



Assessment Policy for Years 11 and 12

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures at Craigslea SHS to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Applied, Applied (Essential), General, General (Extension) subjects across all faculties at Craigslea SHS.

Purpose

This policy is designed to inform students, parents and teachers of the procedures that are in place to ensure uniformity of practices as students work towards summative assessment completion for the QCE.

Principles

The expectations for teaching, learning and assessment at Craigslea SHS are grounded in the principles of academic integrity.

Assessment includes any examination, practical demonstration, oral presentation, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment will be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to ensure confidence in the processes used, the information obtained, and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable

Promoting Academic Integrity

Craigslea SHS promotes academic integrity by developing students' skills and modelling appropriate academic practices. The procedures outlined in this assessment policy support this endeavour.

QCE and QCIA policy and procedures handbook (see link on page 1)	Policy and Procedures
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at https://craigsleashs.eq.edu.au All questions regarding this policy should be directed to the Deputy Principal (11/12).</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in form classes. Key processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment calendar is published • when each task is handed to students • in the school's newsletter and by email in response to phases of the assessment cycle.
<p>Expectations about engaging in learning and assessment Section 8.2.1</p>	<p>Craigslea SHS has high expectations for academic integrity and for student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.</p> <p>All teaching staff and students will complete the QCAA academic integrity course.</p>
<p>Due dates for submission of work</p>	<p>Students are required to complete all course and assessment requirements on or before the due date and time <u>specified on assessment tasks</u> for their results to contribute towards credit for the achievement of the QCE.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work, including acknowledgment of any contributions made by generative AI tools where permitted. • submit responses to scheduled assessment on or before the due date and time specified on the test instrument (this includes written, spoken and produced tasks) • arrive at exam rooms at the scheduled time on the scheduled date. <p>School responsibility Craigslea SHS is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date and time specified on the test instrument.</p>
<p>Assessment Calendar</p>	<p>Due dates for final responses are published in the assessment calendar. Due dates for checkpoints and drafts will be made explicit on all assessment tasks.</p> <p>Due dates will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the tasks • allow for internal quality assurance processes within faculties • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated no later than by the end of Week 3 of each Unit.

	<p>Student responsibility</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> • recording due dates in their student planners • planning and managing their time to meet the due dates • adhering to the assessment conditions: • including submission of tasks by due dates and times for submission of assessment tasks. <p>If a hard copy has been requested as a condition on the assessment task, the hard copy (and associated draft material) must be submitted:</p> <ul style="list-style-type: none"> • directly to the teacher on the due date if a lesson is scheduled that day • directly to the HOD of the subject area if the teacher is not available on the due date; or • to the office by 3.30pm on the due date. The assessment submission book must be signed. <p>Hard copies must not be given to teachers other than the subject teacher or HOD. If neither are available, the hard copy must be signed in at the student counter by 3.30pm.</p> <p>If electronic versions are required, the assignment task must be submitted electronically by the time and date stated on the assessment task.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p> <p>Managing non-submission of assessment by the due date</p>	<p>Procedures to be followed when a due date for a scheduled assessment cannot be met due to unforeseen illness or misadventure</p> <p>(1) Applications for AARA (Access Arrangements and Reasonable Adjustments) – Unforeseen Illness, misadventure, short-term conditions or temporary injuries</p> <p>See Appendix 1: AARA Procedures Flowchart</p> <p>In cases where students are unable to meet a due date due to unforeseen illness, misadventure, short-term condition or temporary injury, they must, in conjunction with parents/carer:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher immediately • complete an AARA application form (see Appendix 1). Copy of the Short Term AARA Application Unit 1 & 2, Short Term AARA Application Unit 3 & 4 are available on school's website • provide appropriate documentation to be attached to the AARA application e.g. medical certificate, medical practitioner's report. <p>Parents and students will be advised if an AARA application has been approved or not approved. The approval process will be undertaken by the Deputy Principal (11/12) Head of Senior Schooling or HOES (as delegates for the Principal).</p> <p>In the case where an AARA application has been approved, students must meet the adjusted submission date or the 'not approved' processes described on page 4 will apply.</p> <p>(2) Approved absences</p> <p>Students engage in a range of learning experiences or activities that are not school-based. These activities may involve prolonged absences from school, do not meet the requirements for AARA or illness and misadventure applications and may coincide with scheduled assessment periods. Examples of these activities include selection in state or national teams for cultural or sporting activities.</p> <p>If a student is selected for participation in such an activity, they must submit an <i>Application for Participation in an Approved External Activity</i> (see Appendix 2) and, if approved, a Principal approved extension or variation to the due date will apply. This application (available on the website) must be submitted at least 3 school weeks before the scheduled activity. The application will give details of any scheduled assignments or tests. If approved, the student and parents/carers will be advised of adjusted due dates. Procedures for late submissions will apply to these adjusted due dates.</p>

