



HELENSVALE
STATE HIGH SCHOOL



Assessment Policy 2023

We **ASPIRE** for each and every student to succeed.
We **BELIEVE** in One Student, One Community, Many Futures.
We **VALUE** respect, responsibility, resilience.

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1. Statement of Intent

Assessment is an integral part of the school curriculum. Its nature varies from subject to subject. This policy applies to all students currently enrolled at Helensvale State High School. It details procedures to be followed in applying for an extension of time to complete an assessment task, late submission, non-submission of an assessment task and moderation of assessment tasks. It also details procedures relating to examination requirements. It is intended that this policy will inform all matters related to assessment.

It is **imperative** that all assessment tasks in each subject area are undertaken so that specific skills can be developed, provisions made for individual learning needs and judgements can be made about a student's level of achievement.

Helensvale State High School adapts the **Queensland Curriculum & Assessment Authority (QCAA)** policies in relation to senior assessment. The QCAA policies are available on the following link: <http://www.qcaa.qld.edu.au/>

2. Relevant Legislation and Policy

- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Australian Skills Quality Authority (ASQA)
- Disability Discrimination Act 1992 (Australian Government, Federal Register of Legislation, 2018)
- Disability Standards for Education 2005 (Department of Education and Training [DET], 2012)
- Education (General Provisions) Act 2006 (Queensland Government, 2018)
- Education (QCAA) Act 2014 (QCAA, 2018)
- Education (QCAA) Regulation 2014 (QCAA, 2018)
- Subject syllabus documents (QCAA, 2019)
- P-12 Curriculum, Assessment and Reporting Framework (DET, 2019)
- QCE and QCIA Policy and Procedure Handbook 2023 v4
- Standards for Registered Training Organisations (Australian Government, Federal Register of Legislation, 2015)

3. Roles and Responsibilities

	Student	Parent/Carer	Teacher	HOD/ Administration
ASSESSMENT	<ul style="list-style-type: none"> • Read and understand Helensvale SHS Assessment Policy • Attend Monday afternoon skill and will sessions when directed. • Electronically submit a complete draft for all assessment as stipulated on the task sheet. • Submit AARA forms with appropriate documentation in circumstances where required. • Years 10-12 students must meet progress checks for practical subjects and vocational courses. • Adhere to the referencing system taught by the teacher for each subject. • Ensure that all submitted assessment is the student’s own work. Suspicion of academic misconduct will be investigated - refer to Academic Misconduct Policy. • Electronically submit final assessment to Turnitin or, if directed, student submissions folders or SharePoint. • When submitting to Turnitin, ensure you click on the box for an email receipt. 	<ul style="list-style-type: none"> • Ensure student adheres to all policies and procedures relating to assessment. • Ensure students attend Monday afternoon skill and will sessions when directed. • Engage with the Assessment Calendar and be aware of assessment requirements for your student. • Prior to any due dates, engage with the relevant Head of Department to apply for adjustments to assessment or due dates. • Support the school in carrying out the Assessment Policy including consequences for students’ non-submission and/or non-completion. • Engage with classroom teachers around student progress. 	<ul style="list-style-type: none"> • Ensure that the Helensvale SHS Assessment Policy is followed and adhered to • Ensure that all assessment tasks are fair, valid, reliable and accessible to all students. • Provide students with assessment instruments in an appropriate time frame and clearly outline digital submission and other requirements. • Provide appropriate class time for assessment. • Engage with and encourage students to attend the advertised tutorial sessions • Engage students in Will and Skill sessions when necessary and communicate with parents for Skill sessions • Ensure moderation processes are followed - refer to Moderation Policy. • Enact procedures as outlined in this document to ensure educational equity for all students. 	<ul style="list-style-type: none"> • Deliver effective teaching and learning programs that incorporate high quality and relevant assessment for evaluation student achievement. • Publish an assessment calendar for each term. • Ensure fair and equal processes occur across classes • Curriculum HODs arrange AARAs for subjects in the Junior School. • Senior Schooling HODs to arrange AARAs for students in the Senior School. • Notify staff regarding approved adjustments for students. • Lead teams to deliver Skill intervention sessions on Monday afternoons. • Coordinate moderation processes. • Investigate academic misconduct and take actions as required.
PROGRAM OF INSTRUCTION	<ul style="list-style-type: none"> • Participate in all programs of instruction and demonstrate all mandated requirements of study. • Complete all required work to the best of ability 	<ul style="list-style-type: none"> • Support student participation in the program of instruction offered by the school. • Contact the school if there are any concerns regarding progress and/or learning. 	<ul style="list-style-type: none"> • Develop a differentiated teaching and learning program that meets the requirements of approved GVC documents and aligns with QCAA syllabus and ACARA documents and assessment/achievement standards. 	<ul style="list-style-type: none"> • Oversee teaching and learning program that meets the requirements of approved GVC documents, and aligns with QCAA syllabus and ACARA documents and achievement standards • Monitor teaching and learning delivery

