Assessment Policy for Years 7 – 12

Scope

Craigslea State High School's Assessment Policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment in Years 7 – 12. This policy aligns with the K-12 Curriculum, assessment and reporting (CARF) Framework. This policy is developed from the *QCE and QCIA policy and procedures handbook* and applies to Junior and Senior subjects across all faculties at Craigslea State High School.

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 and in the completion of Senior Schooling for the QCE.

We value learning as a shared responsibility and believe that the best possible outcomes for our students occur when each member of the school community works as part of a team. We also recognise the importance of consistently applying procedures across the student body to achieve equitable outcomes.

Principles

Craigslea State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the standards as described by the Australian Curriculum (Years 7 – 10) and objectives of the Senior 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 State High School 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 : Section 6 & 8

Policy and Procedures	
Location and communication of policy	The Year 7 – 12 Assessment Policy is located on the school website here. All questions regarding this policy should be directed to the relevant Year Level Deputy Principal. To ensure the Policy is consistently applied, relevant processes will be revisited with students at regular intervals, such as: • at enrolment interviews • during Craigslea and Beyond lessons (CAB) and Senior Education and Training (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.
Expectations about engaging in learning and assessment **Section 8.2.1**	Craigslea State High School 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. **Student responsibility** Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work, 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. To emphasise the importance of sound academic practices, all teaching staff and students will complete the QCAA academic integrity course.
Due dates for submission of work **Assessment Calendar**	**School responsibility** Craigslea State High School 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. Due dates for final responses are published in each student's assessment calendar and on QParents. Due dates for checkpoints and drafts will be made explicit on all assessment tasks. Due dates will: • 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 at the start of the school year, no later than end of Week 3

Due dates for drafts and submission of tasks are outlined on the cover page of tasks. The form of submission is also made clear e.g. QLearn, electronic copy and file type, hard copy or both.

- Students are required to complete and submit all subject assessment requirements on or before the due date and time described on the task sheet.
- If a student has a subject lesson with the subject teacher on the day that the assignment, performance or product is due, it must be submitted or performed during that lesson unless the teacher has given a set time for uploading to QLEARN.

Student responsibility
Students are responsible for:

- checking and recording due dates
- planning and managing their time to meet the due dates
- adhering to the assessment conditions:
- informing the school as soon as possible if the due date for any assessment task is unlikely to be met so that appropriate procedures can be put in place.
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates
- submitting tasks by due dates and times

In cases where students are unable to meet a due date, they will:

- inform their Classroom Teacher as soon as possible
- provide the school with relevant documentation in line with the AARA process
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

All final decisions in the AARA process are made at the DP or relevant subject HOD (junior) discretion. Refer to AARA information in the appendix.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA) **Section 6**	Craigslea State High School is committed to reducing barriers to success for all students. Access Arrangements and Reasonable Adjustments (AARA) are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. **Applications for AARA (Access Arrangements and Reasonable Adjustments)** **Short Term AARAs - unforeseen Illness, misadventure, short-term conditions or temporary injuries.** For applications for extensions to due dates due to unforeseen illness and misadventure, short term condition or temporary injury, they must, in conjunction with parents/carer: - inform the classroom teacher and Head of Department immediately - follow Appendix 1: AARA Procedures Flowchart and the outlined steps below **Years 7 - 10 Application for Short-Term AARA** 1. Download a copy of Application for Assignment Extension and Missed Exam 2. Send the form to the individual Heads of Department to seek approval, for a single extension. Please visit Our Staff on our school-website to view HOD email. 3. If multiple extensions are required, send to the relevant Student Services HOD to liaise with individual curriculum HODs Please visit Our Staff on our school-

website to view Student Services HOD email.

4. The student, parents/caregivers and teacher will be advised of the outcome of the application, and the HOD will enter details into the Junior Extensions Logbook

5. If the application is approved, a new due date will be set and the normal processes regarding submission by the due date will apply.

6. If the application is "not approved," the process related to late submission or absence will apply as described on page 5.

7. If a student does not submit a final response to an assessment task by the due date, and an *Application for Extension* has not been approved, the result will be based on evidence gathered on or before the due date e.g. draft work.

8. Deduction of marks or a grade is not compliant with this policy.

9. The completed Assignment Extension and Missed Exam form will be stored in the student's subject folio.

Year 11 – 12 Applications for Short-Term AARA

1. Download a copy of the Short Term AARA Application Unit 1 & 2, Short Term AARA Application and/or Unit 3 & 4 from the school's website here

2. Submit AARA document with appropriate attached documentation e.g. medical certificate, medical practitioner's report.

3. 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).

