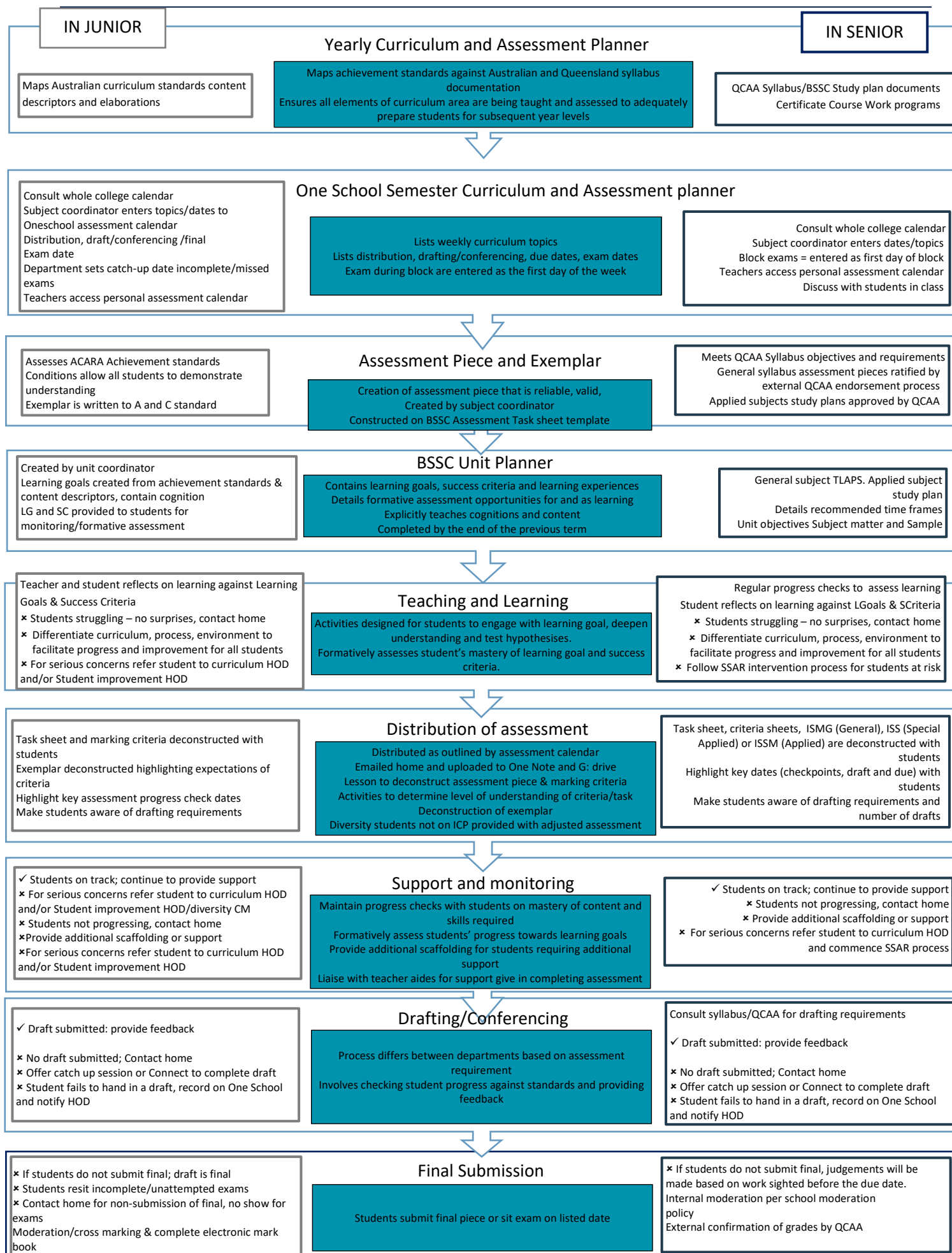
### Summative Assessment “Assessment of Learning”

- Summative assessment measures a student’s ability to demonstrate the ACARA achievement standards or senior syllabus assessment objectives in a piece that is assessed and reported on against the standards.
- Junior secondary assessment creation, distribution, marking and moderation must meet Australian curriculum guidelines and where possible mirror assessment instruments students will experience in senior.
- In Junior, assessment techniques should vary within year levels and curriculum area to ensure validity and reliability in assessing students.
- In Senior, assessment technique will be dictated by the syllabus.
- In Junior, exemplars should be created in conjunction with published work samples from the Australian curriculum to guide expected responses for each year level.

At Burpengary SSC Summative assessment **may** take the form of:

- |                        |                           |
|------------------------|---------------------------|
| • a collection of work | • performance             |
| • examination          | • practical demonstration |
| • extended Response    | • product                 |
| • investigation        | • project                 |

# COLLEGE RESPONSIBILITIES – Assessment Process





# COLLEGE RESPONSIBILITIES – Planning for Assessment

Prior to teaching a unit teachers will have familiarised themselves with the following documents to understand:

- the level of knowledge and understanding of the content
- cognitive skills being assessed and the expected response
- literacy, numeracy and IT demands of the task required from an at level or above student, therefore planning teaching experiences accordingly.

Departments must complete the following documents to ensure alignment and adherence to Australian curriculum requirements, accessibility, validity and reliability of all assessment pieces:

*The appearance of these documents may vary between departments where multiple offerings work from one curriculum document.*

## 1. YEARLY CURRICULUM OVERVIEW – Junior and– reviewed annually and part of department handbook & SENIOR SYLLABUS from QCAA Portal

# Yearly Curriculum and Assessment Plan

Implementation year: 2019 School name: Burpengary State Secondary College

| Year level description |        |                       |        |                       |        |
|------------------------|--------|-----------------------|--------|-----------------------|--------|
|                        |        |                       |        |                       |        |
| Assessment standard    |        |                       |        |                       |        |
| Unit Overview          | Unit 1 | Unit 2                | Unit 3 | Unit 4                | Unit 5 |
| UNIT DESCRIPTION       |        |                       |        |                       |        |
| Students will:         |        |                       |        |                       |        |
| Explicit Vocabulary    |        |                       |        |                       |        |
| Term 1                 |        | Term 2                |        | Term 3                |        |
| Week                   |        | Week                  |        | Week                  |        |
| Assessment Instrument  |        | Assessment Instrument |        | Assessment Instrument |        |
| Assessment             |        |                       |        |                       |        |

## English

### Unit 1 Perspective and texts

- Examining and creating perspectives in texts
- Responding to a variety of non-literary and literary texts
- Creating responses for public audiences and persuasive texts

**Assessment**  
Formative internal assessments

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

### Unit 2 Texts and culture

- Examining and shaping representations of culture in texts
- Responding to literary and non-literary texts, including a focus on Australian texts
- Creating imaginative and analytical texts

**Assessment**  
Formative internal assessments

### Unit 3 Textual connections

- Exploring connections between texts
- Examining different perspectives of the same issue in texts and shaping own perspective
- Creating responses for public audiences and persuasive texts

**Assessment**  
Summative internal assessment 1:  
Extended response — written response for a public audience (25%)  
Summative internal assessment 2:  
Extended response — persuasive spoken response (25%)

### Unit 4 Close study of literary texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

**Assessment**  
Summative internal assessment 3:  
Examination — imaginative written response (25%)  
Summative internal assessment:  
Examination — analytical written response (25%)

## 2. One School Semester Curriculum and Assessment Planner. With distribution, drafting and final due dates. By Week 3 Term 1 and Term 3



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### Student Course Planner - 2018, Semester 2

Year Level: Year 9

Roll Class: 9B

| Classes                            | Topic                                     | Assessment/Excursion | Date |
|------------------------------------|---|----------------------|------|
| <b>Term 3 Week 1 - 16 Jul 2018</b> |   |                      |      |
| SCI092C                            | Introduction to Atoms                     |                      |      |
| HUM092F                            | UNIT: MODERN CHINA                        |                      |      |
| MUS092C                            | World Music, Aural skills & Guitar skills |                      |      |
| <b>Term 3 Week 2 - 23 Jul 2018</b> |   |                      |      |
| SCI092C                            | Chemical Reactions Part 1                 |                      |      |
| MUS092C                            | Elements of Music                         |                      |      |


### 3. Blackboard or One Note Assessment submission tracking

Departments have established a documented approach to tracking the submission of student work at the monitoring/conferencing/draft stages and for final submission. This document will need to be accessible by the department HOD for student monitoring.

This may take the form of (*examples only*)

- Excel spreadsheet saved on G: or One Drive
- Dedicated tab in Department only One Note
- Blackboard digital submission tracking

### 4. BSSC Unit Planner – JUNIOR and Teaching and Learning assessment plan – SENIOR

| Subject  |  | Grade  | Term  | Year   |
|--|--|--|---|--|
| Unit   |  | Teacher/s  |   |  |
|   |  |  |   |  |
| Curriculum   |  |  |   |  |
| Enter the Content Descriptions that will be taught within this unit (including the elaborations that apply)  |  |  |   |  |
| Essential Questions  |  | School Priorities                                |   |  |
| What are the "big ideas" of the unit?<br>Students will:<br>• Enter the main concepts and skills that you wish the students to gain throughout the unit |  | CCEs<br>• Enter the ones that apply to this unit | Literacy Indicators<br>• Enter the ones that apply to this unit | Numeracy<br>• Enter the ones that apply to this unit |
| Essential Declarative Knowledge  |  | Essential Procedural Knowledge & Skills          |   |  |
| DECLARATIVE KNOWLEDGE (I will understand...)   |  | PROCEDURAL KNOWLEDGE (I will be able to...)      |   |  |

#### General Mathematics 2019 v1.1

Unit 1 sample teaching, learning and assessment plan

##### Unit 1: Money, measurement and relations

Unit description


In Unit 1, students will develop mathematical understandings and skills to solve problems relating to the topics:

- Topic 1: Consumer arithmetic
- Topic 2: Shape and measurement
- Topic 3: Linear equations and their graphs

Consumer arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money, and provides the knowledge and skills students developed in the P-10 Australian Curriculum with the concept of similarity and problems practical contexts, including those involving three-dimensional shapes. Linear equations and their graphs uses linear equations and analyse practical situations.

Unit objectives

### 5. Assessment Piece Template see APPENDIX TWO. (and exemplar using the same template)

|                    |   |                |                                    |              |                    |                                 |           |     |   |   |           |
|--------------------|---|----------------|------------------------------------|--------------|--------------------|---------------------------------|-----------|-----|---|---|-----------|
| 1                  |  | DEPARTMENT     | BURPENGARY STATE SECONDARY COLLEGE |              | F                  |                                 |           |     |   |   |           |
| STUDENT NAME       |   | STUDENT NUMBER |                                    | EQ ID NUMBER |                    |                                 |           |     |   |   |           |
| TEACHER NAME       |   | SUBJECT        |                                    |              |                    |                                 |           |     |   |   |           |
| TEACHER EMAIL      |   | YEAR LEVEL     |                                    |              |                    |                                 |           |     |   |   |           |
| DISTRIBUTION       | T   | W              | DATE                               | DRAFT        | T                  | W                               | DATE      | DUE | T | W | DATE      |
|                    |   |                | FULL DATE                          |              |                    |                                 | FULL DATE |     |   |   | FULL DATE |
| TECHNIQUE          | INVESTIGATION OR EXAMINATION  |                |                                    |              | INSTRUMENT         |                                 |           |     |   |   |           |
| UNIT NUMBER        |   | UNIT NAME      | INSERT UNIT TITLE, AS PER SYLLABUS |              |                    |                                 |           |     |   |   |           |
| TOPIC NUMBER       |   | TOPIC NAME     | INSERT TOPIC, AS PER SYLLABUS      |              |                    |                                 |           |     |   |   |           |
| CONDITIONS         |   |                |                                    |              |                    |                                 |           |     |   |   |           |
| TIME               | INSERT TIME, AS PER SYLLABUS  |                |                                    |              | PERUSAL   PLANNING | INSERT NUMBER OF MINUTES OR N/A |           |     |   |   |           |
| MODE               | WRITTEN/SPOKEN/MULTIMODAL OR N/A  |                |                                    |              | LENGTH             | INSERT NUMBER OF WORDS/MINUTES  |           |     |   |   |           |
| INDIVIDUAL   GROUP | SPECIFY INDIVIDUAL OR GROUP WORK  |                |                                    |              | SEEN   UNSEEN      | SPECIFY RESPONSE IS SEEN/USEEN  |           |     |   |   |           |

# CREATING AND CONDUCTING ASSESSMENT

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The following outlines the process departments are required to follow in creating and conducting assessment pieces for Junior Secondary and Senior Secondary students.

