



MAROOCHYDORE  
STATE HIGH SCHOOL

.....  
STRIVE AND SERVE

# Whole School Assessment Policy



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## Scope

This policy outlines the roles, responsibilities, processes, and procedures that ensure the integrity of all assessment across Years 7 to 12 at Maroochydore State High School. It applies to students, teachers, and parents/carers.

The framework for this policy is informed by the **QCE and QCIA Policy and Procedures Handbook**, as published by the **Queensland Curriculum and Assessment Authority (QCAA)** and available on the QCAA website.

## Purpose

Maroochydore State High School is committed to achieving excellent outcomes for all students by fostering a culture of high performance through the My Personal Best (MyPB) process. This approach encourages students to take personal responsibility for their **attendance, engagement, and assessment**.

- **100% attendance** — *every day counts*. Being present at school every day and attending every lesson maximises learning opportunities and supports academic success.
- Submitting all assessment requirements is essential for improving outcomes and fulfilling course obligations.

This policy applies to **all students currently enrolled** at Maroochydore State High School. It provides clear guidance and procedures for:

- Conditions for submitting and completing assessment
- Procedures for extensions, late submission or non-submission
- Exam requirements and processes
- Academic Integrity expectations, including appropriate use of AI tools

The policy also outlines:

- a) Conditions under which students are expected to complete and submit assessment tasks
- b) How students and parents/carers are informed about scheduled assessments and notified of non-submissions
- c) Procedures for dealing with late or non-submission of assessment tasks.

This policy ensures fairness and consistency and supports students in meeting the requirements of their course of study.

## Values

Maroochydore State High School recognises these core values:

- Learning:** I will make the most of every learning opportunity and allow others to do the same  
**Respect:** I will respect myself, all others, the school community, environment and facilities  
**Safety:** I will act safely and be accountable for my actions

## Principles

Maroochydore State High School's approach to teaching, learning, and assessment is firmly grounded in the principles of **academic integrity** and **excellence**.

Assessment encompasses examinations, practical demonstrations, performances, or products that enable students to demonstrate the learning objectives outlined in the syllabus. Effective assessment should be:

- Aligned with curriculum and pedagogy
- Equitable, providing fair opportunities for all students
- Evidence-based, using established standards and continuums to make defensible and comparable judgments about student learning
- Ongoing, gathering a balanced range of evidence over time to capture the depth and breadth of learning
- Transparent, fostering professional and public confidence in the assessment processes, outcomes, and decisions
- Informative, clearly indicating students' current learning progress.

High-quality assessment is defined by three key attributes:

- **Validity:** Assessment aligns directly with what is taught, learned, and intended to be assessed
- **Accessibility:** Every student is given the opportunity to demonstrate their knowledge and skills
- **Reliability:** Assessment results are consistent, dependable, and reproducible.

When designing learning experiences and assessment tasks, careful consideration is given to:

- Creating a learning environment free from physical, emotional, and psychological harm
- Using age-appropriate topics, texts, materials, performances, activities, and resources
- Developing assessment responses or materials that respect community standards, avoiding content that may offend, humiliate, intimidate, or cause distress

## Relevant Legislation and Policy

### Legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992
- Anti-Discrimination Act 1991
- Disability standards for Education 2005

### Policy

- QCE and QCIA Policy and Procedures Handbook
- Every student succeeding - State Schools Improvement Strategy 2022–2026
- K–12 Curriculum, assessment and reporting framework (K–12 Framework)
- Understanding K–12 assessment (QCAA)

### School Policy

- Effort for Learning Policy
- Artificial Intelligence (AI) Policy

## Responsibilities

### School responsibilities:

- Provide students with an Assessment Planner, Unit/Term Planner, and Learning Goals for each subject at the start of each semester or unit.
- Discuss the school's assessment policy and expectations with students.
- Provide assessment instruments within appropriate timeframes aligned with the relevant syllabus or work program to help students plan effectively.
- Support students who require Access Arrangements and Reasonable Adjustments (AARA).
- Allocate appropriate class time for assessment tasks consistent with the syllabus or work program.
- Provide clear, specific, meaningful, and timely feedback that encourages student reflection and supports future learning. Feedback may be written or verbal.
- Conduct moderation procedures to maintain consistent standards in assessment administration and marking.
- Communicate with caregivers if a student is at risk of not completing assessment on time.
- Ensure evidence of student achievement is collected on or before due dates for internal assessments.
- Provide timely feedback on assessments. For exams, feedback will only be given after all students have completed the exam to maintain exam integrity.