	Student	Parent /Carer	Teacher	HOD/ Administration
DUE DATES	<ul style="list-style-type: none"> Be aware of assessment due dates and organise a plan for successful completion. Complete all course requirements in class and home time by date and time as stated on the task sheet. 	<ul style="list-style-type: none"> Note assessment due dates. Contact the school with any concerns regarding progress and/or learning. Support student in the completion of course requirements by the due date. Continue to monitor school correspondence for any changes to assessment requirements. 	<ul style="list-style-type: none"> Provide students with an assessment outline including draft and due dates in a timely manner. Communicate with Parent/Carer when there are concerns about student progress and record these contacts on OneSchool. 	<ul style="list-style-type: none"> Compile and publish all assessment dates on appropriate documents and platforms at the commencement of each term. Distribute assessment dates to students and Parent/Carers. Ensure consistency across classes
RECORDS	<ul style="list-style-type: none"> Keep evidence of all assessment submitted – e.g. on USB; on OneDrive; be able to print screen capture of ‘sent email’ of submission. Ensure all work is ‘backed up’ – computer failure will not be accepted as a reasonable excuse for non-submission of assessment tasks. 	<ul style="list-style-type: none"> Be aware of your student’s responsibility to appropriately produce, save (with additional backups) and store assessment items. 	<ul style="list-style-type: none"> Keep copies of all drafts as evidence of student learning. Follow school and faculty guidelines for submission and appropriate storage of student responses and folios. Maintain accurate records of student achievement including profiling and anecdotal reports. 	<ul style="list-style-type: none"> Communicate and reinforce guidelines for the submission and storage of student responses and results.
DRAFTS AND FEEDBACK	<ul style="list-style-type: none"> Submit complete draft by the due date through format on task sheet. Seek explicit teacher feedback and guidance throughout the assessment task Manage time so that drafts can be further improved before submission Ensure response length is adhered to. 	<ul style="list-style-type: none"> Contact the school if there are any concerns regarding assessment, progress and/or learning. 	<ul style="list-style-type: none"> Ensure students have one week to apply feedback. Meet dates outlined by your HOD to ensure consistency across classes. Ensure response length processes are made clear. Provide feedback on drafts and final submissions. Where possible, digital feedback on drafts is preferred. Any printing of student work is to go through the print room. 	<ul style="list-style-type: none"> Set reasonable timelines for students and teachers for assessment submission, feedback processes and reporting timelines. Monitor drafting submission and feedback processes ensuring fair and equal processes occur across classes. Ensure a minimum of one week (7 days) to complete a class set of drafting feedback.
REPORTING	<ul style="list-style-type: none"> Engage with relevant HOD if seeking further moderation of assessment. Read reports and seek feedback where necessary. 	<ul style="list-style-type: none"> Read reports and support student to make improvements identified. Engage with parent-teacher interviews. 	<ul style="list-style-type: none"> Meet school and external timelines for assessment and reporting. Inform students and Parent/Carers of student progress. See appendix 1/2 	<ul style="list-style-type: none"> Ensure staff meet timelines for assessment and reporting.

4. The Assessment System

Helensvale State High School believe Assessment plays an integral role in improving learning. It also informs teaching with its fundamental purpose to establish where learners are in an aspect of their learning at the time of assessment (Masters, 2014).

4.1 Principles and attributes of assessment

[Click for more information.](#)

4.2 Assessment literacy

[Click for more information.](#)

4.3 Assessment requirements

[Click for more information.](#)

5. Internal Assessment – Quality Assurance

[Click for more information.](#)

6. External Assessment

[Click for more information.](#)

7. Academic Integrity Years 7 – 10

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way.

7.1 Years 7-10 Promoting Academic Integrity

All students will be instructed in the foundations of Academic Integrity. This learning will occur in Futures lessons in Term 1. Students will sit an Academic Integrity quiz to ascertain their understanding.