	<p>Situations where an AARA or Application for Participation in an Approved External Activity will not be approved.</p> <p>An AARA or an Application for Participation in an Approved External Activity will not be approved for circumstances of the student's own choosing, such as a family holiday, participation in casual work or participation in a cultural or academic event which is not sanctioned by the school, a driver's test or lesson, a dental appointment, a medical appointment not supported by documentation, or IT-related issues.</p> <p>USB loss or file corruption are not grounds for AARA as students must ensure that they use multiple methods of backing up work throughout the drafting process, for example, saving drafts to OneDrive, saving drafts to the school network and saving drafts to a USB</p> <p>Further, an AARA will not be approved for:</p> <ul style="list-style-type: none"> • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided <p>Procedures when AARA or Application for Participation in an Approved External Activity is not approved or submitted</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment task by the due date (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> • provided by the student for the purposes of authentication during the assessment preparation period is available (e.g. a submitted draft), teachers make judgments based on this information • was not provided by the student on or before the due date as specified by the school and no other evidence is available, a result of 'Not-Rated' (NR) will be entered on the student's profile. <p>A student's unit result will be based on the evidence gathered for that unit for all tasks submitted on or before the due date.</p> <p>Examinations</p> <p>If a student does not arrive for an examination at the scheduled time and date and an AARA is not approved or sought, the student may not be rated for that task (NR).</p>
<p>Submitting, collecting and storing assessment information</p>	<p>Assessment tasks will provide information about the requirements for submission of draft and final responses, including due dates and times, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted on or before the due date and time specified and in the form specified (e.g. hard copy or electronic copy).</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p>
<p>Appropriate materials</p>	<p>Craigslea SHS is a supportive and inclusive school. Material and texts are chosen with care by students and teaching staff.</p>

Ensuring Academic Integrity

Craigslea SHS has **procedures** in place to support the consistent application of the assessment policy and to ensure that academic integrity is paramount.

Internal Assessment Administration

QCE and QCIA policy and procedures handbook (see link on page 1)	Policy and Procedures
Scaffolding Section 8.2.3	Scaffolding for assessment helps students understand the process for completing the task. Teachers will provide scaffolding for students that will: <ul style="list-style-type: none"> • maintain the integrity of the requirements of the task • allow for unique student responses and not lead to a predetermined response.
Checkpoints	Checkpoints will: <ul style="list-style-type: none"> • be detailed on student assessment task sheets • used to monitor student progress • provide authentication student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. These checkpoints will also provide evidence should an AARA application be required.
Drafting & Feedback Section 8.2.4 Section 8.2.5	<p><u>Drafting and feedback</u></p> <p>Drafting is a key checkpoint. Types of drafts differ depending on the subject, e.g. written draft, rehearsal of a performance piece or a product in development. Drafts will be used as evidence of student achievement in the case of illness or misadventure or non-submission for other reasons, as well as to ensure the work reflects the student's own capabilities and is not reliant on generative AI tools beyond what is allowed by the task conditions.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of a student's response • a consultative process that indicates aspects of the response to be improved or further developed • provided within two weeks of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio. Parents or caregivers will be notified by the classroom teacher if a draft has not been submitted by the due date.</p>
Managing response length Section 8.2.6	<p><u>Managing response length</u></p> <p>Students must adhere to assessment response lengths as specified in the assessment instruments (and prescribed by the syllabus documents). The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response • Teaching and learning programs include strategies to enable students to develop skills in managing response length • Feedback about length is provided by teachers at checkpoints. <p>After all these strategies have been implemented, if the student's response exceeds the word length prescribed by the syllabus and specified on the test instrument, the teacher will:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit <p>Any such student work submitted for confirmation purposes will be annotated to clearly indicate the evidence used to determine a mark.</p>