4. In the case where an AARA application has been approved, students must meet the adjusted submission date or the 'not approved' processes described on pg 5 will apply.

Long term AARA – Cognitive, Physical, Sensory and Social Emotional

Years 7 - 10 Application for Long-Term AARA

Long term AARA approvals for Years 7-10 students will be determined on enrolment and supported by the creation of a Student Adjustment Profile by the relevant program manager. Students without an adjustment profile will be able to access reasonable adjustments under the discretion of the classroom teacher.

Students seeking a long-term AARA application form must submit with relevant medical documentation.

All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded and stored on the SAP and students Personalised Learning Plan.

Year 11 – 12 Applications for Long-Term AARA

Long term AARA approvals for Yr 11 – 12 students will be supported by program managers or guardians alongside the HoD Senior Secondary, Guidance Officer, and/or HoD Education Services.

Students in Years 11-12 seeking a long-term AARA must submit with relevant medical documentation with the Long Term AARA Application paperwork.

Long term AARAs require supporting medical documentation, and a school support letter.

The school aligns AARA policy with the QCAA expectations and QCAA AARA long term conditions.

All AARA applications must be accompanied by the relevant supporting documentation (as outline in the AARA application) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded and stored with the AARA application.

Application for Participation in an Approved External Activity

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.

If a student is selected for participation in such an activity, they must submit an Application for Participation in an Approved External Activity 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.

Situations where an AARA or Application for Participation in an Approved External Activity will not be approved.

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.

Students are not eligible for an AARA and will not be approved for:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing

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

In exceptional circumstances that sit outside of the AARA guidelines, the principal (or delegate) may approve submission of assessment after the due date across Years 7-10 and Unit 1 and 2 in Year 11 (through the AARA application process).

Participation in an Approved External Activity is not approved or submitted

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be

Managing non-submission of assessment by the due date

collected.

In circumstances where students do not submit a final response to an assessment (other than unseen examinations), the teacher uses student work completed on or before the due date to make a judgement. In every circumstance, a teacher will attempt to provide a rating where evidence of learning exists, e.g. checkpoints, drafts, final etc.

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:

- 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.

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.

Examinations

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).

Submitting, collecting and storing assessment information	Assessment tasks will provide information about Craigslea State High School's arrangements for submission of draft and final responses, including due dates and times, conditions and file types. All assessment evidence, including draft responses and final copies, will be submitted on or before the due date and time specified and, in the form specified (e.g. QLearn, electronic copy, hard copy). 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.
Appropriate materials	Craigslea State High School is a supportive and inclusive school. Material and texts are chosen with care by students and teaching staff.

Ensuring Academic Integrity

Craigslea State High School has procedures to ensure that there is consistent application of the Policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal Assessment Administration

QCE and QCIA Policy and Procedures Handbook : Section 8 & 9

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: • maintain the integrity of the requirements of the task • allow for unique student responses and not lead to a predetermined response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints	Checkpoints will: • 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. They may require students to submit their work to date to demonstrate authentic and timely development of a response. These checkpoints will also provide evidence should an AARA application or Application for Assignment Extension and Missed Exam (Years 7 – 10) be required. Teachers will contact Parents/Carers and Heads of Departments if key checkpoints are not met. This will also be entered as a contact in OneSchool.
Drafting & Feedback **Section 8.2.4** **Section 8.2.5**	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. Feedback on a draft is: • 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 to students at least one week prior to the final due date. Feedback on a draft must not: • 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.

	A copy of the feedback will be stored with a copy of the draft in the student's folio.
	Parents or caregivers and Heads of Departments will be notified by the classroom teacher if a draft has not been submitted by the due date or not completed to an adequate standard. The parental contact is logged in the student's OneSchool.
Managing response length **Section 8.2.6**	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.

- 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
- Model responses within the required length are available
- Feedback about length is provided by teachers at checkpoints.

After all these strategies have been implemented, if the student's response exceeds the word length prescribed by the syllabus and specified on the test instrument, the teacher will:

- mark only the work up to the required length, excluding evidence over the prescribed limit
- Alternatively, teachers may request that the student redact their work to meet the word or time limit.