	Policy and procedures
Scaffolding	<p>Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students. To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study. Scaffolding may include:</p> <ul style="list-style-type: none">• deconstructing a complex task, learning experience, concept or skill into discrete parts• modelling thought processes required to complete parts of an assessment instrument• pre-teaching vocabulary specific to the subject and assessment instrument• questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response• showing examples of responses and demonstrating the match to performance descriptors• using visual frameworks or graphic organisers to plan responses. <p>When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding of task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.</p>

	<p>Scaffolding may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response.
Checkpoints	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>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.</p> <p>Heads of Departments and Parents/Carers will be contacted if checkpoints are not met.</p>
Drafting	<p>A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work. Students are expected to submit complete drafts and action feedback provided. All drafts submitted by the due date, regardless of level of completion, will receive teacher feedback. Drafts submitted after the due date will receive verbal feedback only. Drafts will be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format and time frame for all students • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • allocate a mark. <p>Parents/Carers will be notified by email about non-submission of drafts and the processes to be followed.</p> <p>All drafts are to be submitted by uploading to Turnitin. Students are not required to print drafts in hard copy form. For files that cannot be uploaded to Turnitin, digital submission folders will be provided on the school's student network or student SharePoint site.</p>
Managing response length	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task • 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 required by the syllabus, the school will mark only the work up to the required length, excluding evidence over the prescribed limit. There will be no opportunity for students to redact any sections of their assessment once it has been submitted. All responses that are longer than the maximum length stated will be annotated to clearly show where the teacher has marked up until and how this is reflected in the criteria/ISMG.
Authenticating student responses	All teachers at Helensvale State High School participate in formal moderation processes for assessment issued for all subjects in every year level. These processes occur regularly such as at the end of a unit of work. The assessment moderation process must be completed before the assessment item is included in a student's end of term/end of semester grade for reporting to parent.
Use of Technology	All assessment tasks not completed in examination conditions must be computer generated. If computer failure prevents the submission of an assessment task, the student must notify the subject teacher immediately and request an extension with the relevant Head of Department. The student must produce adequate proof of the progress of an assessment by presenting rough notes or a draft copy that has evidence of teacher feedback on progress. It is the student's responsibility for ensuring that all assessment work, including drafts are saved to their computers as well as a USB and OneDrive. During an examination, all mobile phones and smart watches are to be switched off and handed to the supervising teacher upon entry to an examination room.




7.2 Years 7-10 Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Helensvale State High School uses strategies to minimize opportunities for academic misconduct; particularly in managing the following types of misconduct (this list is not exhaustive):

	Types of misconduct
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.

Impersonation	A student: <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
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). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of a student. The use of AI technology to generate responses falls within this category.
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.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Where academic misconduct is detected or suspected:

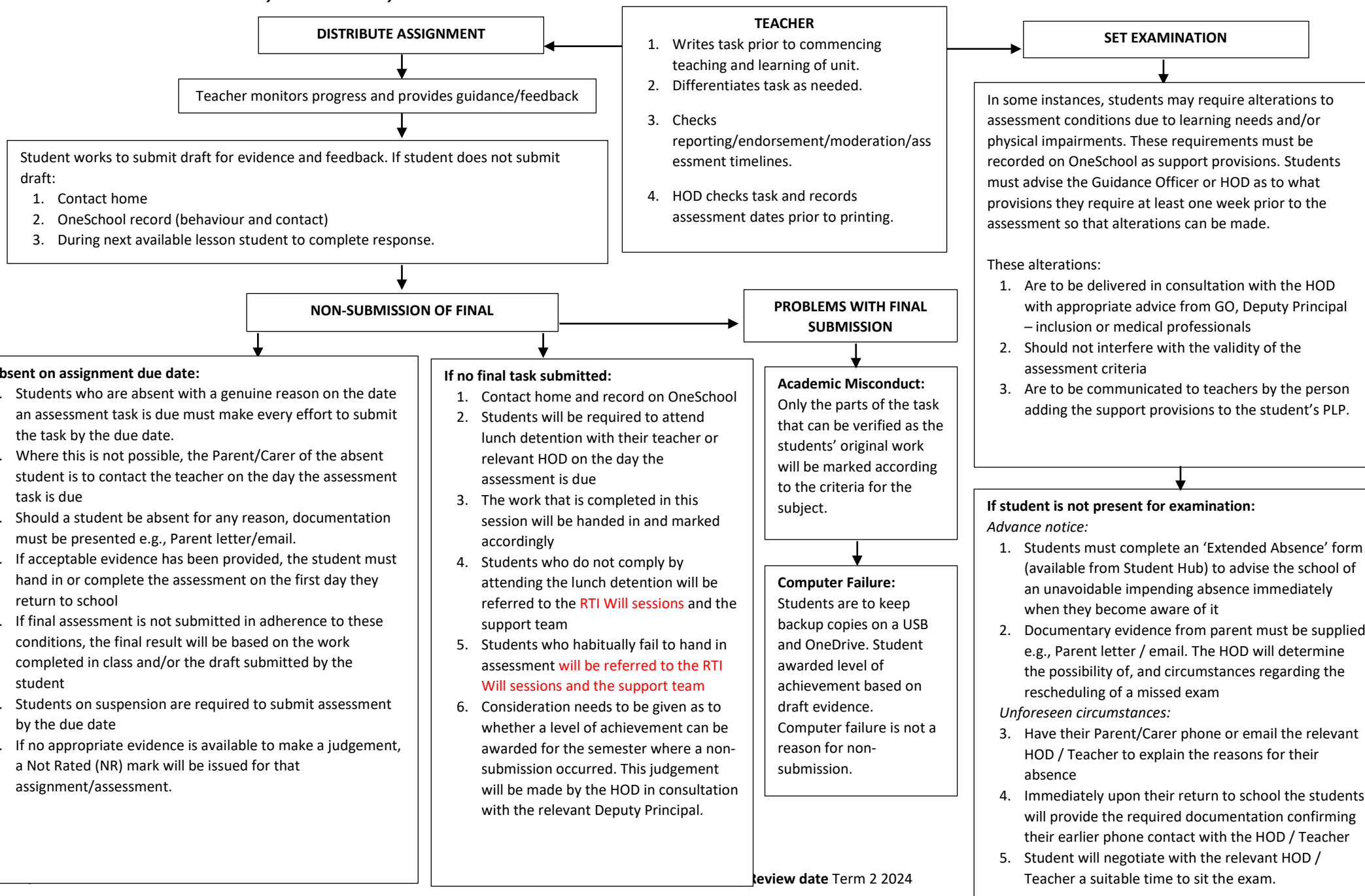
DRAFTING 	FINAL SUBMISSION 	DURING EXAMINATION 
<ul style="list-style-type: none"> The teacher will clearly indicate the section/s of suspected academic misconduct and the need for the student to significantly amend the work. 	<ul style="list-style-type: none"> The student is to be interviewed and given the opportunity to prove ownership or authenticity of the work. 	<ul style="list-style-type: none"> The supervising teacher will first enact classroom management techniques depending on the type of misconduct.
<ul style="list-style-type: none"> Record concerns and notify relevant Head of Department. 	<ul style="list-style-type: none"> If academic misconduct is proven the Head of Department will award a result based on the original component of the task completed. 	<ul style="list-style-type: none"> If academic misconduct behaviour continues, the offending student will be removed from the examination and the teacher will contact the relevant Head of Department who will contact the student's Parent/Carers and record the incident and Parental contact on OneSchool.
<ul style="list-style-type: none"> Inform Parent/Carer of concerns and record contact in OneSchool. 		<ul style="list-style-type: none"> The relevant Head of Department will set a behaviour consequence and award a result based on the work completed that is original work.

For Year 7-10 Students:

Students requiring short term adjustments or extensions, or to organise catch-up for missed exam/s are to provide documentation from the parent (e.g., Letter/email from parent) to the relevant RTI HOD.

Where reasonable, adjustments and extensions should be organised at least one week prior to the due date.

7.3 Year 7-10 Absence, Alterations, Non-Submissions and Missed Examinations



8. Academic Integrity Years 11 – 12

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. All Year 11 and 12 students will complete the QCAA Academic Integrity Units available on the QCAA website.