	<p>Depending on the technique and response type, there may be cases where excluding evidence over the prescribed limit will not be appropriate. In these cases, students will, before the task is assessed and without specific teacher direction, redact sections. This will be done uniformly across the cohort and only under the direction of the Head of Department.</p> <p>Determining word length and page count of a written response</p> <table border="1"> <thead> <tr> <th></th> <th>Word length</th> <th>Page count</th> </tr> </thead> <tbody> <tr> <td>Inclusions</td> <td> <ul style="list-style-type: none"> all words in the text of the response title, headings and subheadings tables, figures, maps and diagrams containing information other than raw or processed data quotations footnotes and endnotes (unless used for bibliographical purposes) </td> <td> <ul style="list-style-type: none"> all pages that are used as evidence when marking a response </td> </tr> <tr> <td>Exclusions</td> <td> <ul style="list-style-type: none"> title pages contents pages abstract raw or processed data in tables, figures and diagrams bibliography reference list appendixes* page numbers in-text citations </td> <td> <ul style="list-style-type: none"> title pages contents pages abstract bibliography reference list appendixes* </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response. 		Word length	Page count	Inclusions	<ul style="list-style-type: none"> all words in the text of the response title, headings and subheadings tables, figures, maps and diagrams containing information other than raw or processed data quotations footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> all pages that are used as evidence when marking a response 	Exclusions	<ul style="list-style-type: none"> title pages contents pages abstract raw or processed data in tables, figures and diagrams bibliography reference list appendixes* page numbers in-text citations 	<ul style="list-style-type: none"> title pages contents pages abstract bibliography reference list appendixes*
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<p>Authenticating student responses Section 8.2.8</p> <p>Referencing</p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Craigslea SHS uses the authentication strategies promoted by the QCAA.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (see p.11).</p> <p>All responses to non-exam assessments must be referenced in accordance with the school's referencing style (Harvard method) unless stated by the faculty on the assessment task conditions.</p>									
<p>Internal quality assurance processes Section 9</p>	<p>Craigslea SHS's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> quality assurance of all assessment instruments before they are administered to students using Craigslea SHS quality assurance tools modelled on QCAA's quality assurance tools quality assurance, including moderation, of judgments about student achievement. <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process</p> <p>Results for Applied and Applied (Essential) subjects may be subject to advice from the QCAA.</p>									
<p>Review Section 9.3, 9.4</p>	<p>Craigslea SHS undertakes internal review processes for student results (including NR) for all General subjects (Units 1 and 2) and Applied subjects to ensure equity.</p>									