### Student responsibilities:

- Engage actively with school, maintaining high attendance and punctuality.
- Plan and manage time effectively to meet due dates.
- For students on flexible learning programs, maintain regular communication with teachers to catch up on missed work and complete assessments on time.
- Store and manage the Assessment Planner and Unit/Term Planners responsibly (e.g., saving electronically, pasting in books) and share these with parents/caregivers.
- Participate fully in the subject or course learning activities.
- Produce and submit work that is authentic and their own.
- Meet all course requirements and submit assessment on or before due dates (drafts and final).
- Attend internal examinations on the scheduled dates, including flexible learning days. Exams will not be rescheduled for personal reasons such as family holidays.
- Demonstrate academic integrity by submitting only original work (see *Academic Integrity*).
- Use **Harvard Referencing** and disclose all sources, including AI when permitted.
- Comply with the **MSSH AI Policy**:
  - Do not use AI to generate assessment responses unless explicitly permitted
  - Disclose and reference AI assistance when permitted
  - Provide evidence of AI use (e.g. prompts/screenshots) if requested
- Communicate early with teachers about assessment difficulties.
- Follow AARA processes when required.
- Seek feedback from teachers before initiating any appeals regarding assessment results.
- Be familiar with and adhere to the **Effort for Learning Policy**.

### Parent/Caregiver responsibilities:

- Support positive habits for school engagement and timely assessment completion, fostering self-efficacy and responsibility.
- Encourage submission of all drafts and final assessments by due dates.

- Inform appropriate school staff (teachers and/or Heads of Department) promptly of any difficulties affecting assessment completion.
- Provide necessary supporting documentation (e.g., medical certificates) for AARA applications.
- Be familiar with school policies, including the **AI Policy** and the **Effort for Learning Policy**.

## Support

Students receive an Assessment Planner and Unit/Term Planner at the start of each semester/unit to inform both students and parents of assessment commitments and enable study planning.

Students are encouraged to seek help from subject teachers or Heads of Department if they experience difficulties with assessment tasks.

Time management, study skills, stress management strategies and responsible AI use are explicitly taught and embedded within the school's Pastoral Care program to support student success.

## Expectations – Learning and Assessment

Maroochydore State High School expects high levels of student participation, engagement, and academic integrity in learning and assessment.

- Every student (except under exceptional circumstances) is expected to complete all assessment items with satisfactory effort.
- Completion and submission of mandatory assessment items are required to meet course requirements and maintain credit eligibility for each unit or semester.
- Students who consistently fail to meet mandatory requirements may not meet the substantial course requirements, risking removal from the subject.
- For Years 11 and 12, failure to meet requirements may affect QCE eligibility and ATAR contribution and could lead to enrolment cancellation under the Education (General Provisions) Act 2006 (Qld).
- When changing subject mid-course, schools must consider how to meet teaching, learning, and assessment requirements within appropriate timelines.

## Administering Assessment

An **assessment instrument** (also referred to as an *assessment item*) is a task completed by a student within a specified timeframe that contributes to their overall grade in a subject. All assessment conditions, including permitted level of AI use, are clearly outlined on the task sheet. Assessment instruments may include, but are not limited to:

- Collection of work
- Examination
- Extended response
- Investigation
- Learning journal
- Multi-modal responses
- Performance
- Practical demonstration
- Presentation
- Product
- Project

## Internal and External Assessment (Years 11 and 12)

In Years 11 and 12, internal assessments are designed and administered by subject teachers. General subjects include three internal assessments and one external exam. Applied subjects are assessed through four internal tasks, while in Applied Essential English and Mathematics, schools create three tasks and the QCAA provides a Common Internal Assessment (CIA) for the fourth.

All external assessments for General subjects are developed and marked by the QCAA. These statewide exams are held at the same time in all schools, usually in Term 4 (October–November), and may contribute to QCE and ATAR results. The exact exam dates are published on the QCAA website each year.

## Scaffolding

Scaffolding may be provided to individual students or to a whole class. It is designed to support learning while still allowing each student to produce their own unique response and demonstrate the objectives being assessed.

Over time, teachers gradually reduce the level of support so that students take greater responsibility for their work. Scaffolding must always protect the integrity and requirements of the assessment task.

## Checkpoints

Students work on assessments during designated times with scheduled checkpoints to:

- Clarify task expectations and assessment criteria.
- Monitor progress and discuss completion strategies.
- Ensure work is produced in the required mode.
- Collect evidence on or before due dates.
- Provide interventions where necessary.
- Embed authentication processes to verify student work.

## Drafting and Feedback

A draft is a student's preliminary version of an assessment response. Drafts allow teachers to provide feedback and confirm the authenticity of student work. At Maroochydore State High School, all students are required to submit a draft. Failure to do so will lead to consequences under the **Effort for Learning Policy**.

Feedback on drafts is a **consultative process, not a marking process**. Teachers must not allocate a grade or result to draft work, and feedback must not compromise the authenticity of the response. Teachers should not add new ideas, language, or research to improve the quality of the work.