## Assessment Techniques and Conditions

Assessment techniques at BSSC will take many forms across departments and year levels. Varying assessment techniques allow students to:

- respond to a series of tasks relating to a single topic in a module of work
- apply a range of cognitions to provided questions, scenarios and/or problems.
- analyse, examine and/or evaluate ideas and information in provided stimulus materials.
- locate and use information beyond students' own knowledge and the data they have been given
- physically demonstrate a range of cognitive, technical, physical and/or creative/expressive skills.
- demonstrate practically the application of a specific set of teacher-identified production skills and procedures
- develop a product over an extended and defined period of time, that involves applying identified skill/s in relevant contexts
- respond to a single task, situation and/or scenario in a module of work that in authentic opportunities to demonstrate learning.

## Assessment Techniques

The term '**assignment**' refers to any assessment technique which is progressively completed over an extended period of time, generally requiring an in-class and homework component. When managing the assignment process teachers need to ensure that:

- the task is clearly identified and explained
- adequate resources are available
- the task specific genre is clearly modelled
- teacher monitoring and feedback occurs at various stages
- the student is the author of the assignment
- timeframes are adhered to

The term **examination** refers to an assessment technique which is administered in one session. Exams may be completely unseen, some may provide the questions earlier for students to respond to under exam conditions and some may allow students to bring a page of notes. Exam may also be practical in nature, a performance or conducted as an interview.

When managing the examination process teachers need to ensure that:

- the task is clearly identified and explained
- adequate resources are available
- the task specific genre is clearly modelled
- the student is the author of any notes pages, scripts or allowable resources
- timeframes are adhered to

## SENIOR SECONDARY Assessment creation and implementation

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The Senior Secondary assessment creation and implementation processes are informed by the following documents.

- [The QCE and QCIA policies and procedures handbook 2019 V1.2](#)
- [Syllabus documentation](#)

All assessment instruments at BSSC meet accessibility guidelines as outlined by the [Access Arrangements and Reasonable Adjustments](#) policy (AARA).

## JUNIOR SECONDARY Assessment creation and implementation

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The Junior Secondary assessment creation and implementation processes are informed by the Australian Curriculum and where possible introduce and prepare students for the New QCE system outlined in the QCE and QCIA policies and procedures handbook 2019 V1.2.

# PLANNING FOR AND ASSESSING STUDENTS WITH A DISABILITY AND IDENTIFIED CIRCUMSTANTIAL NEEDS

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In accordance with the DDA (1992) and the DSE (2005), the College endeavors to make reasonable adjustments to assessment tasks and examination conditions to enable eligible students to access valid and reliable assessment items.

## SENIOR SECONDARY AARA processes – Years 11 & 12

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### **AARA – ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS**

The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students. (QCAA, 2018)

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

Parents/ Carers/ Students will need to submit an application to receive adjustments during their Senior Schooling.

AARA application forms are in APPENDIX TWELVE and are also available on the college website under Senior Secondary.

Schools will make the decision for most AARAs for Units 1 and 2, and ensure the AARA implemented aligns to those available in Units 3 and 4 for General, Applied and Applied (Essential) subjects. Provision of an AARA in Units 1 and 2, is not a guarantee that students will be provided the same access in Units 3 and 4.

### **The QCAA states the following as eligibility and non- eligibility for AARA**

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The definition of 'disability' used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

- 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 also 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 summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the 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 or sporting events)**
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

## Reporting and approving AARA

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

Parents/caregivers need to apply for an AARA for their student. AARA application forms are available in Appendix twelve and also on the college website.

Schools will submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

**Refer to the QCE and QCIA Policy and Procedures handbook V1.2:** Section 6 AARA

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.5-illness-misadventure>

## JUNIOR SECONDARY Special provisions - including Year 10

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Students may be identified as requiring or, can apply, for special provisions for a range of circumstances. The most common circumstances in the Junior School relate to:

- verified, imputed or diagnosed disabilities
- medical/mental health concerns or absences
- flexible learning arrangements
- extended absences

Special provisions are put in place in Junior Secondary to make reasonable adjustments for students to complete important learning opportunities while upholding a rigorous assessment culture. The process is as follows:

- student enrolls at the college with a verified, imputed or diagnosed disability, or
- application for exemption is received, or
- mental health concerns are communicated to Guidance Officers and supported with evidence from GP or information from specialists, or
- flexible learning arrangement is in place

All Junior assessment tasks will be created with the view to support

- students who are operating at the achievement standard of their level;
- students who might meet the appropriate year-level achievement standard through the creation of assessment adjustments, and
- students on Individual Curriculum Plans (ICPs) who are operating below the year-level achievement standard.

To that end, assessment should be identified using the following monikers:

| TIER     | DESCRIPTION   | RESPONSIBLE PERSON  |
|----------|---|---|
| STANDARD | The default assessment task that most of the students will access to reach the appropriate year-level achievement standard.   | Year level subject coordinator  |
| ADJUSTED | An assessment task designed to still meet the appropriate year-level achievement standard, however adjustments have been made (e.g. length, scaffolding, genre) to improve access for students who have recognised diverse learning needs or who, in the teacher's professional opinion, need improved accessibility to the task  | Year level subject coordinator with HOD and Diversity Teacher and/or HOSSES |
| MODIFIED | An assessment task which has been modified to allow students on ICPs to reach an alternative year-level achievement standard. Ideally, this assessment task will share some characteristics of the Standard Assessment task (e.g. topic, theme, genre) but it may be substantially different to meet the highly individualised diverse learning needs of the target students. | Year level subject coordinator with HOD and Diversity Teacher and/or HOSSES |

**For students with** verified, imputed or diagnosed disabilities that are not in specific ICP classes it is the subject coordinators role to:

- Identify the student(s) in the cohort that will require a modified or adjust assessment piece/conditions, as per the Student Diversity Special Provisions Register distributed by the Diversity team
- Discuss students with teachers at the unit planning meetings conducted prior to unit implementation
- Understand the specific need(s) of the identified students and construct an alternative assessment piece(s) that allow students to demonstrate their understanding of the assessment item; only where required
  - Access support from HOSSES, Learning Connections Coordinator and/or curriculum
- Discuss the alternative assessment piece with teachers, highlighting key changes to the curriculum, process or environment. Request support from Diversity team where appropriate.
- For examination adjustments, notify HOSSES of additional support requirements for identified students **two weeks prior** to test date
- Record that student has received an adjusted assessment piece/adjusted test conditions in the Support provisions - Personalised Learning Tab on their One School profile to establish pattern of adjustment leading into Senior Schooling.

In the case of student who have an **application for attendance exemption, mental health concerns or flexible learning arrangements**:

- Principal, DP or GO asks students to complete **Special provisions form** APPENDIX THREE
- Student with their parent provides supporting documentation
  - medical certificates, alternative education pathways, other relevant documentation
- Special Provisions application submitted to Junior Secondary HOD
- Junior Secondary HOD provide to curriculum HODS to negotiate or agree to requested special provisions
- Curriculum HODS completes Special Provision paperwork and returns to Junior Secondary HOD
- Junior Secondary HOD records in One School and informs relevant staff (GO, YrCO or DP)
- Junior Secondary HOD put message on One School home page as notification of Special provisions
  - In the case of absence notification will remain for duration of absence
- Junior Secondary HOD record in Student Support One Note and in Support provisions on students One School profile.

## ASSESSMENT VALIDITY AND RELIABILITY

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All assessment items at BSSC will undergo an endorsement process to ensure it is reliable, valid and accessible for the student body as discussed in the Statement of Intent.

### SENIOR SECONDARY Quality Assurance

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- Departments will follow the BSSC Internal Endorsement process for Units 1 and 2; and the QCAA Endorsement process for Units 3 and 4.

**Internal assessment instruments for all General subjects, and for the Applied Essential English and Essential Mathematics subjects, are endorsed by the QCAA before being used for summative purposes in schools.**

**Separate quality assurance procedures are used for other Applied subjects.**

### JUNIOR SECONDARY Quality Assurance

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Departments will participate in an assessment ratification process stipulated by curriculum HOD, when creating all pieces of assessment. APPENDIX FOUR is the Quality Assurance tool that departments are encouraged to use.



# DISTRIBUTING ASSESSMENT

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- Teachers should dedicate a significant portion of a lesson distributing and deconstructing an assessment task with students. The lesson should include activities that allow students to interact with the task and criteria and require them to show their understanding of the task expectations.
- Teachers should also analyse an exemplar (where appropriate) with the students to help deepen their understanding of the expectations of the task. Activities could include, but are not limited to:
  - Asking students to mark an exemplar or past students work against the standards
  - Identify the parts of the exemplar in accordance with the task requirements and how different elements/aspect of the assessment piece align with the marking criteria
  - Identifying and defining the cognitions within the criteria
  - Using the exemplar to state what the task is
- Teachers need to ensure that students have an absolutely clear understanding of the requirements of the assessment task.
- Teachers should also take the time, prior to an exam to ensure students understand the standards they will be marked against and how to interpret a marking criteria for unseen exams.

**For every assessment piece, students need explicit instruction on the following:**

*\*all of these factors are outlined in the assessment policy*

- task conditions
- distribution, drafting/conferencing and due dates
- the standards they are being assessed against
- the definition and consequences of academic misconduct
- the protocols for requesting an extension / the consequences for missing due dates

## DRAFTING

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The drafting phase is the most opportune time to assist students to meet assessment requirements through quality feedback. Drafting may take different forms across different departments and for differing assessment pieces. The draft should meet the conditions outlined on the Assessment task sheet.

Providing feedback:

- No mark will be allocated for the draft, drafting is a consultation between student and teacher to discuss progress.
- Teachers will encourage students to be reflective of their work in relation to what might be improved to meet the assessment instrument specific standards.
- Feedback must not compromise the authenticity of a students work.
- Teachers will not highlight or correct **all** spelling, grammatical, punctuation or calculation errors, they may however indicate some. Students may be advised 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 investigation to support an argument or communicate meaning
  - adhere more closely to the APA referencing style selected by the College
- Teacher may provide feedback verbally, written, or as a summary to the whole class.

## JUNIOR SECONDARY Drafting

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- At the drafting phase students are expected to submit a draft that:
  - meets the requirements outlined in the check points section of the task sheet by the required due date(s)
  - is sufficiently completed to demonstrate the students level of understanding of the standards being assessed
- If a teacher suspects that a student may be at risk of non-submission of draft they actively collect work completed in class on assessment task throughout the term to use as evidence to award a grade.
- Teachers will keep a copy of the student's draft. This may be:
  - scanned/photocopied copy of work
  - digitally completed on word/publisher/excel etc.
  - submitted via USB or emailed to the teacher
  - teacher photographs or videos practical pieces
- Teachers follow departmental drafting and feedback guidelines for improving student's outcomes and provide feedback for improvement to students.

### **If the student does not submit a complete draft:**

- Teacher records non-submission of draft
- Where possible, teacher keeps student in at break to complete draft
- Teacher contacts home, notifies of non-submission and schedule of catch up sessions, using the BSSC email for non-submission template in APPENDIX TEN
- Issues catch up session during either a lunch time, at CONNECT or otherwise suitable for student and teacher. If a teacher refers student to CONNECT, teachers must attend to support students.

## SENIOR SECONDARY Drafting

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Teachers and students should refer to the relevant syllabus or study plan for drafting requirements, for more information

**Refer to the QCE and QCIA Policy and Procedures handbook V1.2:** Section 8 School Assessment Policies

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/8-school-assessment-policies>

## ACADEMIC INTEGRITY

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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 are responsible for promoting and maintaining academic integrity. Schools promote academic integrity when they:

- emphasise the importance of ethical academic conduct and scholarship
- develop school processes to support sound academic practice
- ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- implement programs to improve students' academic skills
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicate the consequences and implications of academic misconduct clearly throughout the school community.

When students genuinely demonstrate their learning they achieve results based on their own work and effort. These results may lead to benefits such as lifelong learning, certification, employment, university entry or awards.

Senior students will be given the opportunity to complete QCAA Academic Integrity modules to increase their awareness and understanding of Academic Integrity.

Teachers are also encouraged to complete the QCAA teacher Academic Integrity modules.