Internal Examinations & Block Exams

<p>QCE and QCIA policy and procedures handbook (see link on page 1)</p>	<p>Policy and Procedures</p>
	<p>Internal examinations will be held during the assessment cycle for students studying General and Applied subjects.</p> <p>Individual Subject Examinations</p> <p>Students will be advised of the date, time and venue of Internal Examinations of individual subjects that are being held during scheduled class times a minimum of three weeks before the examination. An appropriate break time will be made available to students.</p> <p>Roles and responsibilities - Block Exams</p> <p>The Deputy Principal will prepare and publish a Block Exam schedule for internal examinations that are held when classes are suspended in order for the examinations to take place. This schedule will be issued 3 weeks before the commencement of the Block.</p> <p>Exams schedules will be issued to all students in hard copy form and will also be available on the school's website. Communication to parents and carers that the timetable has been issued will be made via newsletter and digital platforms.</p> <p>Students will:</p> <ul style="list-style-type: none"> • advise the Deputy Principal (11/12) of any timetable clash when the schedule is published • arrive at least 10 minutes before the commencement of the exam • understand the importance of academic integrity and what constitutes academic misconduct (see p.11) • understand that breaching any of the provisions relating to academic integrity and exam procedures is a form of academic misconduct. <p>Staff will:</p> <ul style="list-style-type: none"> • supervise the exam vigilantly and report any incident when they suspect or observe an act of academic misconduct by a student <p>Examination protocols - Block Exams and Internal Examinations</p> <p>Students with an approved AARA</p> <p>Students with approved AARAs for examinations will complete their exams with the application of approved allowances.</p> <p>Absence from exam</p> <p>All students are to attend a scheduled exam at the required time on the scheduled date. Misreading an exam timetable is not a valid reason for a Short Term AARA application.</p> <p>If a student is ill on the day of an examination, they must:</p> <ul style="list-style-type: none"> • inform the office immediately • complete a Short Term AARA application form (see appendix 1). Copies of the Short Term AARA Application Unit 1 & 2, Short Term AARA Application Unit 3 & 4 are available on school's website • provide appropriate documentation to be attached to the AARA application e.g. medical certificate, medical practitioner's report. <p>Parents and students will be advised if an AARA application has been approved or not approved. The approval process will be undertaken by the Deputy Principal (11/12) or Head of Senior Schooling (as delegates for the Principal).</p>

In the case where an AARA application has been approved, for an internal exam, students must meet the adjusted submission date or the 'not approved' processes will apply. In most cases of an approved AARA, the student will sit for a comparable task.

In the case of external exams, the AARA will be submitted directly to QCAA. No further exams will be made available for students who miss external exams. Students will not receive a result if the AARA is not approved by QCAA.

Misconduct before entry to exam

A student who does not comply with assessment rules and procedures before entry to the exam room will be warned of the consequences of academic misconduct and may be required to complete the assessment in a different room.

Communication during exam

Once inside the exam room, students are not permitted to speak, except to the exam supervisor.

Student equipment

All approved equipment brought into an assessment room by a student must be in a clear container. Unless otherwise stated, students are **not permitted** to bring into the exam room:

- electronic devices
- transmitting or receiving devices
- extraneous papers.

Students are **not permitted** to borrow equipment from other students during an exam.

Late arrival to exam

If a student arrives late and there is an extenuating circumstance, they must report to the office. If there is no extenuating circumstance, no extra time beyond the scheduled test session is allowed to complete the exam. If arriving after the end of perusal or planning time, additional security procedures will apply. In either situation, the student may be required to complete the assessment in a different room.

Alleged misconduct during the assessment

- The exam supervisor is to manage an incident when a student is suspected of, or observed participating in, academic misconduct. Students are permitted to complete the assessment.
- Serious incidents that are unable to be reasonably managed by the exam supervisor may result in the student being excluded from the assessment room and supervised in another room to complete the assessment.
- After the assessment, the exam supervisor will record the incident on OneSchool and report the incident to the Deputy Principal (11/12). The student has an opportunity to respond to the allegation as part of a formal process. The Deputy Principal (11/12) will determine whether the incident constitutes academic misconduct.
- If academic misconduct is upheld, the student will receive "Not Rated" for the exam.

Emergency evacuation

If an emergency evacuation is required during an internal exam session, the school's usual workplace health and safety procedures apply. A comparable exam will be scheduled at a later date.

If an emergency evacuation is required during an external examination, QCAA will determine the procedures for finalising the results of the interrupted examination.