Any such student work submitted for confirmation purposes will be annotated to clearly indicate the evidence used to determine a mark.

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.

Determining word length and page count of a written response

		Word Length	Page Count
Inclusions		• 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)	• All pages that are used as evidence when marking a response
Exclusions		• Title pages • Contents pages • Abstract • Raw or processed data in tables, figures and diagrams • Bibliography • Reference list • Appendixes* • Page numbers • In-text citations	• Title pages • Contents pages • Abstract • Bibliography • Reference list • Appendixes*

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

Authenticating student responses **Section 8.2.8**	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Craigslea State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. 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 the Student Code of Conduct and flowchart for Investigating Academic Misconduct.
Referencing	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.
Internal quality assurance processes **Section 9**	Craigslea State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using Craigslea SHS quality assurance tools • quality assurance, including moderation, of judgments about student achievement. All marks for summative internal assessment for General and General (Extension) and Applied/Essential subjects are provisional until they are confirmed through the QCAA confirmation process or Quality Assurance Meeting Results for Applied and Applied (Essential) subjects may be subject to advice from the QCAA.
Review **Section 9.3, 9.4**	Craigslea State High School undertakes internal review processes for student results (including NR) for all General, Applied and Junior subjects to ensure equity.

Internal Examinations & Block Exams
QCE and QCIA Policy and Procedures Handbook

	Policy and Procedures
Examination Protocols **Roles and responsibilities**	Internal examinations will be held during the assessment cycle for Years 7 – 12. **Individual Subject Examinations** 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. If required, an appropriate break time will be made available to students. **Block Exams** Only Years 11 – 12 students studying General and Applied subjects will have exam blocks. The Deputy Principal (Senior School) 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. 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 QParents, School Newsletter and other digital platforms. Students will: • 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 page 12). • Understand that breaching any of the provisions relating to academic integrity and exam procedures is a form of academic misconduct. Staff will: • Supervise the exam vigilantly following the Responsibilities for Supervising teachers and report any incident when they suspect or observe an act of academic misconduct by a student **Students with an approved AARA** Students with approved AARAs for examinations will complete their exams with the application of approved allowances. **Absence from exam** 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. If a student is ill on the day of an examination, they must: • Inform the office immediately • Complete a Short-Term AARA application form. • Provide appropriate documentation to be attached to the AARA application e.g. medical certificate, medical practitioner's report. 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).

With row label **Absences** near bottom.

	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	**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/teacher.
Equipment	**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	**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.
Misconduct	**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 (NR). See the *QCE and QCIA policy and procedures handbook* Section 8.1.2 and Section 8.4). Where appropriate, the school's behaviour management policy will be implemented.
Emergency Evacuation	**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
QCE and QCIA Policy and Procedures Handbook: Section 8

	Policy and Procedures

Roles and responsibilities	External Assessment will be undertaken for all students undertaking General subjects and Essential English and Essential Mathematics.
	
	There are no external assessments for Applied Subjects.
	
	Roles and responsibilities
	
	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.
	
	The EA coordinator will:
	
	• Adhere to and manage external assessment processes outlined in the External assessment administration guide and:
	• Communicate to school staff, students and parents/carers the:
	  • external assessment timetable
	  • external assessment student rules
	  • approved equipment list
	
	• 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.
	
	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.
	
	School staff will:
	• 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.
	
	Students will:
	• 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 (page 10)
	• Understand that breaching any of the external assessment rules and procedures is a form of academic misconduct.
	•

	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.

External Examination Protocols	**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 students 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. |

Submitting an application for illness and misadventure for external assessment

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.

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.

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.

Managing Academic Misconduct

Craigslea State High School 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. 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. Craigslea State High School staff will follow the "Investigating Academic Misconduct" flowchart.

QCE and QCIA Policy and Procedures Handbook: Section 8

Types of Misconduct		Procedures for Managing Academic Misconduct
Artificial Intelligence (AI)	A student: • has used artificial intelligence (AI) for more than idea generation and clarification within assessment, to explore and expand an individual's understanding of the subject matter. E.g.: research and task comprehension. • has not acknowledged the use and output (including paraphrasing) of AI in the student's response and academic integrity has been compromised. • has not followed the guidelines for Acceptable Use and Citation of Artificial Intelligence (Appendix 3).	Student work that contains suspected evidence of using artificial intelligence to demonstrate learning on their behalf (at the final submission stage) will be provided with a further opportunity to authenticate their response as per Investigating Academic Misconduct Flowchart (Appendix 3). These opportunities may include: • Student-teacher conferencing • Further stimulus for the student to demonstrate understanding · • Document version history • Student work samples The onus is on the student to be able to demonstrate authentic development of their response over time. In cases where students are unable to provide sufficient evidence of the authenticity of their response, suspected sections of their work will be removed from the assessment with the remaining portions contributing to their summative result for the task.