**Senior Students: Refer to the QCE and QCIA Policy and Procedures handbook V1.2:** Section 8.1  
<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/8-school-assessment-policies>

# CONDUCTING EXAMS

The following instructions apply to all students completing a summative Exam at Burpengary State Secondary College. Exams may be conducted as:

- Formal written exams
- Practical exams
- Interviews

**In the lesson prior to the exam teachers will:**

- make clear the expectations of exam completion to the students
- clearly define responses that constitute sufficient evidence to be marked against the standards as well as responses that will be deemed as an insufficient response and therefore unable to be marked against the standards
- make clear the process if exam is not attempted to a standard where an academic result can be awarded

| The Student will:   | The Teacher will:  |
|---|--|
| <b>BEFORE THE EXAM</b>  |  |
| <ul style="list-style-type: none"> <li>• Place mobile phone or a smart watch in their bags or secure location. If students do not follow this, the IT/Device policy will be enforced.</li> <li>• Only bring in approved materials to the exam</li> <li>• Leave ALL other equipment not necessary for exam in their bag.</li> <li>• Sit where instructed to by the teacher.</li> <li>• Communicate to HOD/school administration any known absence or illness that will result in an inability to sit the exam on the specified date.</li> </ul>  | <ul style="list-style-type: none"> <li>• Separate desks and have all desks facing the front.</li> <li>• Devise a seating plan for students if necessary.</li> <li>• Provide Exam Response paper or other special equipment necessary for the exam.</li> <li>• Outline consequences for not following teacher directions.</li> <li>• Restate expectations regarding responses that constitute sufficient evidence to be marked against the standards</li> <li>• Restate the process if exam is not attempted to a standard where an academic result can be awarded</li> </ul>   |
| <b>DURING THE EXAM</b>  |  |
| <ul style="list-style-type: none"> <li>• Cease talking once teacher hands out first exam paper.</li> <li>• Open exam paper only when instructed to do so by the teacher.</li> <li>• Not communicate in any way with other students. This includes non-verbal gestures such as waving, smiling, making eye contact, signalling etc.</li> <li>• Direct all requests to borrow equipment through the teacher.</li> <li>• Raise their hand and wait silently for the teacher to come to them if they have a question.</li> <li>• Students are not permitted to leave the room during the exam, unless for medical reasons or to access the toilet.</li> </ul> | <ul style="list-style-type: none"> <li>• Instruct students when to open exam paper.</li> <li>• Ensure students have access to the time (clock).</li> <li>• Write the start, halfway and finish times on the whiteboard.</li> <li>• Check students' notes to ensure they meet specified exam conditions.</li> <li>• Actively supervise students during the exam.</li> <li>• Actively supervise and check students' progress on exam during the lesson.</li> <li>• Respond to student questions in a timely and discreet manner.</li> <li>• Senior students must be accompanied by a teacher if leaving the exam room</li> </ul> |
| <b>AFTER THE EXAM</b>   |  |
| <ul style="list-style-type: none"> <li>• Double check to ensure all questions have been answered sufficiently that allows grading against the standards.</li> <li>• Remain silent while other students are still doing their exam.</li> <li>• Refrain from communicating about the contents of the exam to other students who have not yet completed the exam. This will be deemed as academic misconduct.</li> </ul>   | <ul style="list-style-type: none"> <li>• Double check to ensure all students have submitted their exam.</li> <li>• Prior to marking, store the exams in a secure location.</li> <li>• Do not release the results until all absent student have completed the exam</li> </ul>   |

## SENIOR SECONDARY Block and External Exams

### Exams – College responsibilities

#### Formal written exams, interviews, presentations and practical performances

- Curriculum HODs are to ensure that assessment/exam papers are with the Senior Schooling HOD/ Senior Schooling teacher aide at least 24 hours prior to assessment/exam block commencing. Papers will be secured in the HODs office.
- Curriculum HODs are to nominate an assessment/exam invigilator, who is responsible for collecting papers, ensuring students understand assessment/exam requirements, conditions and allowable materials. It is also the invigilator's responsibility to ensure all teacher supervising assessment understand all conditions.
- Invigilator is responsible for collecting all papers, marking criteria and support documentation prior to students leaving the room, all other materials are to remain in the exam room.
- Invigilator must then deliver papers and any supporting documentation used by students to the curriculum HOD. Curriculum HOD then distributes papers to class teachers, where multiple classes sit an exam.
- Supervising teachers are to mark the roll and actively supervise assessment sessions / examinations.
- Invigilator and supervising teachers need to ensure exam conditions are met for formal written exams
- Curriculum HODs and teachers are to monitor the attendance at block assessment/exam, through ID attend
- Teachers are to contact parents, as soon as possible, if a student is absent for an assessment/exam session. If students are unable to make the exam, teachers arrange an alternate session. If no response via phone, use the approved appendix 9 template. All contact to be logged on One School.
- A list of non-attendees must be provided to the Head of Senior Schooling.

#### Block Exams – Student responsibilities

- Arrive 15 minutes prior to scheduled assessment/exam start time
- Exam supervisor will mark student attendance rolls through ID
- Students are only able to remain on campus if they have two assessment/exam sessions in one day. It is preferred that students remain at home to study until scheduled exam time.
- Any student on campus is to be either completing an assessment/exam or in a supervised study session in designated classroom. Students are not permitted to be outside the assessment/exam areas, the exception is when they are entering or exiting the college.
- Students are to remain in the room for the duration of the assessment/exam session.
- Students are only permitted to bring in approved calculators. The calculator should be able to perform addition, subtraction, multiplication, division, square roots and powers. Mobile phones and smart watches are not permitted; therefore, students will not be able to depend on using the calculator facility of a mobile phone or smart watch during the test. The calculator must NOT allow access to the following functions: computer algebra system (CAS), spellchecker, dictionary, thesaurus or translator.
- If you are sick on a scheduled exam day, contact HOD/ school administration to notify of absence then obtain a medical certificate to provide to the school and notify of the length of any prolonged absence.

## EXTERNAL EXAMS

Refer to the QCE and QCIA Policy and Procedures handbook V1.2: Section 10 External Assessment

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/10-external-assessment>

### For students in year 10:

All the above expectations apply, however the following elements also apply to students in Year 10 during block exams to assist in the awarding of academic grades:

- teachers identify students who may not complete exam to be marked against the standards/ assessment folio
- progress is monitored throughout and encouragement given to complete exam
- following collection of exam teacher identifies students who have not completed enough work on the exam for an academic grade to be awarded against the standards
- teacher makes contact with parents informing them of requirement for students to attend catch up session listed on exam timetable, using the approved letter (appendix 9) or by phone

| CONSEQUENCES – Junior secondary  |   |
|--|---|
| If a student fails or refuses to adhere to ANY of the exam conditions:   |   |
| The students will  | The teacher will  |
| <ul style="list-style-type: none"><li>• Be given one (1) written warning on their exam paper</li><li>• On the second offence, have their exam paper confiscated and be sent to WIO</li><li>• Complete an after school detention where they will sit the exam they forfeited the right to complete by not adhering to exam conditions</li><li>• Be given a Not Rated until they re-sit the exam in an after school detention.</li></ul> | <ul style="list-style-type: none"><li>• Issue student with a written warning (on their exam paper).</li><li>• On a student's second offence, confiscate their paper and send student to a buddy class. (WIO)</li><li>• HOD contact parents to arrange a central detention and record parental contact on OneSchool.</li><li>• Teacher provides exam to central detention supervisor</li><li>• Attend the central detention for the first 20 mins to mark students off roll, administer exam and remind students of conditions</li><li>• Following after school detention, award student an A-E result.</li><li>• If student fails to adhere to conditions in central their exam will be confiscated and completed section marked and student will be issued a second central detention as per the BSSC Behaviour Policy</li></ul> |
| CONSEQUENCES – Senior secondary  |   |
| If a student fails or refuses to adhere to ANY of the exam conditions:   |   |
| <ul style="list-style-type: none"><li>• Be given one (1) warning</li><li>• On the second offence, have their exam paper confiscated and be sent to HOD</li><li>• Student completes assessment with HOD</li></ul>   | <ul style="list-style-type: none"><li>• Issue student with a warning</li><li>• On a student's second offence, confiscate their paper and send student to HOD</li></ul>  |

### In class Exams – College responsibilities

- Exam dates will be published in the Assessment calendar and adhered to
- If exam dates must change teacher must have the date changed approved by the HOD and will email notification home to all students
- Teachers will provide students with adequate revision materials to students in the lead up to the exam
- Teachers will notify the Diversity HOD of any students requiring special conditions for exam completion two weeks prior to exam date.
  - This includes, but is not limited to, the need for a scribe, extra time, or differentiated materials. AARA guidelines as outlined in the QCAA handbook need to be followed for years 11-12.

- All exams must have a task sheet, including marking criteria, conditions of the exam, time allocated and any necessary stimulus or exam response paper.
- Teachers will actively supervise the exam and identify any students who are at risk of providing an insufficient response for an academic grade to be awarded
- Teachers encourage students to provided responses that can be marked against the standards
- Teachers will notify parents and students of missed exam using the template provided in APPENDIX NINE

## In class Exams – Student responsibilities

- Students must make every effort practicable to be in attendance on the date of the examination
- Students must provide ensure they have all equipment required to complete the exam; the college will not provide any equipment to students during the exam
  - If a student arrives at school without correct equipment to complete assessment then they must see their teacher **prior** the exam session to arrange equipment
- Students must provide responses to questions that can be marked against the standards
- Any students who make no attempt to answer questions on the exam or provides responses that do not attempt to answer the question/statement will be required to re-sit the exam during a session afterschool.

## ASSESSMENT SUBMISSION

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Timely submission of assessments is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be provided.

**All assignments should be submitted in the lesson the piece is due, or in extenuating circumstances (illness or misadventure), by 4pm to the school administration office or via email to the class teacher.**

For non-written pieces of assessment, e.g. orals or presentations, the due date for written support material will be the first day of the presentations. All students will be required to submit their support materials on the first day, even if their presentation is on a later day.

## SENIOR SECONDARY Assessment submission

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- All assessment must be submitted as per the policy of the faculty and will be communicated on the task sheet
- Digital submission is encouraged
- In the event of a non-submission or late submission of a response classroom teacher compiles evidence collected during the assessment period as evidence
  - Student's parents/carers are to be informed of the student's failure to submit assessment by the due date either by phone or using the letter template in APPENDIX ELEVEN. Contact to be recorded on One School.

## SENIOR SECONDARY authenticating student responses

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**Refer to the QCE and QCIA Policy and Procedures handbook V1.2:** Section 8.2.8

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/8-school-assessment-policies>

## JUNIOR SECONDARY Assessment submission

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The submission process in Year 7 -10 will be determined by departments and communicated in the Department Handbook. Students will be made aware of submission requirements at the distribution of assessment, it will also be explicitly stated on the assessment task sheet.

The following processes are outlined to support digital submission and authenticating students work across Junior and Senior Secondary.

### Digital submission processes

#### OneNote drafting and final submission

- OneNote is used to draft the assessment with students creating pages for each section, inserting files or working within one page.
- Feedback is provided within OneNote through either comment in word, side comments on pages, handwritten comments or audio recordings.

#### Learning Place Blackboard eLearn submission

Students access the department eLearn to submit their final piece through safe assign

### Authentication Strategies

- Teachers will collect copies of your response and monitor at key junctures
  - **OneNote** can be used to monitor individual sections or whole assessment progress,
  - **eLearn** have been set to accept draft submissions, these are automatically stored
- Teachers will collect and provide feedback on drafts
  - **OneNote** can be used to draft pages, these pages are copied and pasted to produce a level of version control
  - **eLearn** have be set to accept draft submissions, these are automatically stored
- Plagiarism checker, Safe- Assign, will be used at departments discretion and is accessed through the **eLearn** platform
- Teachers will ensure class cross-marking occurs
  - **OneNote** class notebooks to be shared amongst staff to ensure moderation and sharing of practice
  - Department **eLearn** will have multiple staff, staff can download assessment at any time



# REQUEST FOR EXTENSIONS AND MISSED ASSESSMENT

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Requests for extensions and circumstances that surround missed assessment dates occur for a number of reasons and involve a multitude of extenuating conditions. The following section details the processes involved in adhering to the assessment requirements of subjects studied to ensure course coverage.

## Assessment submission issues related to attendance

Compulsory schooling is detailed in the Statement of Intent of this document. An exemption from compulsory schooling or the compulsory participation phase is available when a child or a young person (years 7-10) cannot attend or it would be unreasonable in all the circumstances to require them to attend school or participate in an eligible option for a period of **more than 10 consecutive school days**. All applications for exemptions from compulsory schooling need to be made to the Principal on the appropriate Education Queensland form (see link).

An exemption excuses parents from their legal obligation to ensure that their child:

- **of compulsory school age is enrolled at or attends a school; or**
- **in the compulsory participation phase is participating full-time in an eligible option or a combination of eligible options.**

If the student is unable to attend school, an exemption may be appropriate only under the following circumstances:

- **diagnosis of terminal medical condition**
- **illness or hospitalisation (including recovery period at home) for a period greater than 10 consecutive school days**
- **Illness: medical certificate required or letter from parent or phone call to HOD.**
- **'carer' responsibilities**
- **diagnosed mental health condition (Guidance officer at College is aware)**
- **compassionate reasons (contact Junior Secondary or Senior School HOD or Year level Deputy Principal)**
- **temporary interstate or overseas relocation where the family intends to return to Queensland.**
- **selection in sporting or cultural activities (as approved by College) exceptional circumstances**
- **a letter of selection or other valid documentation is required**

Exemptions should be applied for, using the link below, prior to the proposed exemption period.

<http://ppr.det.qld.gov.au/education/management/Procedure%20Attachments/Exemptions%20from%20Compulsory%20Schooling%20and%20Compulsory%20Participation/exemptions-from-compulsory-schooling-and-compulsory-participation.pdf>

Students are required to meet all assessment deadlines across all year levels. When a student is unable to meet assessment deadlines the following processes need to be adhered to in the Senior and Junior School.