External Assessment (External Exams)

<p>QCE and QCIA policy and procedures handbook (see link on page 1)</p>	<p>Policy and Procedures</p>
<p>External assessment</p>	<p>External Assessment will be undertaken for all students undertaking General subjects and Essential English and Essential Mathematics.</p> <p>There are no external assessments for Applied Subjects.</p> <p>Roles and responsibilities</p> <p>The principal manages the overall responsibilities for the external assessment (examination) process and the Deputy Principal 11/12 and the Head of Senior Schooling act as principal delegates in the roles of External Examination coordinators and Assistant External Examination coordinator respectively. The EA coordinator will manage the security, storage and movement of assessment materials when delivered by QCAA.</p> <p>The EA coordinator will:</p> <ul style="list-style-type: none"> • adhere to and manage external assessment processes outlined in the External assessment administration guide and: • communicate to school staff, students and parents/carers the <ul style="list-style-type: none"> - <i>External assessment timetable</i> - <i>External assessment student rules</i> - <i>Approved equipment list</i> • implement QCAA arrangements for rescheduled assessments if there is a timetable clash • allocate suitable staff to supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year) • manage incidents when a student is suspected of, or observed participating in, an act of academic misconduct • complete the EA coordinator’s report. <p>An Exam Support Officer (ESO) will help distribute materials, collect rolls and communicate attendance, including later arrivals, to the EA coordinator or Assistant Exam Coordinator.</p> <p>School staff will:</p> <ul style="list-style-type: none"> • adhere to external assessment processes in the External assessment administration guide • supervise external assessment (teachers are ineligible to supervise an external assessment for subjects that they teach in a given year) • report incidents when they suspect or observe an act of academic misconduct by a student. <p>Students will:</p> <ul style="list-style-type: none"> • read and comply with the external assessment student rules and information provided by the school • understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct (see p.10) • understand that breaching any of the external assessment rules and procedures is a form of academic misconduct.

External Examination protocols

Unlisted students

Any student not listed on the assessment's attendance roll is not usually permitted entry, unless there are extenuating circumstances and admittance is authorised by the QCAA.

Misconduct before entry

A student who does not comply with assessment rules and procedures before entry to the assessment venue will be warned of the consequences of academic misconduct and may be required to complete the assessment in a different room.

Communication in the exam

Once inside the room, students are not permitted to speak, except to an external assessment supervisor.

Student equipment

All approved equipment brought into an assessment room by a student must be in a clear container. Unless otherwise stated, students are not permitted to bring electronic devices, transmitting or receiving devices, or papers into assessment rooms. Students cannot borrow equipment from other students during an external assessment.

Late arrival to exam

If a student arrives late the student is permitted into the assessment room to complete the assessment. No extra time beyond the scheduled test session is allowed to complete the external assessment unless there is clearly an extenuating circumstance (to be determined by the EA coordinator). If arriving after the end of perusal or planning time, additional security procedures will apply. In either situation, the student may be required to complete the assessment in a different room.

Alleged misconduct during the assessment

External assessment supervisors manage incidents when a student is suspected of, or observed participating in, academic misconduct. **Students are permitted to complete the assessment.**

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room and supervised in another room to complete the assessment.
- After the assessment, the EA coordinator informs the student that a report of the incident will be submitted to the QCAA. The student has an opportunity to respond to the allegation as part of a formal process.

The QCAA will investigate cases of alleged academic misconduct and may refuse to issue the results of one (or more) students. If the QCAA considers a student committed some form of misconduct, they will be issued with a show cause notice that presents QCAA's reasons for refusing to issue a result and gives them an opportunity to make their case. After considering the student's response, the QCAA will make its decision and advise them accordingly.

If the QCAA decides not to issue a result, the student will be able to seek an internal review of the decision. If the student is dissatisfied with the internal review decision, they may apply for an external review by the Queensland Civil and Administrative Tribunal.

Emergency evacuation:

If evacuation is required during an external assessment session, the school's usual workplace health and safety procedures apply. The EA coordinator must contact the QCAA for procedural advice as soon as practical after the evacuation.

Observation

QCAA-appointed observers provide an independent quality assurance report to the QCAA on a random sample of schools. Observers may attend any school or assessment.