### Teacher responsibilities:

- Provide feedback on **one** draft only.
- Highlight key issues and remind students that further editing is needed, without correcting spelling, grammar, punctuation, or calculation errors.
- Encourage students to reflect on strategies to refine their work, such as:
  - Expanding or reconsidering ideas in their text, report, performance, or activity

- Adjusting their response to better suit the audience
- Prioritising key points by reorganising structure and sequence
- Conducting further research to strengthen arguments or meaning
- Following the required referencing style (Harvard Referencing is compulsory at all year levels)
- Clearly indicate when and how the draft must be submitted.

**Student responsibilities:**

- Submit a draft by the due date that meets task requirements so feedback can be provided.
- Use feedback to strengthen and improve the final response.

## Managing Response Length

When developing a response to an assessment task, students must follow the conditions set out in the task sheet or syllabus. Each assessment instrument will clearly state the required response length, expressed as a word count, time duration, or page count.

**Teacher responsibilities:**

- Work with students at checkpoints to reinforce task conditions, including response length.
- Use proactive strategies to support students in meeting syllabus and task requirements before submission.
- Provide examples of responses that fall within the required length.
- Annotate any student responses submitted on or before the due date that exceed the required length.

If a student submits a response that is too long, they will be given the opportunity to shorten it to meet the required length before their work is marked. Teachers must not redact student work themselves. Students may not shorten responses produced under exam conditions, or in tasks requiring a continuous performance such as a presentation or recording.

**When marking responses, schools must not:**

- Change the marking tool being used to make a judgment
- Penalise students with arbitrary mark deductions (e.g. -2 marks for over-length work)
- Extend the upper limit of the length requirement (e.g. adding a +10% tolerance)
- Extend working time (e.g. allowing students to take an over-length assignment home to shorten it)

A table is provided to show which elements are included or excluded from the word length or page count of a written response.

*Table – Determining word length and page count of a written response*

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

<sup>^</sup> For example, by-lines, banners, captions and call-outs used in genre-related written responses.

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

A table is provided to show which elements must be included, and what can be excluded, when calculating the duration of a non-written response.

Table – Determining length of a non-written response

|                   | Response Length – duration  |
|-------------------|---|
| <b>Inclusions</b> | <ul style="list-style-type: none"> <li>Any items that form part of the response and chosen by the student for inclusion in the multimodal or presentation including introductory slides or excerpts such as video or music</li> <li>Any required referencing of texts or citations chosen for inclusion, e.g. as a note on a slide in a multimodal presentation.</li> </ul> |
| <b>Exclusions</b> | <ul style="list-style-type: none"> <li>Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.</li> </ul>  |

## Due Dates

Maroochydore State High School carefully schedules assessment to avoid clashes wherever possible. If a clash cannot be avoided, the school will provide a solution. Students receive an Assessment Planner each term outlining all due dates.

Students are responsible for planning and managing their time to meet these deadlines. The school is responsible for collecting evidence of student achievement in every subject **on or before the due date**.

For examinations, evidence cannot be gathered before the scheduled date because students must respond under supervised conditions to unseen questions or stimulus. In some cases, adjustments to processes or due dates may be approved if the student is eligible for AARA.

## School-approved absences

Maroochydore State High School values and supports students who engage in learning experiences or activities beyond the traditional school program. These activities may require prolonged absences, are not eligible under AARA, illness, or misadventure provisions, and may coincide with scheduled assessment periods. Where appropriate, the school may approve student participation in such experiences.

To apply for a school-approved absence, students must complete an **Application for AARA Form** and submit it to the appropriate staff member **at least two weeks in advance**, along with any supporting documentation.

Absences resulting from personal choice (e.g., family holidays) are **not eligible** for approval.

**Examples of school-approved absences include:**

- School excursions that cannot be scheduled at another time (e.g., performances that are part of an assessment program)
- Representation at school, district, regional, state, or national levels in school-supported sport
- Representation at school, district, regional, state, or national levels in artistic endeavours

**Assessment requirements for school-approved absences:**

- Examinations:** Students must complete a comparable examination before the due date.
- Non-examination tasks:** Students must submit or present their assessment on or before the due date.

**Year 12 students:** If participating in a state or national representative activity during the external examination period, students may apply for a **Variation to Venue** through the QCAA.

## Non-approved Absences

The following absences **will not be approved** by the school, and assessment adjustments will not be provided:

- Driving lessons or tests
- Non-urgent appointments
- Family holidays
- Moving house

- Caring for younger siblings
- Any circumstances within the control of the student or parent/carer

Students are expected to meet all assessment deadlines. It is the responsibility of each student to complete all classwork and assessment according to the regular course schedule.

## Electronic / Digital Submission of Assignments

In most Year 10–12 subjects, written assignments (or parts of assignments) must be submitted electronically. Submission details will be provided on task sheets where applicable. All electronically submitted assessment through **Turnitin** must be submitted **by 5:00 pm** on the due date using the Turnitin software.

Students must back up all work and keep the latest version available upon request. It is strongly recommended that students save their work in multiple locations to prevent loss.