## SENIOR SECONDARY Extensions and missed assessment – Year 10

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### Procedure for missed assessment submission/exam dates:

#### *If absence is less than 10 days:*

- parent advises college office and/or Head of Department of absence prior to due date
- students apply for extension with relevant curriculum HOD using form in APPENDIX FIVE
- student provides supporting documentation
- if reporting period falls before student completes assessment, student may receive N rating on their report, which will be adjusted once assessment is completed

### Student is applying for extensions in three or more subjects:

- student completes application for Special provisions using form in APPENDIX THREE
- Special provisions application submitted to Senior schooling HOD
- Senior schooling HOD negotiates with curriculum HOD's the requested special provisions
- Senior schooling HOD advises student and parents of outcome and conditions
- Senior schooling HOD completed Personalised learning entry on One School and communicates this to students teachers if reporting period falls before student completes assessment, student may receive N rating on their report, which will be adjusted once assessment is completed

### Student is applying for extension in one or two subjects:

- student completes extension request (APPENDIX FIVE)
- extension application submitted to curriculum HOD with supporting documentation
- curriculum Head of Department approves or denies extension request and communicates the outcome and/or conditions to the student

#### *If absence is longer than 10 days:*

Student complete an application for Attendance Exemption. All applications for exemptions from compulsory schooling need to be made to the Principal on the appropriate Education Queensland form (see link previous).

### Students who miss scheduled block or in class exams:

#### *With approved absence*

- Year 10 students who miss an exam due to illness or misadventure, must provide a medical certificate or letter of explanation from a parent/carer. HODs will organise for the exam to be completed at a future date.

#### *Without approved absence*

- Year 10 students who miss assessment/exam without approved absences, may be asked to complete the exam at a future date.
- If student's fail to complete the assessment/ exam, teachers award a result based on available formative and summative evidence.

## SENIOR SECONDARY Extensions and missed assessment – Years 11 & 12

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### Illness and misadventure — internal assessment

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate (Deputy Principal – Senior school or Senior Schooling HOD) as soon as practical. This may be before, during or immediately after the assessment session.

- Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment.
- Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established.
- Where the school has attempted to implement principal-reported AARA, or principal-reported AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, the school may use evidence gathered by the student's teacher during the assessment preparation time, for example, draft work, to make a judgment about the student's work.
- Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the student should complete an application for illness and misadventure provisions.
- An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. Schools complete the application and provide supporting documentation via the QCAA Portal.

**Refer to the QCE and QCIA Policy and Procedures handbook V1.2:** Section 6.5.1

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.5-illness-misadventure>

### Illness and misadventure — external assessment (Year 12 students)

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator and the College's Senior Schooling Head of Department.

- A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.
- Applications for external assessments can be submitted from 14 days before the start of the assessment period, to seven days after the assessment.

**Refer to the QCE and QCIA Policy and Procedures handbook V1.2:** Section 6.5.2

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/6-aara/6.5-illness-misadventure>

## JUNIOR STUDENTS Extensions and missed assessment

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### **Whole class/ cohort extensions or exam date change:**

- subject meeting is called and extension discussed
- subject coordinator discusses with Head of Department the need for extension (class or cohort)
- head of Department advises the subject coordinator if approved / not approved
- subject coordinator advises the student, parent and classroom teachers of new due date/ exam date by either letter or email

### **Procedure for requesting extension for assessment:**

- student completes a request for extension form prior to assessment due date (APPENDIX FIVE)
- student submits this form to the subject Head of Department
- head of Department discusses the extension request with the classroom teacher
- head of Department advises the student, parent and classroom teacher if approved / not approved
- head of Department records in One School – careers – monitoring tab and refers (FYI) relevant staff (GO, YrCO or DP) where necessary.

### **Procedure for missed exam (unplanned absence):**

- parent advises college office and provides medical certificate or explanation for absence
- teacher records non-sit in department assessment submission register
- student sits exam on their first lesson back

### **Procedure for missed assessment submission/exam dates (known absence):**

- Parent advises college office and/or Head of Department of absence at the earliest opportunity

#### *If absence is less than 10 days:*

- student provides supporting documentation
- if reporting period falls before student completes assessment, student will receive N rating on their report, which will be adjusted once assessment is completed

### **Student is applying for extensions in three or more subjects:**

- student completes application for Special provisions (appendix 3)
- Special provisions application submitted to Junior schooling HOD
- Junior schooling HOD negotiates with curriculum HOD's the requested special provisions
- Junior schooling HOD advises student and parents of outcome and conditions
- Junior schooling HOD completed Personalised learning entry on One School and communicates this to students teachers if reporting period falls before student completes assessment, student will receive N rating on their report, which will be adjusted once assessment is completed

### **Student is applying for extension in one or two subjects:**

- student completes extension request (APPENDIX FIVE)
- extension application submitted to curriculum HOD with supporting documentation
- curriculum Head of Department approves or denies extension request and communicates the outcome and/or conditions to the student

#### *If absence is longer than 10 days:*

- Student complete application for Attendance Exemption, approval will be granted if absence meets conditions. See link to application form previous.

# AWARDING ACADEMIC GRADES

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Teachers discuss and analyse the match between syllabus standards and student work to ensure consistency of application of standards and comparability of judgments about standards achieved by students in different classes. They review student assessment responses to ensure:

- an appropriate match of student achievement with the exit standards descriptors
- judgments match the syllabus requirements for making exit level of achievement decisions.

## Cross Marking and Moderation

Teachers must follow the BSSC moderation policy (appendix 12)

## Results and Feedback

Teachers must follow the BSSC reporting policy (appendix 13)

Teachers will provide results and feedback to students within two weeks, excluding school holidays. The exception to this is when students within the cohort have applied for extensions. Results cannot be released to students until all students in the program of study have submitted the assessment item.

## SENIOR SECONDARY Awarding academic grades

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QCAA confirms the grades awarded by schools in General subjects by reviewing a selected sample of student work for every subject in every school. Separate quality assurance procedures are used to review results awarded by schools for applied subjects.

Students will be assessed against the standards relevant to the subject:

- General subjects: Instrument specific marking guides (ISMG's)
- Applied subjects: Instrument specific standards (ISS's)
- Certificate courses: Competencies

### Units 1 and 2

Units 1 and 2 are formative and the college is required to report to QCAA Satisfactory or Unsatisfactory for awarding of QCE credit. Satisfactory is deemed a C grade or above for the unit.

Students will be assessed against the reporting standards relevant to their syllabus.

The BSSC report card will report the A-E grade the student has achieved.

### Units 3 and 4

Schools report provisional marks by criterion for summative internal assessments to the QCAA.

The QCAA reports confirmed internal assessment results in the student's learning account after each confirmation event. The QCAA also reports the student's external assessment result in the student's learning account. At certification, the QCAA reports the following information in the student's learning account and on the student's statement of results:

- overall result as a mark out of 100
- exit result (A–E)
- credit/s accrued to the QCE.

## General and Applied subjects

- For summative units, there must be evidence of a response to each summative assessment for a student to achieve a subject result.
- In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment for the subject.
- In General subjects, students must complete the Senior External Examination to receive a subject result.
- A student cannot repeat one summative unit only.

## Non-submission of a final response

When a student does not submit a final response to an assessment instrument on or before the due date set by the school (other than for an examination), a result should be awarded using evidence:

- from the preparation of the response during the assessment preparation period
- available on or before the due date, e.g. class work, a draft, rehearsal notes, photographs of work

If a student is eligible for AARA and an extension of time is granted, this becomes the revised due date for this student.

It is not appropriate to award a lower result, mark or standard as a penalty for non-submission. Match evidence collected on or before the due date to the relevant syllabus marking guides or standards.

Where there is no evidence collected by the school in response to the planned assessment instrument, a Not-Rated (NR) is awarded for the response to the instrument.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects in Units 3 and 4, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.

## Establishing authorship

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards.

Responses that cannot be authenticated as the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, schools:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

**Refer to the QCE and QCIA Policy and Procedures handbook V1.2:** Section 11

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/11-reporting-results>

## JUNIOR SECONDARY Awarding academic grades

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Student will be assessed against the Australian Curriculum achievement standards. Teachers make judgments on student's achievement of the standards based on evidence that has been collected in line with the assessment piece. The BSSC report card will report the A-E grade the student has achieved.

Following a departmental moderation process academic results will be awarded as follows:

### **Final copy not submitted or submitted late. Draft submitted**

- Results are based on the draft.

### **Final copy submitted late. No draft / incomplete draft submitted**

- Teacher marks partial draft as final
- Teacher completes assessment evidence confirmation form (appendix #) and submits to HOD for approval with collected evidence
- Teacher uses approved evidence to award result

### **No final copy submitted. No draft submitted**

- Teacher checks approved N result list provided by reporting DP
- If student is not on approved N list:
  - Teacher discussed collected evidence with HOD for approval of collected evidence
  - Teacher uses approved evidence to award result

### **N Results**

An N result may **only** be awarded when:

- No evidence has been able to be gathered to award an academic result, the curriculum HOD makes an application to the reporting deputy for consideration and it has been accepted
- The student has applied for, and been granted an Extension through Curriculum HOD or Special Provisions process
- The students has an attendance rate lower than 30% for the reporting period and is on the list issued by the reporting deputy.

## ACADEMIC INTEGRITY AND MISCONDUCT

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### **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) — have responsibility for promoting and maintaining academic integrity." (QCAA, 2018)

Teachers at the college promote and model academic integrity by:

- developing school wide processes that support sound academic practice
- ensure students, parents, teachers have access to the school Assessment policy, to promote a clear understanding of academic responsibilities
- explicitly teaching students the processes and consequences that support academic authenticity and integrity such as:
  - collecting evidence of students work through drafting
  - understanding ownership of information and ideas
  - referencing using APA
  - digital submission and the use of a plagiarism checker

## Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. (QCAA, 2018). As a college, teachers will use proactive strategies such as those listed above to reduce opportunities for academic misconduct to occur.

Academic misconduct can include, but is not restricted to:

- Cheating while under supervised conditions
- Collusion
- Contract cheating/significant contribution of help
- Copying work
- Disclosing or receiving information about an assessment
- Fabricating
- Impersonation
- Misconduct during an examination
- Plagiarism or lack of referencing
- Self-plagiarism

**Refer to the QCE and QCIA Policy and Procedures handbook V1.2:** Section 8.1.2

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/8-school-assessment-policies/8.1-understanding-academic-integrity#1> or see Appendix Five.

## SENIOR SECONDARY Academic Misconduct

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Responses that are not the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the College will:

- **provide an opportunity for the student to demonstrate that the submitted response is their own work**
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.

If it is determined that the response is not the student's own:

- classroom teacher will consult curriculum HOD
- curriculum HOD assesses validity and supporting evidence
- curriculum HOD instructs teacher to complete Academic misconduct letter in APPENDIX EIGHT
- student meets conditions outlined in letter
- student is graded on work that is proven to be their own
- student will be issued with a central detention for lying/cheating



## JUNIOR SECONDARY Academic Misconduct

---

If it is determined that the response is not the students own:

- classroom teacher will consult curriculum HOD
- curriculum HOD assesses validity and supporting evidence
- curriculum HOD instructs teacher to complete Academic misconduct letter APPENDIX EIGHT
- student meets conditions outlined in letter
- students is graded on work that is proven to be their own
- student will be issued with a central detention for lying/cheating

## MARKBOOKS AND ASSESSMENT STORAGE

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### Mark books and Tracking sheets

Teachers are to ensure that student profiles are updated and maintained. Formative results should also be recorded and tracked to aid in intervention processes, this can be completed in teacher's personal mark book or student workbooks.

The process regarding mark books is a department based decision and will be communicated in their department handbook.

### Storage of student draft and final assessment pieces

- OneNote – copy assessment into the Teacher Only section for a back
- eLearn – automatically stored
- Internal school network - Core Data – take a copy and sort into student folders

### Retaining student work

Schools must retain student work used in determining results for internal assessment until the end of Term 1 of the year following a student's exit from the school. Schools retain this evidence for QCAA quality assurance purposes and must make it available to support school judgments in determining all results reported to the QCAA. The evidence may be required if there is a request for a review or verification of results.

After this time, it is a school's decision whether to retain or return to students their responses to internal assessment. Schools also adhere to relevant school, sector or government requirements for document retention.

When a student transfers between schools in Queensland, the original school in which the student was enrolled must retain the student's responses until required. This may be until:

- the student requests that their responses are sent to the new school; or
- the new school requests the student's responses; or
- the date for retaining student work expires.

Student profile sheets (Digital or hard copy) are required to be kept for 7years.