Illness during external assessment

A student who is ill but completes the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

	<p>Submitting an application for illness and misadventure for external assessment</p> <p>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.</p> <p>An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student’s performance in external assessment.</p> <p>The QCAA will seek background information and a recommendation from the principal or the principal’s delegate, observers and invigilators where relevant, to verify a student’s application for illness and misadventure.</p>
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Managing Academic Misconduct

Craigslea SHS supports students to complete assessment and to submit work that is their own, minimising opportunities for academic misconduct. Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning (*QCE and QCIA policy and procedures handbook v 5.0*). Examples of academic misconduct and the school’s response to such conduct are outlined below. This list is not exhaustive and the management any misconduct that is not listed will be undertaken by the principal’s delegate (Deputy Principal 11/12). Craigslea SHS staff will follow the “Investigating Academic Misconduct” flowchart (Appendix 3).

Types of Misconduct		Procedures for Managing Academic Misconduct
Cheating while under supervised conditions – Examination Section 8.3.1	<p>A student:</p> <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment or materials has any notation written on the body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>Students’ results will be withheld. It will be at the school’s discretion the administration of comparable assessment.</p> <p>See the <i>QCE and QCIA policy and procedures handbook</i>. Where appropriate, the school’s Student Code of Conduct will be implemented.</p> <p>If cheating is suspected in an external exam, the procedure applicable to external exams will apply (see p.10)</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> more than one student works to produce a response and that response is submitted as individual work by one or multiple students a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment. 	<p>Result will be awarded using any evidence from the preparation of the response that is available that is verifiably the student’s own work that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment. 	<p>Students’ results will be withheld. It will be at the school’s discretion the administration of comparable assessment.</p> <p>Craigslea SHS’s Student Code of Conduct will also be implemented.</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student’s work during an exam copies another student’s work during an exam. 	<p>Students’ results will be withheld. It will be at the school’s discretion the administration of comparable assessment.</p> <p>Craigslea SHS’s Student Code of Conduct will also be implemented.</p>

Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials. 	<p>Students' results will be withheld. It will be at the school's discretion the administration of comparable assessment.</p> <p>Craigslea SHS's Student Code of Conduct will also be implemented.</p>
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references. 	<p>Result will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. completes a response to an assessment in place of another student. 	<p>Student's results will be withheld. It will be at the school's discretion the administration of comparable assessment.</p> <p>Craigslea SHS's Student Code of Conduct will also be implemented.</p>
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	<p>Craigslea SHS's Student Code of Conduct will be implemented.</p>
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas). This includes submitting text, code, or other content generated by AI tools without proper attribution or authorisation.</p>	<p>Result will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
Self-plagiarism	<p>A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>	<p>Result will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work created for the specific task in the conditions specified by the syllabus, on or before the due date. If a student uses work that has been previously collated for a different task but informs the current task (e.g. data from a previous scientific experiment) this information must be cited appropriately and not presented as data collected specifically for the current task.</p>
Significant contribution of help	<p>A student arranges for, or allows, a tutor, parent/carer or any person or generative AI service in a supporting role to complete or contribute significantly to the response.</p>	<p>Result will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>

Related school policy and procedures

- Craigslea SHS [Student Code of Conduct](#)
- [Acceptable use of ICT Facilities and Devices Policy](#)
- Craigslea SHS [Teaching and Learning Handbook](#)



Appendix 1

- **AARA Procedures Flowchart**
- **Short Term AARA Application Unit 1 & 2 (Principal Approved)**
- **Short Term AARA Application Unit 3 & 4 (Principal Approved)**