**Note: Technology failures**, including printer malfunctions, unsaved work, or computer/email issues are not considered acceptable grounds for an extension or for late submission of assignments.

## Exam Blocks

### School created Exam Blocks – Years 10, 11 & 12

- Year 10: Exam blocks occur at the end of Term 2 and Term 4. Students are required to attend school only when they have a scheduled exam.
- Year 11: Exam blocks occur at the end of Unit 1 and Unit 2. Students are required to attend school only when they have a scheduled exam or need to catch up on assessment. Exams may also take place on flexible learning days.
- Year 12: Exams may be scheduled on flexible learning days throughout Units 3 & 4.

### QCAA External Assessment – Year 12

The QCAA develops the external exam schedule to ensure that all students across the state sit the same exam under the same conditions, at the same time and on the same day. All external assessments must be conducted in accordance with QCAA requirements. The external exam block runs from Term 4, Week 3 to Week 7.

During this period, students in Essential, Applied, and VET subjects may be required to:

- Sit exams
- Complete assignments
- Undertake regular class work

Requirements depend on the specific course structure.

## Assignments, Tests and Examinations

Assignments, tests, and examinations are a core part of teaching, learning, and assessment at MSHS and are compulsory in most subjects.

All work must be the student's own and authenticated through the drafting process. Plagiarism or submitting work not authored by the student may result in no credit (see *Academic Integrity*). AI use is only permitted when specified.

### Assignments

#### Assignment Drafts

1. All assignments include two key checkpoints clearly listed on the task sheet cover page:
  - Draft due date
  - Final submission date
2. Draft submission is mandatory:
  - Feedback is provided on one draft only, in a timely manner
  - Feedback is consultative, not marking, and must not compromise authenticity
3. Late draft submission (without valid documentation) will result in:
  - No written feedback
  - Application of the **Effort for Learning Policy**
4. Failure to meet either checkpoint triggers home contact and support or consequences under the **Effort for Learning Policy**.

#### Submitting Assignments

5. Assignments must be submitted:
  - On or before the final due date
  - Via the outlined method (e.g., Turnitin, in-class, email)
  - Even if the student is absent on the due date
6. Flexible learning students or those with off-campus commitments (ie TAFE) must still meet deadlines.

#### Absences on the Due Date

7. Assessment must still be submitted on or before the due date.
8. If submission is not possible, the student/family must contact the school.
9. Years 11–12 students absent due to bereavement, illness, or misadventure must:
  - Complete an **Application for AARA Form**
  - Provide a medical certificate or supporting documentation
  - If no valid evidence is provided, a result will be awarded using existing classwork, drafts, or preparation evidence only

#### Medical Certificate Requirements (QCAA-compliant):

10. Must clearly outline the functional impact of the illness or condition on the student's ability to complete assessment
11. Generic certificates (e.g., "unfit for school") may not meet QCAA standards
12. Parents/carers are strongly advised to contact school administration for guidance
13. A QCAA-approved Medical Report Template is available from the school or QCAA website

#### Extensions

14. Students may request extensions at least 2 school days before the due date using the **Application for AARA Form**.
15. Supporting documentation is required.
16. Approval for an extension to the draft date does not guarantee an extension for the final due date.
17. Valid reasons for extensions include:
  - Illness or injury (with documentation)
  - Bereavement or misadventure

- Short-term impairments (e.g., anxiety, injury) with documentation
18. Invalid reasons include:
- Poor time management, lack of planning, or forgetting the due date
  - Choosing to focus on another subject
  - Holidays or personal events
  - Technology issues (printer/computer failures, unsaved files)
19. Staff Requests for Whole-Class Extensions:
- Teachers must consult the Faculty HOD at least 1 week in advance
  - If approved, students must be notified at least 1 week before the original due date

### Non-Submission of Assignments

#### Early Intervention

20. If a student is off-track, the teacher will:
- Contact home via phone/email
  - Apply the **Effort for Learning Policy**

#### Years 7–10

21. If no assessment is submitted, no result will be given unless:
- Approved by Faculty HOD or Deputy Principal, or
  - Verified classwork/draft evidence exists
22. Students must submit the task upon return and complete all sections with satisfactory effort
23. Consequences for unsatisfactory effort/lack of progress may include:
- Extra Learning Opportunities (ELOs)
  - Referral to Faculty HOD or Deputy Principal if work remains incomplete
  - Support from Year Level Team if there are multiple outstanding assessments

#### Years 11–12

24. If no final submission is received, the teacher will use available evidence from:
- Drafts, classwork, rehearsal notes, or photographs of work
  - Evidence must be in the correct response mode (written, spoken, etc) to award a result
25. If no evidence exists, a Not Rated (NR) is recorded:
- No result will be awarded for Unit 1 or Unit 2
  - No result will be awarded for the overall subject for Units 3 and 4
  - This may impact QCE and ATAR eligibility
  - NR decisions must be approved by the Faculty HOD and Deputy Principal