Cheating while under supervised conditions – Examination **Section 8.3.1**	A student: • 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.	The student's result will be withheld, and they may achieve an N result for the subject and/or unit. It will be at the school's discretion whether the administration of a comparable assessment will take place. Considerations may include if any evidence from the preparation of the response available is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date. If a comparable assessment is provided it is to be administered as close to the original date. Where appropriate, the school's Student Code of Conduct will be implemented. In Yrs 7 – 10 monitoring strategies may be used to award a result. If cheating is suspected in an external exam, the procedure applicable to external exams will apply (Page 10).
Collusion	When: • 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.	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.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	The student's result will be withheld, and they may achieve an N result for the subject and/or unit. It will be at the school's discretion the administration of comparable assessment to attain a level of achievement. Craigslea SHS's Student Code of Conduct will also be implemented.
Copying work	A student: • 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.	The student's result will be withheld, and they may achieve an N result for the subject and/or unit. It will be at the school's discretion the administration of comparable assessment. Craigslea SHS's Student Code of Conduct will also be implemented.
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to	The student's result will be withheld, and they may achieve an N result for the subject and/or unit. It will be at the school's discretion the administration of comparable assessment.

	completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.	Craigslea SHS's Student Code of Conduct will also be implemented.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	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.
Impersonation	A student: • 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.	The student's result will be withheld, and they may achieve an N result for the subject and/or unit. It will be at the school's discretion the administration of comparable assessment. Craigslea SHS's Student Code of Conduct will also be implemented.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	Craigslea SHS's Student Code of Conduct will be implemented.
Plagiarism or lack of referencing	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.	Result will be awarded using any evidence including 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.
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	Result will be awarded using any evidence including 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.

Significant contribution of help	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.	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.

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 (Yrs 11 – 12 Principal Approved)**
- **Short Term AARA Application Unit 3 & 4 (Yrs 11 – 12 Principal Approved)**
- **Short-Term AARA Assignment Extensions and Missed Exams (Yrs 7-10)**

Appendix 2

- **Application for Participation in an Approved External Activity**
- **Long Term AARA Application Units 1 - 4 (Yr 11 Principal Approved & Yr 12 QCAA Approved)**

Appendix 3

- **Investigating Academic Misconduct**
- **Acceptable Use and Citation of Artificial Intelligence (AI)**

Appendix 1

Access Arrangement & Reasonable Adjustments Flowchart (AARA)

LONG TERM
Cognitive, Physical, Sensory & Social/emotional

Years 11 & 12 QCAA Approved

- Complete AARA application, with assistance from Head of Education Services To be submitted to aara@craigsleashs.eq.edu.au Student with Parent/Carer complete
- School appointed AARA Assessor (HOES) recommends adjustments or declines application
- Updates AARA application spreadsheet
- Adjustment Recommended AARA approved by Principal delegate or HOES
- Curriculum HOD & Teacher notified of adjustments
- QCAA response saved in OneSchool Support Provisions and as OneSchool contact
- All non-sensitive documentation saved on SharePoint and AARA Applications Originals filed in student's file

Years 7-10 School Approved

- Recommended AARAs determined on enrolment
- Creation of a Student Adjustment Profile (SAP) by relevant Program Manager
- Students without an adjustment profile will be able to access reasonable adjustments under the discretion of the classroom teacher.
- Curriculum HOD & Teacher notified of adjustments via SAP
- All non-sensitive documentation saved on SharePoint in SAP

SHORT TERM
Illness & Misadventure

Years 11 & 12 Principal Approved

- Student with Parent/Carer to complete AARA application from website. Submitted to aara@craigsleashs.eq.edu.au
- Confer with Curriculum HOD after application submitted
- Short Term AARA approved Student, Parent/Carer notified of outcome
- Curriculum HOD & Teacher notified of adjustment

- No AARA application Submitted
- Curriculum HOD to decide on results based on Evidence of Learning
- Student, Parent/Carer notified Recorded in OneSchool contacts
- Details saved as OneSchool contact
- All non-sensitive documentation saved on SharePoint and AARA Applications Originals filed in student's file