Appendix 2

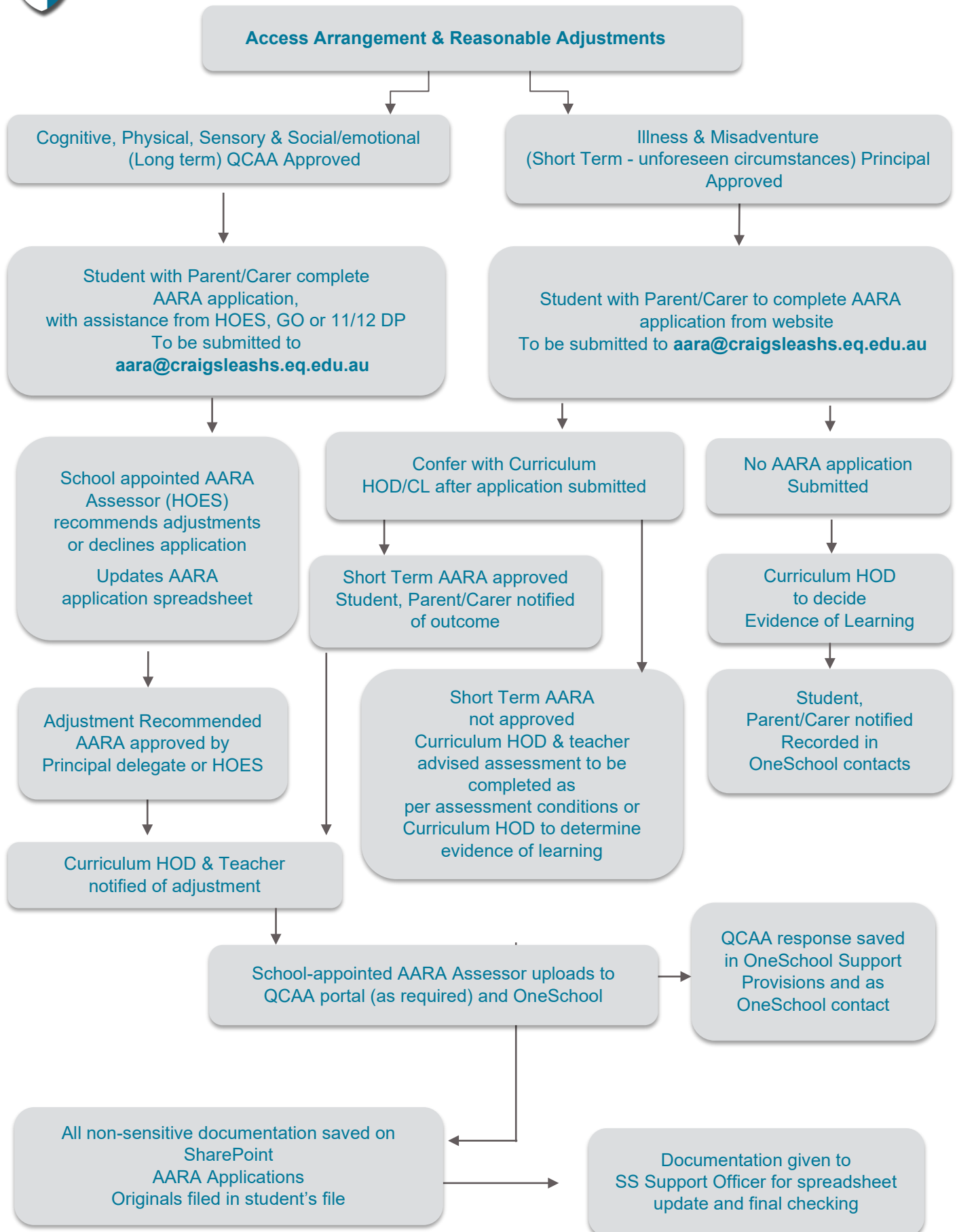
- **Application for Participation in an Approved External Activity**

Appendix 3

- **Investigating Academic Misconduct**



Craigslea State High School





Craigslea State High School

Access Arrangements and Reasonable Adjustments Short Term (AARA) Application form Confidential Medical Report

Return via email to AARA@craigsleashs.eq.edu.au

Medical reports may only be completed by the student's general practitioner (GP) or a medical specialist (registered under Queensland's *Medical Practitioners Registration Act 2001*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated as strictest confidence and is only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.