## Tests and Examinations

### Exam Attendance and Scheduling

1. Students must attend and complete exams on the scheduled date
2. Exam dates are communicated via assessment planners and published exam block schedules
3. Students must:
  - Check timetables carefully
  - Notify the school of conflicts
  - Organise alternate arrangements if necessary
4. Notes:
  - Exams may be scheduled on flexible learning days during the term for Years 11–12
  - Flexible learning days do not apply during exam blocks
  - School-based exams take priority over external courses

### Missing an Exam

#### Years 7–10

5. Missed exams must be rescheduled at the next suitable opportunity
6. A note or medical certificate is recommended
7. Other absences require HOD/Deputy Principal approval
8. Early exams permitted only with Faculty HOD/Deputy Principal approval
9. **Effort for Learning Policy** may apply

#### Years 11–12

10. Absence due to illness or misadventure:
  - Contact the school on the morning of the exam (or earlier if known)
  - Submit an **Application for AARA Form** with supporting documentation (medical certificate)
  - Complete a comparable assessment upon return
11. Absence due to non-approved reasons (e.g., holiday, personal choice):
  - Assessment cannot be rescheduled
  - Receive a Not Rated (NR) for the exam
  - No result will be awarded for Unit 1 or Unit 2
  - No result will be awarded for the overall subject for Units 3 and 4
  - This may impact QCE and ATAR eligibility
  - NR decisions must be approved by the Faculty HOD and Deputy Principal

### Repeated Non-Attendance

12. Students repeatedly missing exams will be referred under the **Effort for Learning Policy**
13. To meet course requirements, students must demonstrate satisfactory effort, including attempting all sections
14. Managed in consultation with Faculty HOD and Year Level Team

### Comparable Examinations

15. Comparable assessments may be administered if:
  - Original exam integrity is compromised (e.g., illness and misadventure)
  - Student has an approved absence, following AARA processes
16. Comparable assessments are equivalent in difficulty and aligned with original task objectives and criteria

## Not Rated (NR)

### Definition

A result of **Not Rated (NR)** is recorded when a student does not submit a response to an assessment on or before the due date, and no evidence is available for the teacher to make a valid judgment.

### When is an NR Recorded?

An NR may be recorded when a student has not provided any draft, classwork, or checkpoint evidence by the due date, or when a student misses an exam or assignment deadline without an approved reason or supporting documentation, such as a valid medical certificate outlining the functional impact of the condition.

### Implications of Receiving an NR

1. The NR will appear on the student's end-of-semester/year report or official learning statement.
2. **Years 11–12:**
  - Units 1 and/or 2 may not contribute towards the QCE, therefore impacting eligibility
  - Units 3 and 4: A Not Rated (NR) result means no result will be awarded for the subject, which can have serious implications:
    1. The unit will not count toward QCE completion requirements.
    2. The student's ATAR eligibility may be impacted,
3. **Years 7–10:** The student may not receive a result for that reporting period.

### Ongoing Participation in the Subject

4. Students who receive an NR will not be removed from the subject.
5. Students are expected to:
  - Remain in the subject for the full course duration.
  - Continue attending, participating, and engaging in future learning and assessment.
  - Respect the learning environment and not negatively impact the progress of others.
6. A subject change or removal is only considered in extenuating circumstances, following consultation with the Faculty HOD, Deputy Principal, and Year Level Team.

## Access Arrangements and Reasonable Adjustments (AARA)

Access arrangements and reasonable adjustments (AARA) are designed to support students who have a disability, impairment, medical condition, or experience other circumstances that may affect their ability to perform in assessments. Illness and unforeseen events may also impact a student's capacity to complete assessment tasks, in which case AARA may be required. The expectation is that all students, except in exceptional circumstances, will complete every assessment item to a satisfactory level of effort.

### Roles and Responsibilities

To ensure Maroochydore State High School administers assessment in accordance with syllabus requirements and quality assurance processes, decisions regarding AARA are made by considering what adjustments or arrangements are reasonable in the context of the student's specific disability, impairment, medical condition, or circumstance. Each application is reviewed for all subjects in which the student is enrolled, and AARA may vary between subjects depending on assessment requirements.

#### School Responsibilities

The school is responsible for checking the accuracy of information provided in AARA applications, assessing whether applications meet eligibility requirements, clarifying information as needed, and advising students and parents/caregivers of approved arrangements.

#### Parent/Caregiver Responsibilities

Parents or caregivers must inform the school of any disability, impairment, medical condition, or other circumstance that may affect their student's ability to engage with or complete assessments. They are responsible for providing supporting evidence for the application and for assisting their student to participate fully in the curriculum and assessment process.

#### Student Responsibilities

Students are expected to follow the guidelines of the AARA support provided and to use these adjustments meaningfully to support their assessment performance.