Years 7-10 School Approved

- Student unable to meet a due date due to unforeseen illness, misadventure, short-term condition or temporary injury
- Inform the Head of Department and classroom teacher immediately.
- Short-Term AARA – Complete Assignment Extensions and Missed Exams application form
- Submit the application to subject HOD and wait for approval.
- Wait for short term AARA approval

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 is 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
☐ Permanent ☐ Temporary ☐ Intermittent	☐ Illness and Misadventure	Unforeseen circumstances/ unexpected event, injury or diagnosed illness, bereavement, trauma	*Please indicate and briefly describe the disability, condition or circumstance:*
	☐ 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	Enter text	Click or tap here to enter text.
Click or tap here to enter text.	Enter text / Enter text	Enter text	Enter text	Click or tap here to enter text.
Click or tap here to enter text.	Enter text / Enter text	Enter text	Enter text	Click or tap here to enter text.
Click or tap here to enter text.	Enter text / Enter text	Enter text	Enter text	Click or tap here to enter text.
Click or tap here to enter text.	Enter text / Enter text	Enter text	Enter text	Click or tap here to 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:

☐ mild	☐ moderate	☐ severe

I consider that the student is/was:

☐ disadvantaged due to temporary medical condition

☐ unfit to participate in assessment due to a temporary medical condition from ___ / ___ / ___ (date) to ___ / ___ / ___ (date).

☐ 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: _____

Craigslea State High School

Application for Assignment Extensions and Missed Exams

(Years 7-10)

If you are requesting an application for:

- only a single subject, please fill in the following form and return via email to the **Relevant Curriculum HOD**.
- Multiple subjects, please fill in the following form and return via email to the **Relevant Student Services HOD**.

Student Name: _____   **Form Class:** _____

Request for Extension Based on		Explanation
Illness	☐	
Misadventure	☐	
Unforeseen Circumstance	☐	

Extension/s Requested				
Subject	**Test/Assignment**	**Extension date requested**	**Extension date approved**	**HOD Signature**
			Yes / No	
			Yes / No	
			Yes / No	
			Yes / No	
			Yes / No	

Date of Application			
Medical Certificate attached	Yes / No	Email/letter attached	Yes / No
Student Signature			
Parent/Caregiver Name (Printed)			
Parent/Caregiver Signature		Date	

Copies to be retained in student's subject folios

Appendix 2

Craigslea State High School
Application for Participation in an Approved External Activity
Return via email to AARA@craigsleashs.eq.edu.au

- Please refer to Craigslea 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
	☐ Cultural ☐ Representative Sport ☐ Student Leadership ☐ Further Study Activity	Click or tap here to enter text.

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	Enter text	Click or tap here to enter text.
Click or tap here to enter text.	Enter text Enter text	Enter text	Enter text	Click or tap here to enter text.
Click or tap here to enter text.	Enter text Enter text	Enter text	Enter text	Click or tap here to enter text.
Click or tap here to enter text.	Enter text Enter text	Enter text	Enter text	Click or tap here to 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**

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?	☐ Yes ☐ No
Description (including amended dates for submission) Enter text	
Reason for refusal: Enter text	☐ Parent informed ☐ Contact recorded

Checklist	
☐	Confirmation email completed (sent to student, parent/carer, teacher, HOD)
☐	Original copy in student file
☐	OneSchool contact recorded

Craigslea State High School

Access Arrangements and Reasonable Adjustments
Long Term (AARA) Application form

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

The QCAA recognises that some students may 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. 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.

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

AARA eligibility details

Time-frame	Category	Examples	Details
☐ Permanent ☐ Temporary ☐ Intermittent	☐ Cognitive	Specific Learning Disability, ADD/ADHD, Executive Functioning Disorders, Intellectual Disability	*Please indicate and briefly describe the disability, condition or circumstance:*
	☐ Physical	Diabetes, Cerebral Palsy, Epilepsy	
	☐ Sensory	Hearing/Visual Impairment	
	☐ Social /Emotional	Anxiety, Depression, ODD, OCD	

Documentation
- Evidence of Long-Term Adjustments Yr 7-10
  and/or
- Medical report that includes:
  - 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.