**Refer to the QCE and QCIA Policy and Procedures handbook V1.2:** Section 13

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/13-administrative-processes>

# APPENDIX ONE – Assessment Process Student version



## APPENDIX TWO – Assessment Task Sheet

|   |   |            |                                    |        |
|---|---|------------|------------------------------------|--------|
| 1 |  | Department | BURPENGARY STATE SECONDARY COLLEGE | F or S |
|---|---|------------|------------------------------------|--------|

|                          |            |                |              |
|--------------------------|------------|----------------|--------------|
| STUDENT NAME             |            | STUDENT NUMBER | EQ ID NUMBER |
| TEACHER NAME             |            | SUBJECT        |              |
| TEACHER EMAIL            | @eq.edu.au | YEAR LEVEL     |              |
| HEAD OF DEPT. & APPROVAL |            | HOD EMAIL      | @eq.edu.au   |

|              |                              |            |                                    |       |            |   |           |     |   |   |           |
|--------------|------------------------------|------------|------------------------------------|-------|------------|---|-----------|-----|---|---|-----------|
| DISTRIBUTION | T                            | W          | DATE                               | DRAFT | T          | W | DATE      | DUE | T | W | DATE      |
|              |                              |            | FULL DATE                          |       |            |   | FULL DATE |     |   |   | FULL DATE |
| TECHNIQUE    | INVESTIGATION OR EXAMINATION |            |                                    |       | INSTRUMENT |   |           |     |   |   |           |
| UNIT NUMBER  |                              | UNIT NAME  | INSERT UNIT TITLE, AS PER SYLLABUS |       |            |   |           |     |   |   |           |
| TOPIC NUMBER |                              | TOPIC NAME | INSERT TOPIC, AS PER SYLLABUS      |       |            |   |           |     |   |   |           |

| CONDITIONS         |   |  |                    |
|--------------------|---|--|--------------------|
| TIME               | INSERT TIME, AS PER SYLLABUS  |  | PERUSAL   PLANNING |
| MODE               | WRITTEN/SPOKEN/MULTIMODAL OR N/A  |  | LENGTH             |
| INDIVIDUAL   GROUP | SPECIFY INDIVIDUAL OR GROUP WORK  |  | SEEN   UNSEEN      |
| SUBMISSION DETAILS | SPECIFY THE MODES OF SUBMISSION AND LOCATIONS / WEB ADDRESS / ONENOTE LINK  |  |                    |
| OTHER              | <ul style="list-style-type: none"> <li>E.G. AUDIENCE</li> <li>E.G. ADHERE TO EXAM PROTOCOLS</li> <li>E.G. NO NOTES ALLOWED</li> <li>E.G. ACCESS TO TECHNOLOGY</li> <li>E.G. AUSTRALIAN STANDARD ENGLISH</li> <li>E.G. ACCESS TO RESOURCES, AS PER SYLLABUS</li> </ul> |  |                    |

|  |
|--|
| CONTEXT [DELETE THIS ROW AND THE ROW UNDERNEATH IF THE TECHNIQUE IS AN EXAMINATION]                    |
| [MAX. 150 WORDS]. MY REFER TO TECHNIQUE ITSELF, RELEVANCE OF INSTRUMENT TO UNIT, PURPOSE, OR AUDIENCE. |

|   |
|---|
| INSTRUCTIONS [DELETE THIS ROW NEXT ROW IF THE TECHNIQUE IS AN INVESTIGATION]  |
| IDENTIFY WHETHER STUDENTS SHOULD ANSWER QUESTIONS ON SPACE PROVIDED ON THE TEST PAPER, SEPARATE LINED PAPER OR A RESPONSE BOOKLET. USE DOT POINTS IF THIS SECTION CONTAINS MORE THAN ONE INSTRUCTION. |

|  |
|--|
| TASK [DELETE THIS ROW NEXT ROW IF THE TECHNIQUE IS SHORT REPOSENSE OR COMBINATION EXAMINATION]   |
| FOR EXTENDED, SINGLE QUESTION EXAMS, QUESTION APPEARS HERE. NO UNDERLINE OR HYPERLINKS. USE DOT POINTS IF MORE THAN ONE INSTRUCTION. FOR INVESTIGATIONS, DESCRIBE (MAX. 200 WORDS) WHAT STUDENT IS REQUIRED TO DO. |

|  |
|--|
| STIMULUS [DELETE THIS ROW AND NEXT ROW IF THE TECHNIQUE IS SHORT REPOSENSE OR COMBINATION EXAMINATION] |
| LARGE STIMULUS MAY BE ADDES AS SEPARATE PAGES  |

| ASSESSMENT OBJECTIVE/S |   |
|------------------------|---|
| 1                      | ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS |
| 2                      | ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS |
| 3                      | ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS |
| 4                      | ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS |
| 5                      | ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS |
| 6                      | ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS |
| 7                      | ADD ASSESMENT OBJECTIVE HERE, DELETE ANY EXTRA ROWS |

# APPENDIX THREE – Special Provision multiple subjects



## BURPENGARY STATE SECONDARY COLLEGE

### Special Provisions Details form Years 7-10

*Form will be submitted by the student to the Junior or Senior schooling HOD for completion.*

|                                |                |        |                                 |                     |                  |                  |                              |  |  |
|--------------------------------|----------------|--------|---------------------------------|---------------------|------------------|------------------|------------------------------|--|--|
| Student Name:                  |                |        |                                 |                     |                  | Access Class:    |                              |  |  |
| Details of Special Provisions  |                |        |                                 |                     |                  |                  |                              |  |  |
| Medical                        | Mental Illness | Family | Compassionate – Personal Trauma | Elite Sports Person | Physical Factors | Academic Factors | Other (please specify below) |  |  |
|                                |                |        |                                 |                     |                  |                  |                              |  |  |
| Junior or Senior schooling HOD |                |        |                                 |                     |                  |                  |                              |  |  |
| Signature:                     |                |        |                                 |                     | Date             |                  |                              |  |  |

Junior or Senior schooling HOD will liaise with curriculum HODs to complete this section

| Subject     | Assessment | Draft date | Current due date | Adjustment |
|-------------|------------|------------|------------------|------------|
|             |            |            |                  |            |
|             |            |            |                  |            |
|             |            |            |                  |            |
|             |            |            |                  |            |
| Elective 1: |            |            |                  |            |
| Elective 2: |            |            |                  |            |

Junior or Senior schooling HOD discussed the adjustments with student. Student completes the section below.

I \_\_\_\_\_, agree that I have been part of the consultation process and agree to meet the conditions above to the best of my ability. I will seek support from the person I have completed this plan with, my teacher and the relevant Heads of Department should my situation change or I feel I cannot meet the outlined dates.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

# APPENDIX FOUR – Junior (7-10) Quality assurance tool

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Sara to provide

## APPENDIX FIVE – Extension Request Form



### BURPENGARY STATE SECONDARY COLLEGE

#### Assignment Extension Request

*Form must be submitted at least 48 hours prior to assessment due date*

#### Student completes details and reasons for request

|   |                                 |                  |  |         |  |
|---|---------------------------------|------------------|--|---------|--|
| Student name  |                                 | Year level       |  | Subject |  |
| Assignment  |                                 |                  |  |         |  |
| Distribution date   |                                 | Current due date |  |         |  |
| Student has requested an extension for the following reasons:<br><b>PLEASE ATTACH RELEVANT DOCUMENTATION TO SUPPORT EXTENSION REQUEST</b> |                                 |                  |  |         |  |
| <input type="checkbox"/> Medical  | <input type="checkbox"/> Family | Details:         |  |         |  |
| <input type="checkbox"/> Personal   | <input type="checkbox"/> Other  |                  |  |         |  |

#### Classroom teacher completes this section

|   |        |                              |  |
|---|--------|------------------------------|--|
| Subject teacher   |        |                              |  |
| Please add any details you feel are pertinent to the extension request: |        |                              |  |
|   |        |                              |  |
| Application supported   | Yes/No | Proposed new submission date |  |
| Signed  |        |                              |  |

#### Head of department completes this section and returns to classroom teacher

|   |    |                     |  |
|---|----|---------------------|--|
| Head of Department  |    |                     |  |
| Please add any details you feel are pertinent to the extension request: |    |                     |  |
|   |    |                     |  |
| Extension granted   | Ex | New submission date |  |
| Signed  |    |                     |  |

**Head of department is to record extension in the Personalised Learning Tab in students One School profile**

Classroom teacher communicates outcome to ☐ student ☐ parent |

# APPENDIX SIX – APA Referencing guide

The information below has been adapted from the University of Queensland Library's *APA: How-To Guide* (<https://web.library.uq.edu.au/research-tools-techniques/referencing/referencing-style-guides#apa>).

## WHAT IS REFERENCING AND WHY IS IT IMPORTANT?

Referencing is a standardised way of acknowledging the sources of information and ideas that you have used in your assignments. This allows the sources to be identified. Referencing is important to avoid plagiarism, to verify quotations and to enable readers to identify and search for works you have referred to.

## WHAT IS THE DIFFERENCE BETWEEN A REFERENCE LIST AND A BIBLIOGRAPHY?

A reference list includes **only** the sources (e.g. books, articles, web pages, etc.) that are **cited** in the text of your document. A bibliography, on the other hand, includes **all** the sources (e.g. books, articles, web pages, etc.) that were **consulted** for background reading as well as those **cited** in the text in your document.

## STEPS IN REFERENCING

1. Record the full reference details and page numbers of the source from which your information was taken.
2. Insert the citation at the appropriate place in the text of your document.
3. Include a Reference List or Bibliography that includes all in-text citations (and, for a Bibliography, all sources consulted) at the end of your document.

## IN-TEXT CITATIONS

Include the following information:

1. Last name of author/s
2. Year of Publication
3. Page number (if you are using a direct quote).

## REFERENCE LIST/BIBLIOGRAPHY

Include the following information for *text-based* sources:

1. Last name of author/s
2. First initial of author/s
3. Year of publication
4. Title of source (*italicised* when typed OR underlined when written)
5. City of Publication
6. Publisher

Include the following information for *web-based* sources:

1. Last name of author/s
2. First initial of author/s
3. Year the page was created or modified
4. Title of page (*italicised* when typed OR underlined when written)
5. Web page address where the information was retrieved)

## GENERAL RULES FOR REFERENCE LISTS/BIBLIOGRAPHIES

- Arrange Reference Lists/Bibliographies alphabetically by author's last name.
- If a source has no author, it is cited by the title and included in the alphabetical list using the first significant word of the title.
- Each source in the Reference List/Bibliography appears on a new line
- Each source in the Reference List/Bibliography is required to have a hanging indent.
- References should not be numbered.

## GENERAL RULES FOR DIRECT QUOTES

- A direct quotation reproduces word-for-word material directly quoted from another author's work.
- If the quotation is fewer than 40 words, incorporate it into your paragraph and enclose the quotation in double quotation marks.
- If the quotation is more than 40 words, indent the quote (2cm left and right margin) without quotation marks.

| REFERENCE TYPE                  | IN-TEXT CITATION  | REFERENCE LIST / BIBLIOGRAPHY  |
|---------------------------------|---|--|
| Book<br>(one author)            | Indirect Citation   | Barry, C. (2016). <i>Teaching Kids to Research</i> . Brisbane: University of Queensland Press.   |
|                                 | The 21 <sup>st</sup> century teenager requires more assistance researching information from books (Barry, 2016).    |  |
|                                 | Direct Citation   |  |
| Book<br>(two authors)           | Indirect Citation   | Ross, N. & White, C. (2015). <i>Teenagers and the Internet: A Parent's Guide</i> . London: Oxford University Press.  |
|                                 | Teenagers are skilled at using the internet for research, despite what their parents think (Ross & White, 2015).    |  |
|                                 | Direct Citation   |  |
| Book<br>(three or more authors) | Indirect Citation   | Fullard, V., Lewis, A., Lynn, G. & Heywood, P. (2009). <i>The Importance of Research in the 21<sup>st</sup> Century</i> . Sydney: Pearson Education.                           |
|                                 | Researching is an important skill that we use everyday, often without realising it (Fullard, et al. 2009).          |  |
|                                 | Direct Citation   |  |
| Book<br>(no author)             | Indirect Citation   | Macquarie Dictionary Sixth Edition (2002). North Ryde: Pan MacMillan Australia.  |
|                                 | Research is a search for information to answer a question (Macquarie Dictionary, 2002).                             |  |
|                                 | Direct Citation   |  |
| Edited book                     | Indirect Citation   | Davern, C. & Edwards, G. (Eds.). (2014). <i>Asking Good Research Questions</i> . New York: SUNY Publications.  |
|                                 | The problem with research is that people don't ask very good questions to begin with (Davern & Edwards, 2014).      |  |
|                                 | Direct Citation   |  |
| Journal Article                 | Indirect Citation   | Campbell, S. (2016). The Link Between Research Skills and Successful Life Choices. <i>Journal of Research and Learning</i> , 24(2), 67-79.                                     |
|                                 | If all teenagers were taught to research, they would make better adult decisions (Campbell, 2016).                  |  |
|                                 | Direct Citation   |  |
| Newspaper or Magazine Article   | Indirect Citation   | Oike, Y. & Hickson, A. (2015, January 28). The Stress of Assignment Time. <i>The Courier Mail</i> , p. 7.  |
|                                 | Nearly a quarter of all students said they left their research to the last minute (Oike & Hickson, 2015).           |  |
|                                 | Direct Citation   |  |
| Government Report               | Indirect Citation   | Department of Education (2005). <i>Successful Students, Successful Schools: Final Report</i> . Brisbane, Australia: Queensland Government.                                     |
|                                 | The key ingredient to success at schools is learning to work independently (Department of Education, 2005, p. 212). |  |
|                                 | Direct Citation   |  |
| Class Notes                     | Indirect Citation   | Pillay, D. (2016). <i>Focus Question 2: Aztec Way of Life [PowerPoint slides]</i> . Unpublished. Humanities course. Burpengary State Secondary College, Burpengary, Australia. |
|                                 | The Aztecs were considered barbarians because they engaged in human sacrifice (Pillay, 2016).                       |  |
|                                 | Direct Citation   |  |
|                                 | Indirect Citation   |  |
|                                 | The Aztecs were considered barbarians because they engaged in human sacrifice (Pillay, 2016).                       |  |
|                                 | Direct Citation   |  |