### Eligibility for AARA

AARA are provided to minimise, as much as possible, barriers that may affect a student's ability to read, respond to, or participate in assessment due to a disability, impairment, medical condition, or other circumstances. These barriers are generally categorised as: long-term or chronic conditions, short-term conditions or temporary injuries, and illness or misadventure.

At Maroochydore State High School, broad disability categories are used to guide AARA considerations, including cognitive, physical, sensory, and social/emotional domains.

Students may also be eligible for AARA in cases of illness, misadventure, or other unforeseen circumstances that prevent them from fully demonstrating their knowledge, skills, and learning in internal or external summative assessments. For Year 11 and 12 students, the QCAA may also consider applications related to certain cultural obligations or personal circumstances.

Students who believe they have a condition, such as anxiety disorder, ADHD, diabetes, dyslexia, or similar, that meets AARA criteria can apply for adjustments to their assessments. Some adjustments require approval by the Principal, while others require QCAA approval. All applications must be supported by appropriate documentation.

### Ineligibility for AARA

Students are **not** eligible for AARA on the following grounds:

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

## Application Process

Students are required to complete an **Application for AARA Form** and submit it to the relevant person as outlined on the Application Form. This Application Form also includes Extension for Assignment Due Date.

### Year 7-10 Students

Appropriate AARA arrangements will be made after advice and consultation with either the Faculty/Year Level HOD, HOD Diverse Learning, Guidance Officer or Deputy Principal.

### Year 11-12 Students

The Queensland Curriculum and Assessment Authority (QCAA) is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 of Applied, Applied (Essential), and General subjects. QCAA-approved AARA are specific, practical arrangements that can only be granted by the QCAA, following consideration of supporting documentation submitted with the AARA application through the QCAA Portal.

### Long-Term Conditions

Students with long-term conditions that are unlikely to improve over time may be eligible for AARA. Where students have been verified under the Education Access Program (EAP), AARA provisions will be coordinated by the Guidance Officer, the Head of Department (HOD) Diverse Learning, or the student's Case Manager. In such cases, the formal notification of EAP may substitute for a medical report.

Students with long-term conditions not captured under the EAP must provide a confidential medical report to the Guidance Officer, who will coordinate the AARA process.

### Short-Term Conditions or Temporary Injuries

Short-term conditions and temporary injuries, which may improve or deteriorate over time, also require supporting evidence. A confidential medical report must be provided to the Guidance Officer as part of the AARA process. This includes conditions such as physical injuries or mental health conditions (e.g., anxiety and depression).

### Illness and Misadventure

Students whose ability to attend or participate in assessment is adversely affected by illness or unexpected events may be eligible for provisions under illness and misadventure. These provisions are guided by the following principles:

- The illness or event must be unforeseen and beyond the student's control.
- An adverse effect on performance must be demonstrated.
- The situation cannot be of the student's own choosing, or that of their parents/carers (e.g., a family holiday).

### Internal Assessment

Students who are ill and unable to attend school for internal assessment must inform the Deputy Principal, Year Level HOD, and their teacher as soon as practical. An **Application for AARA Form** must be lodged and accompanied by a medical certificate or other reasonable documentation.

The Year Level HOD, in consultation with the classroom teacher and the student, will determine an agreed extension date. Exams should, where possible, be completed in the next available weekly exam session. A copy of the approved AARA is distributed to classroom teachers and must be attached to the assessment item where an extension or comparable assessment has been granted.

### External Assessment

The QCAA advises students to attend every external assessment. However, students should not attend against specific written medical advice.

- **Ill but able to attend:** Students who are unwell but able to attend should notify the external assessment supervisor of their illness before, during, or immediately after the assessment session.
- **Unable to attend:** A student who is unable to attend must submit an illness and misadventure application.

### Submitting an Illness and Misadventure Application

Applications may be submitted by the student, or by the school on behalf of the student (or group of students). An application can be made when performance in an external assessment is affected by illness or unforeseen circumstances occurring in the lead-up to, or during, the assessment schedule.

An illness and misadventure application cannot be made for the same condition or circumstance for which QCAA-approved AARA have already been granted, unless there is evidence of significant deterioration or complication that further diminished the student's performance.

The QCAA will seek background information and recommendations from the principal (or delegate), as well as observers and invigilators where relevant, to verify the student's application.

No alternative arrangements will be made if a student does not attend a scheduled external assessment.

### Medical Documentation Requirements

All medical documentation must clearly describe the *functional impact* of the condition on the student's ability to complete assessment. Vague or generic statements such as "unfit for duty" will not be accepted and will not meet QCAA requirements. Documentation must be specific, relevant to the assessment context, and cover the exact assessment date or period.

A **QCAA-approved Medical Report Template** is available on the QCAA website. A copy of this template can also be provided by the school upon request. Students and parents/carers are strongly encouraged to use this template to ensure all required information is included.