Student Details			
Name:	Click or tap here to enter text.	Roll Class:	Click or tap here to enter text.
Date:	Click or tap here to enter text.	LUI:	

Period of AARA Unit 1 Unit 2 Unit 3 Unit 4

AARA eligibility details

Time-frame	Category	Examples	Details
<input type="checkbox"/> Permanent <input type="checkbox"/> Temporary <input type="checkbox"/> Intermittent	<input type="checkbox"/> Illness and Misadventure	Unforeseen circumstances/ unexpected event, injury or diagnosed illness, bereavement, trauma	Please indicate and briefly describe the disability, condition or circumstance:
	<input type="checkbox"/> Social /Emotional	Anxiety, Depression, ODD, OCD	

Subject	Teacher + HoD	Assessment due date	Requested extension date	Description of task
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			

Student Details			
Student Signature		Date	
Parent/carer Signature (if student is under 18)		Date	

This section is to be completed by a Health Professional

Diagnosis

Patient (Student) Name:	
Diagnosis:	
Date of diagnosis:	
Date of occurrence/onset:	

I consider that the effect of the impairment arising from the medical condition is/was:		
<input type="checkbox"/> mild	<input type="checkbox"/> moderate	<input type="checkbox"/> severe
I consider that the student is/was:		
<input type="checkbox"/> disadvantaged due to temporary medical condition		
<input type="checkbox"/> unfit to participate in assessment due to a temporary medical condition from ___/___/___ (date) to ___/___/___ (date).		
<input type="checkbox"/> unfit to participate in assessment due to a deterioration in a chronic condition from ___/___/___ (date) to ___/___/___ (date).		
If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the exam session.		
Professional recommendations for assessment adjustments.		

Health Professional Details

Name:	
Profession:	
Phone:	
Specialty/qualifications: (if applicable)	
Place of work:	
Registration number:	
Practice stamp: (if applicable)	

School-appointed AARA Assessor signature: _____ Date: _____



Appendix 2

Craiglea State High School

Application for Participation in an Approved External Activity

Return via email to AARA@craigleashs.eq.edu.au

- Please refer to Craiglea State High School’s Year 11 & 12 Assessment Policy prior to the submission of an application.
- Application is to be received a **minimum of 3 weeks** before the assessment due date, where possible.

Student Details			
Name:	Click or tap here to enter text.	Roll Class:	Click or tap here to enter text.
Date:	Click or tap here to enter text.	LUI:	Click or tap here to enter text.

Period of External Activity *Please indicate* Unit 1 Unit 2 Unit 3 Unit 4

Eligibility details *Please indicate and briefly describe the school approved external event.*

Dates	Category	Details
	<input type="checkbox"/> Cultural <input type="checkbox"/> Representative Sport <input type="checkbox"/> Student Leadership <input type="checkbox"/> Further Study Activity	Click or tap here to enter text.

Unit 1: Subject	Teacher + HOD	Assessment due date	Requested extension date	Description of task
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.

Office Use Only

Relevant official documentation received

Unit 2: Subject	Teacher + HOD	Assessment due date	Requested extension date	Description of task
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.

Unit 3: Subject	Teacher + HOD	Assessment due date	Requested extension date	Description of task
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.

Unit 4: Subject	Teacher + HOD	Assessment due date	Requested extension date	Description of task
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.
	Enter text			
Click or tap here to enter text.	Enter text	Enter text	Enter text	Click or tap here to enter text.

Student statement

Describe how the school approved external activity will affect your access to the assessment and/or ability to communicate a response to assessment

Click or tap here to enter text.

Detail what kind of arrangements or adjustments will enable you to complete assessment

Click or tap here to enter text.

Student signature: _____ Date: _____

Parent/guardian signature: _____ Parent name: _____

In signing this I give my consent for relevant information to be shared with the Queensland Curriculum and Assessment Authority (QCAA) if required.

Deputy Principal signature: _____ Date: _____

Office Use Only

Approved?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Description (including amended dates for submission) Enter text	
Reason for refusal: Enter text	<input type="checkbox"/> Parent informed <input type="checkbox"/> Contact recorded

Checklist	
<input type="checkbox"/>	Confirmation email completed (sent to student, parent/carer, teacher, HOD)
<input type="checkbox"/>	Original copy in student file
<input type="checkbox"/>	OneSchool contact recorded

Appendix 3



Investigating Academic Misconduct