| REFERENCE TYPE                 | IN-TEXT CITATION  | REFERENCE LIST / BIBLIOGRAPHY   |
|--------------------------------|---|---|
| Web Page<br>(with author)      | Indirect Citation   | Jackson, K., Scheu, C., Hutchins, S. & Hopley, K. (2005). <i>The Art of Research</i> . Retrieved from <a href="http://researchforbeginners.org.html">http://researchforbeginners.org.html</a>                                   |
|                                | Researching seems difficult at the beginning but with greater practice it gets easier and easier (Jackson, et al. 2009).  |   |
|                                | Direct Citation   |   |
|                                | Jackson (2009) insists that "with greater practice research becomes much more easy to accomplish."  |   |
| Web Page<br>(no author)        | Indirect Citation   | <i>The Joys of Research</i> . (2013). Retrieved from <a href="http://research101.com/joy.htm">http://research101.com/joy.htm</a>  |
|                                | Research allows us to give in to our curiosities (The Joys of Research, 2013)   |   |
|                                | Direct Citation   |   |
|                                | "Research is after all a scratch for an itch. It is the task of of seeing how far your curiosity will take you" (The Joys of Research, 2013).                     |   |
| Web Page<br>(no date)          | Indirect Citation   | Davenport, N. (n.d.). <i>Research: An Idiot's Guide</i> . Retrieved from <a href="http://idiotsquidtoresearch.com/html">http://idiotsquidtoresearch.com/html</a> .  |
|                                | Research is best tackled in little steps. This way the researcher doesn't become daunted by the task at hand (Davenport, n.d.).                                   |   |
|                                | Direct Citation   |   |
|                                | Davenport (n.d.) encourages researchers to, "tackle each task in a step-by-step process. That way the researcher should not become anxious about the work ahead." |   |
| Web Page<br>(corporate author) | Indirect Citation   | Department of Education. (2015). <i>Skills for Humanities Students</i> . Retrieved from <a href="https://wherecanhumanitiestakeyou.edu.au/html">https://wherecanhumanitiestakeyou.edu.au/html</a> .                             |
|                                | Research is perhaps the most important skill Humanities students will learn while at school (Department of Education, 2015).                                      |   |
|                                | Direct Citation   |   |
|                                | The Department of Education (2015) states that, "research is certainly one of the most important skills for the Humanities student."                              |   |
| Image on webpage               | Indirect Citation   | Aztec Priest Rituals [image] (n.d.). Retrieved from <a href="http://aztechistory.com/religion/html">http://aztechistory.com/religion/html</a> .   |
|                                | The image of the Aztec Sacrifice above (Aztec Priest Rituals picture, n.d.) reveals the brutality of the ritual.  |   |
| Podcast                        | Indirect Citation   | Livingstone, T. (Producer) & Farnham, K. (Presenter). (2011, August 19). <i>Helping your Children Learn</i> [Audio podcast]. Retrieved from <a href="http://www.abc.net.au/parents/html">http://www.abc.net.au/parents/html</a> |
|                                | Once students master the research process, they really do see their results improve (Livingstone & Farnham, 2011).  |   |
|                                | Direct Citation   |   |
|                                | Livingstone & Farnham (2011) argue that, "results improve by at least 24% once students have a firm understanding of research skills."                            |   |
| YouTube or Vimeo Clip          | Indirect Citation   | Lynn, G. (2008, February 4). <i>Life of the Aztecs</i> [video file]. Retrieved from <a href="http://youtu.be/m03-Xi-i0es">http://youtu.be/m03-Xi-i0es</a>   |
|                                | The Aztecs took their religion very seriously. In fact, it was the foundation of their society (Lynn, 2008)   |   |
|                                | Direct Citation   |   |
|                                | "For the Aztecs, religion penetrated every aspect of their entire lives" (Lynn, 2008).  |   |
| Video or DVD                   | Indirect Citation   | Butteriss, J. (Producer). (2006). <i>Excellence in Research: A Guide for Students</i> [DVD]. Adelaide: Star Education Media.  |
|                                | The skills of research can roughly be broken down into a series of steps (Butteriss, 2006)  |   |
|                                | Direct Citation   |   |
|                                | Butteriss (2006) argues that "research can be broken down into seven separate steps."   |   |
| Television Program             | Indirect Citation   | Murray, M. & Douglass, J. (Writers). (2012, September 16). <i>The Future of Schools</i> [Television broadcast]. Sydney, Australia: Australian Broadcasting Corporation.   |
|                                | In a troubled world, it is more clear than ever how important schooling is to our future (Murray & Douglass, 2012).   |   |
|                                | Direct Citation   |   |
|                                | Murray and Douglass (2012) argue that "schools are increasingly important because of the troubled times we live in."  |   |

## APPENDIX SEVEN - Types of academic misconduct

| Type of misconduct   | Examples  |
|--|---|
| <b>Cheating while under supervised conditions</b>              | <p>A student:</p> <ul style="list-style-type: none"> <li>beginning to write during perusal time or continuing to write after the instruction to stop writing is given</li> <li>using unauthorised equipment or materials</li> <li>having notation written on the body, clothing or any object brought into the assessment room</li> <li>communicating with a person other than a supervisor during an examination, in this case through speaking, signing, using an electronic passing notes, making gestures, sharing equipment with another student.</li> </ul> |
| <b>Collusion</b>   | <p>When:</p> <ul style="list-style-type: none"> <li>when more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>when a student assists another student to commit an act of academic misconduct</li> <li>when a student gives or receives a response to an assessment.</li> </ul>  |
| <b>Contract cheating/<br/>significant contribution of help</b> | <p>A student:</p> <ul style="list-style-type: none"> <li>the possibility that a tutor, parent/carer or any person in a supporting role has completed or contributed significantly to the response</li> <li>the possibility that the students has paid for a person or a service to complete a response to the assessment</li> <li>the possibility that the student has sold sells or traded a response to an assessment.</li> </ul>   |
| <b>Copying work</b>  | <p>A student:</p> <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during an exam</li> <li>copies another student's work during an exam.</li> </ul>  |
| <b>Disclosing or receiving information about an assessment</b> | <p>A student:</p> <ul style="list-style-type: none"> <li>gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>  |
| <b>Fabricating</b>   | <p>A student:</p> <ul style="list-style-type: none"> <li>invents or exaggerates data</li> <li>lists incorrect or fictitious references.</li> </ul>  |
| <b>Impersonation</b>   | <p>A student:</p> <ul style="list-style-type: none"> <li>arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</li> <li>completes a response to an assessment in place of another student.</li> </ul>   |

|  |  |
|--|--|
| <b>Misconduct during an examination</b>  | A student distracts and/or disrupts others in an assessment room.  |
| <b>Plagiarism or lack of referencing</b> | A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). |
| <b>Self-plagiarism</b>                   | A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.  |

---

## APPENDIX EIGHT – Academic Misconduct

|   |  |
|---|--|
|  | <b>BURPENGARY STATE SECONDARY COLLEGE</b><br><br>Reason to Suspect Academic Misconduct |
|---|--|

Dear **student name**,

This letter is in regards to your **assessment piece in question**

Your teacher has reason to suspect that you have been involved in:

### **Plagiarism or lack of referencing**

The QCAA defines this type of misconduct as:

- a student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).

In order to verify the authenticity of your work, please address the following by **DATE** (**remove those that don't apply**)

- Define selected phrases or meanings within your work to authenticate understanding
- Provide copies of rough drafts (**remove for exam**)
- Provide evidence that you have undergone a research process (**remove for exam, where notes are not allowed**)
- Provide a bibliography of the sources that inform your work (**remove for exam, where notes are not allowed**)
- Complete an added component of the assessment
- Re-do an equivalent assessment under different conditions

Once you have supplied us with this additional information, your teacher and the Head of Department will make a decision about the originality of your work. Failure to satisfy the suspicions will result in:

- The inauthentic section of your work not being rated for assessment purposes.
- The assignment of a final overall result based only on your original work.
- Parental contact being made.

If you have any questions please see your class teacher or Head of Department.

Yours sincerely,  
**Classroom Teacher**

**Head of Department**

## APPENDIX NINE – Failure to sit exam

BURPENGARY  
STATE SECONDARY COLLEGE



Saturday, 24 November 2018

**Failure to Sit an Examination**

Dear **parent name**,

This letter is to inform you that **student name** has not sat their examination, detailed below, on the allocated date.

Year level and subject

Date of exam

Nature of exam

**Student name** has not completed the examination, nor has any documentation been supplied to explain this absence. Their exam has been rescheduled for **date, time**.

Please contact me on 34816333 or **teacher email** to explain **student names** absence from their examination and confirm their attendance at the above date to complete the examination.

Yours sincerely,

|  |               |
|--|---------------|
| <b>Name</b>                              | <b>Name</b>   |
| Head of Department ( <b>department</b> ) | Class teacher |

RESPECT • COURAGE • EXCELLENCE

## APPENDIX TEN – Failure to submit a draft

BURPENGARY  
STATE SECONDARY COLLEGE



Saturday, 24 November 2018

**Failure to submit a draft**

Dear **parent name**,

This letter is to inform you that **student name** has not submitted a draft for the following assessment piece by the due date.

Year level and subject

Due date for draft

Nature of assessment

**Student name** has not submitted a draft that can be marked against the standards. They will ☐ now be required to attend a catch up session to complete their draft so that feedback can be provided, to give **student name** the best possible chance to demonstrate knowledge and understanding of the subject matter.

The catch up session for **student name** will be on:

**Day, date, time, at location**

Should you require further explanation regarding the assessment procedures please refer to the BSSC Assessment Policy. If there is valid reason for this failure to submit the draft, please contact me on 34816333 or **teacher email** to discuss **student names** progress in **subject**.


Yours sincerely,

|  |               |
|--|---------------|
| <b>Name</b>                              | <b>Name</b>   |
| Head of Department ( <b>department</b> ) | Class teacher |

RESPECT • COURAGE • EXCELLENCE

## APPENDIX ELEVEN – Failure to submit a final piece

BURPENGARY  
STATE SECONDARY COLLEGE




Saturday, 24 November 2018

**Failure to submit a final piece**

Dear **parent name**,

This letter is to inform you that **student name** has not submitted a final piece, for the following assessment item, by the due date.



**Year level and subject**

**Due date for draft**

**Nature of assessment**

|

As a result the grading for this examination will now be based on evidence of work collected ☐ for authentication purposed during the assessment period.

Should you require further explanation regarding the assessment procedures, please refer to the BSSC Assessment Policy. If there is valid reason for this failure to submit the final piece,

Please contact me on 34816333 or **teacher email** to discuss **student names** non-submission of work.

Yours sincerely,

|  |               |
|--|---------------|
| <b>Name</b>                              | <b>Name</b>   |
| Head of Department ( <b>department</b> ) | Class teacher |

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## APPENDIX TWELVE – AARA

### BURPENGARY STATE SECONDARY COLLEGE

#### Access Arrangements and Reasonable Adjustments (AARA)- Application Form for year 11 and 12



Complete this form if you have experienced personal injury, illness, grief, loss or trauma or have a diagnosed disability which may be a barrier to your performance in assessment.

It is submitted to the Year Level DP for consideration. In some cases, the school does not make the final decision and applications are forwarded to the Queensland Curriculum and Assessment Authority (QCAA) for approval.

AARAs are reviewed annually.