## Academic Integrity

Academic integrity requires all academic responsibilities to be approached honestly, ethically, and fairly. Schools, teachers, parents/carers, and students share the responsibility of upholding academic integrity.

At Maroochydore State High School, academic integrity is supported by:

- A clear drafting and feedback process that encourages students to seek support and build confidence in their learning.
- Explicit teaching and modelling of correct academic practices, including the ethical use and acknowledgment of information, ideas, and images.
- Scaffolded learning opportunities that support students in developing knowledge and skills through structured, collaborative, and independent tasks.
- A learning environment built on mutual trust, respect, and appropriate recognition of others' ideas and contributions.
- Access to resources that enable students to self-assess their adherence to academic integrity guidelines before submitting work.
- A requirement for students to sign an authenticity statement for all assessment tasks.
- Clear processes for managing, resolving, and appealing academic misconduct cases.
- Access to Turnitin, a plagiarism detection tool that supports students in maintaining academic honesty.
- Reasonable measures to ensure authenticity of student work, particularly in the use of technology and during collaborative tasks.
- Collection of evidence throughout the learning process (e.g. classwork, notes, plans, drafts) to support the authenticity of student work.
- Strict exam conditions enforced, including the removal of technology, to uphold academic integrity.

## Artificial Intelligence (AI) and Academic Integrity

- The use of generative AI tools (e.g. Corella) must comply with the school's **AI Policy**.
- Students may only use AI where it is explicitly permitted in the assessment task or subject guidelines.
- Any use of AI must be acknowledged and referenced according to academic conventions.
- Submitting AI-generated work as one's own without acknowledgment is considered academic misconduct.
- Staff will use Turnitin and other detection methods, as well as checkpoints and interviews, to ensure authenticity.

## Student Responsibilities

- Sign a declaration of authenticity for each assessment item.
- Submit assignments via Turnitin (Years 10–12).
- Provide drafts, notes and AI evidence when requested.
- Use Harvard Referencing, including AI references when applicable.
- Avoid all forms of academic misconduct, including plagiarism, collusion, and inappropriate use of AI.
- Complete the Responsible AI User certificate via QLearn and receive explicit teacher permission before using AI tools for any school-related task.
- Complete the QCAA Academic Integrity course (Years 11–12) in Pastoral Care, revisiting as needed.
- Participate in interviews during or after assessment development to verify authenticity.
- Provide evidence of the drafting process (e.g. research, notes, drafts) when requested.
- Ensure technology is not accessed during exams for unfair advantage.

## Parent/Carer Responsibilities

- Support the school's processes for authenticating student work.
- Encourage their student to complete all academic work honestly, responsibly, and with integrity.
- Notify teachers if they suspect their student may have engaged in academic misconduct.

## Types of Academic Misconduct

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Table – Common Types of Misconduct (as defined by the QCAA)

| Type of Misconduct   | Examples   |
|--|--|
| <b>Cheating while under supervised conditions</b>              | A student: <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment, materials or AI</li> <li>has any notation written on their body, clothing or any object brought into an assessment room</li> <li>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.</li> </ul> |
| <b>Collusion</b>   | When: <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment.</li> </ul>   |
| <b>Contract cheating</b>                                       | A student: <ul style="list-style-type: none"> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>  |
| <b>Copying work</b>  | A student: <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during a supervised assessment</li> <li>copies another student's work during a supervised assessment.</li> </ul>  |
| <b>Disclosing or receiving information about an assessment</b> | A student or other person: <ul style="list-style-type: none"> <li>gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>  |
| <b>Fabricating</b>   | A student: <ul style="list-style-type: none"> <li>invents or exaggerates data</li> <li>lists incorrect or fictitious references including false or misleading information generated from the use of AI.</li> </ul>   |
| <b>Impersonation</b>   | A student arranges for another person or technology to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.<br>A student completes a response to an assessment in place of another student.  |
| <b>Misconduct during a supervised assessment</b>               | A student distracts and/or disrupts others in an assessment room.  |
| <b>Plagiarism or lack of referencing</b>                       | A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).   |

| Type of Misconduct                      | Examples   |
|---|--|
|   | Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.                               |
| <b>Self-plagiarism</b>                  | A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.                            |
| <b>Significant contribution of help</b> | A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response. |

## Authentication Strategies

Maroochydore State High School implements a range of authentication strategies to ensure the integrity of student assessment. Each assessment task includes clearly defined conditions outlining expectations for authentication, such as checkpoints, draft submissions, and final due dates.

To support valid academic judgements, the school must collect sufficient evidence that demonstrates the student's individual knowledge and skills. This evidence is reviewed against the relevant criteria sheet, instrument-specific marking guide, or syllabus standards.