Unit 1 and 2: Subject	Teacher + HoD	Unit 1 and 2: Subject	Teacher + HoD

AARA requests

Adjustments	
☐ Use Of Computer	☐ Bite-Size Food
☐ A Reader	☐ Drink (other than water)
☐ Noise Cancelling Headphones (Tech Free)	☐ Diabetes Management
☐ A Scribe	☐ Individual Instruction Choose an item.
☐ Alternative Format Paper Choose an item.	☐ Medication
☐ Assistance	☐ Physical Equipment Or Environment Choose an item.
(Supervisor Using Student Name To Support & Reassure, Prompt Start Or Continuation Of Assessment Task Or Teacher Aide To Manipulate Equipment)	☐ Varied Seating Choose an item.
	☐ Vision Aids Choose an item.
☐ Assistive Technology Choose an item.	☐ Discretionary Extensions (this is not for absences from examinations – that is a Short Term ARRA application)
☐ Extra Time	
☐ Rest Breaks	

Student statement

Tell us about your disability, impairment, medical condition or circumstance **How does this affect you in the classroom?**
Click or tap here to enter text.
How does it affect you in assessment? **What adjustments have helped?** **How have they helped?**
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) in order to process this application.

School-appointed AARA Assessor signature: _____ Date: _____

Please Note: Students are not required to use all of the approved arrangements — they may use all, some or none of them.

Students must confirm *with their classroom teacher or assessment coordinator* **before** *the assessment day to ensure that their requested AARA is organised for* **each** *assessment.*

Appendix 3

Acceptable Use & Citation of Artificial Intelligence

The use of AI by students for assessment must not compromise the authenticity of their response. AI tools should not encourage shortcuts or undermine the integrity of assessment processes.

Extent and acceptable use of AI by students

The following must be satisfied for **students to use AI tools:**

- Students may use AI tools for curriculum-specific learning activities and assessment only when permitted (by their teacher).

- AI tools must be used strictly in accordance with teachers' instructions.

- Any use of AI must support the student's own thinking and must not replace it.

- Parents must provide consent if AI tools involve data collection or personal information sharing.

- Responsible and respectful behaviour is expected when interacting with AI-generated content.

- Students should adhere to data protection and privacy guidelines and seek guidance when unsure.

- Ethical considerations, such as proper attribution and fair usage, must be applied to AI-generated content. This applies to any information generated by AI including, but not limited to, text, images, video, and audio.

- Where AI use is permitted, student must:

    - attribute all information where an AI tool has been used in ways that do not compromise the authenticity of assessment. Find referencing expectation on citing AI-generated content below.

    - product a transcript of cited material and prompts from AI tools upon teacher request to verify the accuracy of their citation.

    - be able to be explained, and justify inputs and outputs from the AI tools used.

Referencing expectation for AI platforms

As generative AI produces material that is not recoverable, the material itself cannot be cited — but since it is not information communicated by a person, it cannot be treated as personal communication.

Instead, a reference in-text to the use of the software is needed along with a citation to the software. If using content generated by the software, use quotation marks or a block quote just like any other quoted text.

Examples of text generation
In-text:
ChatGPT was used to summarise the results of the articles, and found there was "no statistically significant difference between the two methods" (OpenAI, 2023).

In the reference list:
OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

Example of text-to-image generation
In-text:
Image of robot holding a flower generated using Midjourney (2023).

In the reference list:
Midjourney. (2023). *Midjourney* (V5) [Text-to-image model]. https://www.midjourney.com/

Appendix 3

Investigation Academic Misconduct

Craigslea State High School

Investigating Academic Misconduct

Check Authenticity of Work

If Misconduct is Suspected

Conduct Authenticity Check

Suspicions Remain

Examples of Authenticity Checks:

Compare to previous work

Review drafts and checkpoints

Compare classwork to homework

Use turnitin or similar tools

Teacher Conducts Interviews

Teacher Identifies Possible Misconduct

HoD Continues Investigation

HoD Determines Misconduct

Communicate Outcomes

Suggested Sentence Stems for Interviews:

Can you help me understand how you approached this task?

Can you explaon the steps you took to complete this work?

Can you show me where you drafted or planned this?

How did you develop your ideas for this assignment?

Does this reflect the level of work you've shown in class?

Administrative Follow-Up:

Contact Parents/Caregivers

Record Incident in OneSchool (Refer to DP)

Examples of Possible Consequences:

Academic Misconduct Course

Code of Conduct Review

Further Behaviour Consequences

Result Awarded in Accordance with Academic Policy