The following table reflects the notification timeline requirements as set by QCAA. In general however, AARA's should be in place as soon as possible as assessment cannot be adjusted retrospectively.

| What  | When required by  | In relation to   | Approved by                          |
|---|---|--|--------------------------------------|
| For General and Applied External Assessment in Units 3 and 4: | By the beginning of term 1 of Year 12   | Alternative format papers such as large print, braille.  | QCAA Approval required.              |
| For General and Applied External Assessment in Units 3 and 4: | By the end of term 1 of Year 12 for existing long term or chronic conditions          | Change to venue, use of reader or scribe, rest breaks, use of computer, extra time, teacher aide assistance, and assistive technology such as speech to text applications. | QCAA Approval required.              |
| For General and Applied External Assessment in Units 3 and 4: | By the beginning of term 3 of year 12 for short term conditions or temporary injuries | Change to venue, use of reader or scribe, rest breaks, use of computer, extra time, teacher aide assistance, and assistive technology such as speech to text applications. | QCAA Approval required.              |
| For General and Applied Internal Assessment in Units 3 and 4: | By the end of term 3 of year 11   | For rest breaks and additional time.   | QCAA Approval required.              |
| For General and Applied Internal Assessment in Units 3 and 4: | By the end of term 3 of year 12   | All other AARA's.  | School approval and reported to QCAA |
| For General and Applied Internal Assessment in Units 1 and 2: | As soon as possible   | All access arrangement and reasonable adjustments  | School approval and reported to QCAA |



|               |             |                           |
|---------------|-------------|---------------------------|
| STUDENT NAME: | YEAR LEVEL: | STUDENT EMAIL: @eq.edu.au |
|---------------|-------------|---------------------------|

### STUDENT STATEMENT

1. I have (please tick the relevant box/es.):

- ☐ A long term or recurrent medical or psychiatric condition or disability
- ☐ A serious, short term medical or psychiatric condition
- ☐ A learning, sensory, physical, psychological or other disability or disorder
- ☐ Experienced recent and/or significant grief, loss or trauma

2. Name of my condition, disability or significant event causing grief, loss or trauma:

\_\_\_\_\_

3. This affects my ability to perform in assessment because:

4. The school is already aware of my condition, disability or significant event. ☐ Yes ☐ No ☐ Unsure

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### VERIFYING EVIDENCE

Only applications with verifying evidence will be considered. It is the student's responsibility to organise the verifying evidence with the exception of students with a verified disability.

- ☐ Current Verified Disability as listed in OneSchool (Check with Special Education Unit if unsure) OR
  - ☐ Attached is medical report from a general practitioner, medical specialist or psychologist who is not related to the me or employed at Morayfield SHS stating:
    - 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 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 OR
  - ☐ Attached is a funeral notice or equivalent demonstrating impact on the due dates OR
  - ☐ Attached is a third party signed statement (not the student/parent/carer) stating:
    - The nature of the event causing significant and/or recent grief, loss or trauma
    - How the event and subsequent grief, loss or trauma affects the student participating in assessment, particularly timed assessment when considering external assessment OR
  - ☐ Other, please specify: \_\_\_\_\_

| POSSIBLE EXAMPLES OF AARAs         |   |
|------------------------------------|---|
| Alternative format papers          | <p>Examples include:</p> <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers, e.g. N18, N24, N36</li> <li>• black-and-white materials.</li> </ul>   |
| Assistance                         | <p>Examples include:</p> <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task.</li> </ul>  |
| Assistive technology               | <p>Examples include:</p> <ul style="list-style-type: none"> <li>• amplification system</li> <li>• speech-to-text application</li> <li>• magnification application.</li> </ul> <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p> |
| Bite-sized food                    | The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.   |
| Comparable assessment              | An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.  |
| Extension                          | <p>An extension to the due date for submission or completion of an:</p> <ul style="list-style-type: none"> <li>• extended response project <i>or</i></li> <li>• performance <i>or</i></li> <li>• non-examination.</li> </ul>  |
| Extra time                         | Additional working time at the rate of five minutes per half hour of examination assessment time.   |
| Physical equipment and environment | <p>Examples include:</p> <ul style="list-style-type: none"> <li>• specialised desk or chair</li> <li>• cushion or pillow</li> <li>• crutches</li> <li>• heat or cold pack</li> <li>• towel</li> <li>• lighting</li> <li>• ventilation</li> <li>• temperature</li> <li>• other physical aid.</li> </ul>  |
| Scribe                             | Work with someone who transcribes the student's verbal response or directions during the assessment.  |
| Vision aids                        | <p>Examples include:</p> <ul style="list-style-type: none"> <li>• coloured transparency overlay</li> <li>• different lighting</li> <li>• other vision aids.</li> </ul>  |

**SCHOOL STATEMENT**

(To be completed by Year Level Deputy, in consultation with specialised school staff such as HOSES, GO, HOD Wellbeing.)

1. Describe how this medical condition/disability or impact event, is currently being supported.

|  |
|--|
|  |
|--|

2. Does this student have a Personalised Learning Plan because of this medical condition/disability or impact of an event? YES ☐ NO ☐
3. Consultation occurred through
- ☐ MEARS Meeting
- ☐ Informal/formal meetings with special staff. State role \_\_\_\_\_
- ☐ Informal/formal meetings with student's parent/carer

**SCHOOL DECISION:** (To be completed by the Deputy Principal after consultation completed. NOTE: The school is unable to make the final decision when the AARA impacts General Subjects in Unit 3 and 4 and requires QCAA Approval)

|   |  |  |  |  |                                  |                                      |
|---|--|--|--|--|----------------------------------|--------------------------------------|
| DATE APPLICATION RECEIVED:  |  |  |  |  |                                  |                                      |
| (Where possible, decision will be made within 7 days upon receipt of verifying evidence)  |  |  |  |  |                                  |                                      |
| This application will impact on assessment in   |  |  |  |  |                                  |                                      |
| General Subjects Unit 1 and/or 2 <input type="checkbox"/>   |  |  |  |  |                                  |                                      |
| General Subjects Unit 3 and 4 <input type="checkbox"/> This will also require Principal Reported <input type="checkbox"/> or QCAA Approved <input type="checkbox"/> |  |  |  |  |                                  |                                      |
| Applied Subjects <input type="checkbox"/>   |  |  |  |  |                                  |                                      |
| VET Subjects <input type="checkbox"/>   |  |  |  |  |                                  |                                      |
| Australian Curriculum Subjects <input type="checkbox"/>   |  |  |  |  |                                  |                                      |
| APPLICATION IS SUPPORTED <input type="checkbox"/>   |  |  |  | APPLICATION IS NOT SUPPORTED <input type="checkbox"/><br>Reason: |                                  |                                      |
| AARA Details:   |  |  |  |  |                                  |                                      |
| <input type="checkbox"/><br>How the instrument is presented to the student  | <input type="checkbox"/><br>How the student responds to the instrument | <input type="checkbox"/><br>Time allowed | <input type="checkbox"/><br>Scheduling | <input type="checkbox"/><br>Environment                          | <input type="checkbox"/><br>Mode | <input type="checkbox"/><br>Audience |
| Details if applicable:  | Details if applicable:   | Details if applicable:                   | Details if applicable:                 | Details if applicable:   | Details if applicable:           | Details if applicable:               |
|   |  |  |  |  |                                  |                                      |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

**NOTIFICATION/DOCUMENTATION:**

**REGARDLESS OF OUTCOME**

Student notified of outcome via email ☐

Parent/Carer notified of outcome via email ☐

Teachers notified of outcome via email ☐

**IF SUPPORTED ☐**

Documented as "Support/ Support Provision" in OneSchool.

Provision Name: AARA

Provision Type: School

Provision Target Area: Curriculum

Contact Person: Person who made the decision

Contributors: All involved in considering the information

Not restricted

Application scanned and attached in Support Provision.

Verifying evidence saved under Support/ Referral and Report with Restriction Level 1 or 2 or 3 depending on potential sensitive nature of information.

**NOT APPROVED ☐**

Documented as "Contact" in OneSchool

Deputy Principal Signature:

Date:



# BURPENGARY STATE SECONDARY COLLEGE

## AARA - Application for extension of time

### Due to Illness or misadventure

### Year 11 & 12 internal assessments

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. The following principles apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.

A student who is ill and unable to attend school for internal assessment should inform the principal's delegate or assessment supervisor as soon as practical. This may be before, during or immediately after the assessment.

|                        |             |                              |
|------------------------|-------------|------------------------------|
| STUDENT NAME:          | YEAR LEVEL: | STUDENT EMAIL:<br>@eq.edu.au |
| SUBJECT:               | TEACHER:    | HOD:                         |
| ASSESSMENT INSTRUMENT: |             | ORIGINAL DUE DATE:           |

#### STUDENT STATEMENT

ILLNESS ☐ MISADVENTURE ☐

Provide details of the nature of the illness or misadventure. Include, if relevant, dates of absences.

Explain the impact of your illness/misadventure on your ability to complete your assessment by the due date

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## VERIFYING EVIDENCE

### APPLICATION FOR EXTENSION

☐ Attached is medical certificate stating that I was unfit for duty for a period which includes the due date of the assessment

*According to the QCE/QCIA Policy Handbook 2019, supporting medical reports for Illness and Misadventure, must include*

- *The illness, condition or event*
- *Date of diagnosis, onset or occurrence*
- *Symptoms, treatment or course of action related to the condition or event*
- *Explanation of the probable effect of the illness, condition or event on the student's participation in the assessment*

### OR

☐ Attached is a funeral notice or equivalent demonstrating impact on the due dates **OR**

☐ Attached is a third party signed statement (not the student/parent/carer) from a relevant independent professional of independent third party such as a witness or police report stating the nature of the misadventure and covering the due date of the assessment **OR**

☐ Other. Please specify:

### Principal or Principal's delegate (Deputy Principal Senior School)

DATE APPLICATION RECEIVED:

(Decision is required within 48 hours)

APPLICATION IS APPROVED ☐

NEW DUE DATE IS :

APPLICATION IS NOT APPROVED ☐

Student notified of outcome via email ☐

Teacher notified of outcome via email ☐

If Approved:

Documented as "Support Provision" in OneSchool.

Provision Name: Illness and Misadventure

Provision Type: School

Provision Target Area: Curriculum

Contact Person: HOD Senior Secondary

Application scanned and attached

If Not Approved:

Documented as "Contact" in OneSchool

Signature:

Date:

**ORIGINAL APPLICATIONS ARE SUBMITTED TO THE OFFICE FOR INCLUSION IN STUDENT'S FILE.**

## APPENDIX THIRTEEN- Moderation Statement

### Moderation

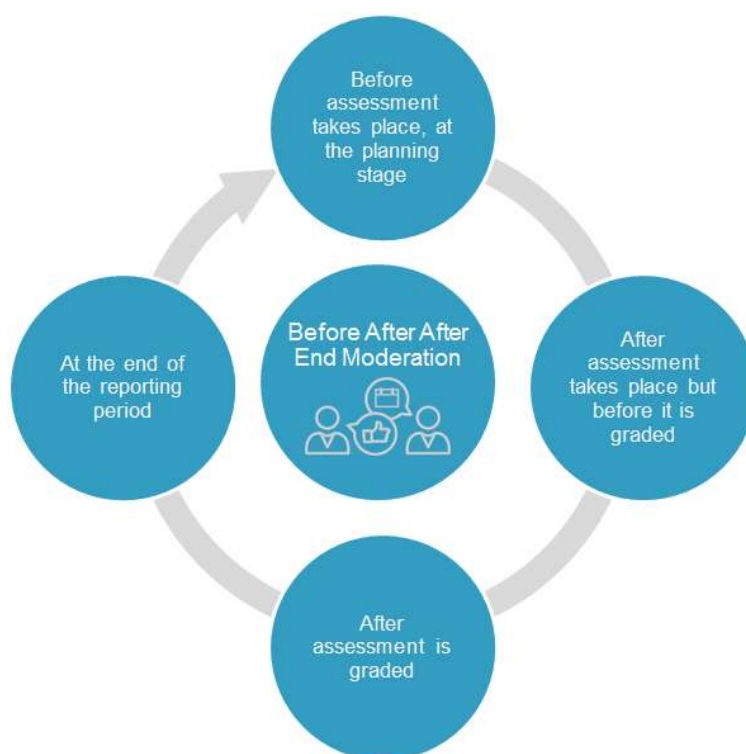
Burpengary State Secondary College is committed to a rigorous and holistic moderation process to ensure:

- Equity - consistency and fairness for students. Judgements about student work are consistent with agreed standards and comparable within and across learning areas.
- Justification - confidence in decision-making and the defensibility of results.
- Accountability - systemic requirements are met in terms of marking processes and learning outcomes. A common approach is made for making judgements. There is a shared understanding of the evidence required.
- Community building –teacher collaboration and the development of assessment literacy. Professional conversations build shared interpretations, a common metalanguage, and for practice to be enhanced.