Responses that cannot be verified as the student's own work will not be used to make a judgement of achievement. If authorship cannot be confirmed, or if a response is determined not to be the student's original work, one or more of the following actions may be taken:

- Teachers may request evidence of AI use, such as prompts, logs, or screenshots, to verify authenticity.
- Provide the student with an opportunity to demonstrate that the submitted response is their own work.
- Make judgements based only on the parts of the response that can be confidently authenticated as the student's work.
- Where an entire response is plagiarised or AI-generated without appropriate acknowledgement, the task will be treated as a non-submission.
- Consequences will be applied in line with the school's Academic Integrity Policy and QCAA guidelines, with failure to demonstrate authorship considered as not meeting curriculum requirements.

Students are expected to engage with technology, including Artificial Intelligence (AI) tools, in ways that uphold academic integrity. Any use of AI must comply with the school's **AI Policy** and be appropriately acknowledged, just as with all other sources.

## Academic misconduct during an exam or external assessment

Reportable alleged misconduct includes, but is not limited to:

- Gaining unauthorised access to assessment content before starting an external assessment
- Copying from, or communicating with, another student during the assessment
- Using unauthorised equipment, materials or AI
- Disrupting other students during the assessment session
- Impersonating a student
- Any behaviour that disrupts the good order and management of the external assessment session

For students in Years 11 and 12, if a student is suspected of, or observed engaging in, academic misconduct, they are permitted to complete the assessment. At the conclusion of the session, the student will be notified that a report may be made to the QCAA.

## Consequences for academic misconduct

### During an assessment item, other than an exam:

- Where a student is found to have cheated, colluded, or plagiarised a section or significant portion of an assessment task, only the elements that can be verified as the student's own work will be graded.
- Where the entire response is determined to be the result of cheating, collusion, plagiarism or unapproved AI use, the task will be treated as a non-submission and may result in no credit.
- Students engaged in academic misconduct can expect behavioural consequences such as in-class withdrawal, detention, or suspension.
- Year 7-10 students will be required to re-do the Responsible AI User certificate via QLearn.
- Year 11 and 12 students will be required to re-do the QCAA Academic Integrity Course.
- The teacher will record the incident on OneSchool, contact parents/guardians, and refer the matter to the Faculty Head of Department.
- The student will be required to meet with the Faculty Head of Department and a Deputy Principal to determine any further appropriate consequences.

### During an exam or external assessment:

- Serious incidents that cannot be reasonably managed by the external assessment supervisor may result in the student being removed from the assessment room.
- If a student is suspected of cheating or collusion during an exam, the completed assessment should be removed immediately, annotated with the time and details of the incident, and a new paper issued so the student can complete the remainder of the exam with integrity. The result may be based on the verified work completed after the incident.
- The teacher must record the behaviour incident on OneSchool, contact parents/guardians, and refer the matter to the Faculty Head of Department (HOD).
- The student will be required to meet with the Faculty HOD and/or Deputy Principal to determine appropriate further consequences.
- Students engaged in academic misconduct can expect behavioural consequences such as in-class withdrawal, detention, or suspension.

### Failure to comply

To ensure the integrity of the levels of achievement for reporting/senior certification, students must meet the mandatory requirements stated in the course outline or syllabus. Students failing to meet the mandatory requirements of the course outline or syllabus cannot be rated for the semester unit.

### If a student repeatedly does not meet mandatory requirements:

- They will not have met the requirements of the course and as a result, could be removed from the subject. For years 11 and 12, this unit/subject would then not appear on the student's QCE and the student could become ineligible for a QCE or an ATAR.
- This may become grounds for cancelling the students' enrolment as per the Education (General Provisions) Act 2006, (QLD).

## Internal Quality Assurance

Maroochydore State High School operates rigorous quality assurance processes to ensure assessment is valid, accessible, and reliable. These processes are guided by the following principles:

- Assessment is aligned with teaching and learning programs.
- Teachers implement syllabuses and develop teaching, learning, and assessment tailored to their students' local context.
- Assessment tasks must specify appropriate levels of AI use.
- Judgements about student achievement are based on evidence of student work.
- Quality assurance processes, including feedback and professional conversations, support continuous improvement, helping teachers refine their practice and informing assessment design.

In addition:

- Protocols are in place to maintain the security and integrity of all assessment items.
- Required materials are submitted to the QCAA for endorsement, confirmation, or approval as applicable.
- Internal processes include cross-marking across multiple classes within a cohort.
- Moderation ensures consistency of standards in the administration and marking of assessment.
- For Years 11 and 12, marks for summative internal assessment in General and General (Extension) subjects remain provisional until confirmed through the QCAA confirmation process.
- Results for Applied and Applied (Essential) subjects and Short Courses may be adjusted following advice from QCAA quality assurance processes.
- Internal quality review processes are conducted annually to meet AQTF compliance requirements for VET qualifications, results, and certification.
- External audits by the QCAA ensure ongoing compliance with AQTF standards for VET qualifications, results, and certification.



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