#### Before-After-After-End Moderation Process

The College enacts the 'Before-After-After-End' Moderation model as outlined below. Curriculum Heads of Department are responsible for leading this important whole school process:

- managing the required activities and timelines
- establishing the professional 'norms' for moderation discussions
- developing a provision for standalone subjects. This might include using teachers who have taught the subject before, working with the HOD, and / or external schools (cluster) or experts
- documentation of the moderation processes



#### 1. Before assessment takes place at the planning stage

- Moderate to develop shared understandings about curriculum and relevant achievement standards. BSSC Year Curriculum and Assessment planners are used along with BSSC Unit plans in developing quality assessment.
- BSSC Assessment Checklist is used by the curriculum team in the development of quality assessment.

## 2. After assessment takes place, but before it is graded

- Moderate to make comparable judgements about student work on summative assessment.
- i. **Calibration** completed prior to grading work. A shared understanding on making judgements is developed by the curriculum team by using selected student responses from the cohort.
- ii. **Blind Marking** completed. Teachers from the curriculum team mark an anonymised clean copy of one student response, agree on judgements, and then grade their own class work.
- iii. **Comparability** checked. After each teacher has marked a few papers, teachers collaboratively discuss the marks awarded and characteristics of the student responses.

## 3. After assessment is graded

- Departments select processes to moderate in order to confirm judgements and refine them if necessary. This may include:
  - **Peer Review** completed by curriculum teams. Where appropriate, marked responses are selected to check that the marking guide has been used accurately and consistently
  - **Cross Marking** completed for exams. Student responses are distributed across teachers of the same subject. Teachers do not mark any work from students in their classes
  - **Double Marking**. Purposeful and deliberate marking of an individual response by more than one teacher to ensure consistency
  - **Borderline results checked**. When results are completed, borderline responses may be checked to ensure grade level decisions are accurate

## 4. At the end of the reporting period using assessment folios

- Moderate to make valid judgements for reporting overall levels of achievement
- **Borderline folios checked**. When all work is completed, borderline folios are discussed to ensure overall level of achievement are accurate
- **Folio consensus** reached. As part of the reporting process teachers cross check folio results against the grades awarded at the end of the program of study. This is to determine the accuracy overall level of achievement.



## APPENDIX FOURTEEN – Reporting Policy

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### Reporting

Reporting involves communicating information to parents, carers and students about student achievement and progress for each learning area / subject undertaken, at a point in time. The 'P-12 curriculum assessment and reporting framework' and the 'National Education Agreement' outline school requirements. This Reporting policy statement is to be implemented in conjunction with the BSSC Assessment and Curriculum Policies.

Reporting builds the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:

- the learning expectations for the student
- the student's achievement against expected standards
- how well the student is engaging with the expected learning
- how the student may be able to improve

#### **Academic reporting at BSSC includes:**

- Written report on student achievement against the relevant Australian Curriculum Achievement Standards
- Report on effort and behaviour against the College's 'Behaviour and Effort Matrix' (see below)
- Report on students who have an Individual Curriculum Plan against the Achievement Standards identified in the plan
- Report using the five-point A-E scale (see below)
- Reports on standardised assessments within the National Assessment Program –Literacy, Numeracy and sample assessments, where appropriate.
- Offering Parents / Carers the opportunity to discuss their child's achievement, effort and behaviour at the school with their child's teachers twice yearly at 'Student Teacher Parent Progress Interviews'
- Determining whether students learning English as an additional language or dialect in their first 12 months of Australian schooling are exempt from reporting on the five point A- E scale.
- Reporting deadlines are publicised to the College community at the start of the academic year
- As part of the reporting process One School Assessment Planners, Curriculum Overviews and accumulated QCE points are communicated home

#### **Making Judgements based on Evidence (years 7 – 10)**

- Reporting is based on evidence against the Achievement Standards and the Behaviour and Effort Matrix
- Reports reflect judgments about the quality of student learning, effort, and behaviour based on evidence collected during the reporting period.
- Reports reflect the student's most consistent level of achievement, effort and behaviour with consideration to more recent evidence.
- The evidence of each student's achievement is collected using a range of formative and summative assessments aligned to the curriculum. The individual assessment folio provide the basis for reporting judgments about the student's overall level of achievement in the learning area / subject
- Teachers make judgments about the quality of student work in the assessment folio that is, how well the student has met those elements of the standards that have been taught and assessed

during the reporting period. This is against the Australian Curriculum end of year / band Achievement Standards.

- A level of achievement is then awarded using a five-point scale

#### **Making Judgements in Years 11 – 12**

- In Year 11 judgements about the quality of student learning in General and Applied subjects will be based upon student evidence in response to the assessment program.
- In Year 12 judgments about the quality of student learning in General and Applied subjects will be based upon the summative assessment completed to date.
- See for further information.

#### **Interim Progress Reports**

- Reports issued at the end of Term 1 and Term 3
- No comments reports
- Can be based on formative and summative assessment (if available)
- Achievement grade is 'Year to Date' outcome based on individual assessment folio against the Australian Curriculum end of year / band Achievement Standards or the approved senior assessment program
- Reports checked by a peer 'buddy' and the line managing Head of Department

#### **Semester 1 (Unit 1 or 3) and Semester 2 (Unit 2 or 4) Reports**

- Reports issued at the end of Semester 1 and Semester 2
- Non-editable comment bank is used so teachers can set futures focused curriculum skill based improvement comments. There are no comments on effort, behaviour or the curriculum studied.
- Based on summative assessment as per the Assessment Policy and the QCAA's 'QCE and QCIA Policy and Procedures Handbook'
- Achievement grade is 'Year to Date' outcome based on individual assessment folio against the Australian Curriculum end of year / band Achievement Standards or the approved senior assessment program.
- Reports checked by a peer 'buddy' and the line managing Head of Department

#### **Comparative reporting**

A comparison of the students' level of achievement in each learning area and/or subject against the achievements of other students in the school, in the same year level who undertook the learning area and/or subject (while maintaining the privacy of individual students) will be provided to parents with each report.

#### **Student Teacher Parent Progress Interviews**

To support student learning 'Student Teacher Parent Progress Interviews' occur in term 2 and term 3. These progress checks allow the students and parents to get a shared understanding of what practical steps the student can do to improve their studies.

#### **No Surprises Policy**

Through the teaching, learning and assessment cycle staff are required to communicate with parents / carers if they have any concerns about the student's progress. This correspondence might be in relation to academic, behaviour or effort concerns. Preference is given to phone conversations, however, a standardised generic email template can be used (once authorised by the curriculum Head of Department). This must be completed in conjunction with the Assessment Policy and the relevant letters (see appendices).

Parents / carers should be well aware of any issues with their student's progress over the course of the term and should not be surprised by their subsequent report card.

**Five Point Achievement Scale (Years 7-10)**

- A Evidence in the student's work typically demonstrates a sophistication of conceptual understanding and skills from the standard that are able to be transferred to new situations.
- B Evidence in the student's work typically demonstrates a developing sophistication of conceptual understanding and skills from the standard and these are beginning to be transferred to new situations.
- C Evidence in a student's work typically demonstrates that they have developed the required conceptual understandings and skills to meet the standard and are able to apply them in familiar situations.
- D Evidence in the student's work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and that they are beginning to be applied in familiar situations.
- E Evidence in the student's work typically demonstrates that the student has not yet developed the required understanding and skills to meet the standard and that they can only apply them in scaffolded situations.
- N: Insufficient evidence to make a judgment.

**Reporting Achievement in Year 11 and Year 12**

- Students in Year 11 from 2019 and Year 12 from 2020 use the A–E scale to report to parents on student achievement in QCAA General and Applied Senior Syllabuses, and QCAA Short Courses studied in the reporting period. See the QCAA's 'QCE and QCIA Policy and Procedures Handbook' for further information.
- Report achievement in competency-based Vocational education and training units of competency using the standard competency-based ratings of: 'Competency Achieved', 'Working Towards Competency' or 'Competency Not Achieved'.

**BSSC Effort and Behaviour Matrix**

|                  |  | EXCELLENT  | VERY GOOD  | SATISFACTORY  | NEEDS ATTENTION  | UNACCEPTABLE   |
|------------------|--|--|--|---|--|--|
| <b>EFFORT</b>    | As a<br><b>COURAGIOUS</b><br>learner, I: | <ul style="list-style-type: none"> <li>Consistently attempt set tasks to the best of my ability with appropriate Teacher support</li> <li>Actively participate in my own learning</li> <li>Respect the learning of other students/classes</li> </ul>   | <ul style="list-style-type: none"> <li>Usually attempt set tasks to the best of my ability with appropriate Teacher support</li> <li>Actively participant in my own learning with some Teacher prompting</li> <li>Usually respect the learning of other students/classes</li> </ul>  | <ul style="list-style-type: none"> <li>Usually attempt most set tasks to the best of my ability with appropriate Teacher support and prompting</li> <li>Passively participant in my own learning with regular Teacher prompting</li> <li>Usually respect the learning of other students/classes but some Teacher redirection is needed</li> </ul>   | <ul style="list-style-type: none"> <li>Infrequently attempt set tasks to the best of my ability even with appropriate Teacher support</li> <li>Infrequently participant in my own learning even with regular Teacher prompting</li> <li>Can respect the learning of other students/classes but Teacher prompting is required</li> </ul>  | <ul style="list-style-type: none"> <li>Rarely attempt set tasks</li> <li>Rare participant in my own learning</li> <li>Rarely respect the learning of other students/classes</li> </ul>   |
| <b>BEHAVIOUR</b> | As an<br><b>EXCELLENT</b><br>student, I: | <ul style="list-style-type: none"> <li>Consistently listen and follow Teacher instructions in regards to safety, and respond appropriately to unsafe situations promptly</li> <li>Consistently and appropriately use school resources, equipment and relevant personal protective equipment</li> <li>Consistently keep hands off others and their belongings</li> <li>Obtain permission to leave the classroom, offering the school diary</li> </ul> | <ul style="list-style-type: none"> <li>Listen to and follow Teacher instructions in regards to safety</li> <li>Use school resources, equipment and relevant personal protective equipment appropriately</li> <li>Usually keep hands off others and their belongings, and self-correct</li> <li>Obtain permission to leave the classroom</li> </ul> | <ul style="list-style-type: none"> <li>Usually listen to and follow Teacher instructions in regards to safety</li> <li>Usually use school resources, equipment and relevant personal protective equipment appropriately with some Teacher prompting</li> <li>Usually keep hands off others and their belongings, and self-correct with Teacher prompting</li> <li>Obtain permission to leave the classroom with Teacher prompting and without argument</li> </ul> | <ul style="list-style-type: none"> <li>Infrequently follow Teacher instructions in regards to safety, requiring reminders</li> <li>Infrequently use school resources, equipment and relevant personal protective equipment appropriately, with regular Teacher prompting</li> <li>Need reminders to keep hands off others and their belongings</li> <li>Infrequently obtain permission before leaving the classroom</li> </ul> | <ul style="list-style-type: none"> <li>Rarely follow Teacher instructions in regards to safety</li> <li>Rarely use school resources, equipment and/or relevant personal protective equipment appropriately</li> <li>Frequently requires reminders to keep hands off others and their belongings</li> <li>Leave the classroom without permission</li> </ul> |

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|  | As a<br>RESPECTFUL<br>student, I: | <ul style="list-style-type: none"> <li>• Consistently exhibit exemplary manners every lesson</li> <li>• Actively listen and follow Teacher instructions promptly</li> <li>• Consistently use appropriate verbal and non-verbal language</li> <li>• Consistently bring all necessary equipment and materials for lessons, keeping these in good order</li> <li>• Consistently organised</li> </ul> | <ul style="list-style-type: none"> <li>• Usually use appropriate manners every lesson and self-correct</li> <li>• Usually listen to and follow Teacher instructions</li> <li>• Usually use appropriate verbal and non-verbal language and self-correct</li> <li>• Usually bring necessary equipment and materials for lessons, keeping these in good order</li> <li>• Usually organised</li> </ul> | <ul style="list-style-type: none"> <li>• Usually use appropriate manners and self-correct with Teacher prompting</li> <li>• Follow Teacher instructions with some prompting</li> <li>• Usually use appropriate verbal and non-verbal language and self-correct with Teacher prompting</li> <li>• Usually bring necessary equipment for lessons</li> <li>• Become organised for lessons with some Teacher prompting</li> </ul> | <ul style="list-style-type: none"> <li>• Infrequently use appropriate manners even with Teacher prompting</li> <li>• Infrequently follow Teacher instructions</li> <li>• Infrequently use appropriate verbal and non-verbal language even with Teacher prompting</li> <li>• Infrequently bring necessary equipment for lessons</li> <li>• Require prompting by Teacher to become organised for lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Rarely use appropriate manners even with prompting</li> <li>• Rarely follow Teacher instructions with regular redirection required</li> <li>• Rarely use appropriate verbal and non-verbal language</li> <li>• Rarely bring necessary equipment for lessons</li> <li>• Require intervention by the Teacher to become organised for lessons</li> </ul> |
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