8.1 Year 11 – 12 Promoting Academic Integrity

<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at [add link when we know where the document will be stored] and in the school prospectus.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited by students annually in Futures classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • at enrolment interviews • during SET planning • when the assessment schedules are published • when each task is handed to students.
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.4</p>	<p>Helensvale State High School has high expectations for academic integrity and student participation and engagement in learning and assessment.</p> <p>In the Senior Phase of Learning years, 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. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility: students are expected to -</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p>Due dates Section 8.5.2 Section 8.5.3</p>	<p>School responsibility: Helensvale State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 3 each Semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and Parent/Carers • be consistently applied • be clearly communicated by the end of Week 3 each Semester • give consideration to allocation of workload. <p>Student responsibility: students are responsible for -</p> <ul style="list-style-type: none"> • recording due dates • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • inform the Head of Department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided

	<p>by the school.</p> <p>All final decisions are at the Executive Principal's discretion. Refer to AARA information below</p>
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Helensvale State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the academic integrity software Turnitin.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.</p>
<p>Appropriate materials Section 7.1 Section 8.2.2</p>	<p>Helensvale State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff</p>

8.2 Internal Assessment

<p>QCE and QCIA Policy and Procedures handbook</p>	<p>QCE and QCIA Policy and Procedures handbook v4, 2023</p>
<p>Scaffolding Section 8.2.3</p>	<p>Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students. To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study. Scaffolding may include:</p> <ul style="list-style-type: none"> • deconstructing a complex task, learning experience, concept or skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses. <p>When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding of task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria. Scaffolding may include:</p> <ul style="list-style-type: none"> • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response.
<p>Checkpoints Section 8.2.7</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • be detailed on student task sheets • monitor student progress • be used to establish student authorship. <p>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. Heads of Department and Parents/Carers will be contacted if checkpoints are not met.</p>

<p>Drafting Section 8.2.5</p>	<p>A draft is a preliminary version of a student’s response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. A draft can be used to provide feedback on a response as well as to authenticate student work. The type of draft students submit differs depending on the subject and assessment technique. Students are expected to submit complete drafts and action feedback provided. All drafts submitted by the due date, regardless of level of completion, will receive teacher feedback. Drafts submitted after the due date will receive verbal feedback only. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • provided on a maximum of one draft of each student’s response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner, format and time-line for all students. • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. <p>A copy of the feedback will be stored with a hard copy of the draft in the student’s folio.</p> <p>Parent/Carers will be notified by email about non-submission of drafts and the processes to be followed.</p> <p>All drafts are to be submitted by uploading to Turnitin. Students are not required to print drafts in hard copy form. For files that cannot be uploaded to Turnitin, digital submission folders will be provided on the school’s student network or student SharePoint site.</p>
<p>Managing response length Section 8.2.6</p>	<p>Students must adhere to assessment response lengths and times as specified by syllabus documents. The procedures below support students to manage their response length and time limit.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length or time limit of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length and time limit is provided by teachers at checkpoints and drafting <p>After all these strategies have been implemented, if the student’s response exceeds the word length or time limit required by the syllabus, the school will mark only the work up to the required length or time limit, excluding evidence over the prescribed limit. There will be no opportunity for students to redact any sections of their assessment once it has been submitted.</p> <p>Assessment for Units 3 and 4 submitted for confirmation will be annotated on the ISMG and response to clearly indicate the evidence used to determine the mark.</p>

Managing School Approved Absences Section 8.2.7	<p>In the case of school-approved absences, examples may include:</p> <ul style="list-style-type: none"> - School excursion that cannot be scheduled at another time - School, district, regional, state or National Representation for School- supported sport or for Artistic endeavours - School TAFE courses or traineeships that cannot be scheduled at another time <p>Requests for school approved absences need to be made to the HOD of Senior Schooling a one week prior to the assessment. If the school approves the absence and the student will be absent the day the assessment is due, the following actions apply:</p> <ul style="list-style-type: none"> - For examinations: school offer a comparable examination before the due date - For non-examinations: students are required to submit/present the assessment on or before the due date
Authenticating student responses Section 8.2.8	<p>All teachers at Helensvale State High School participate in formal moderation processes for assessment issued for all subjects in every year level. These processes occur regularly such as at the end of a unit of work. The assessment moderation process must be completed before the assessment item is included in a student's end of term/end of semester grade for reporting to Parent/Carers (see Section 9).</p> <p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Helensvale State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. A declaration of authenticity must be completed and signed by students for all assessment instruments (appendix 3).</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (see Section 7.4).</p>
Use of Technology	<p>All assessment tasks not completed in examination conditions, must be computer generated and submitted through plagiarism-detection software Turnitin.</p> <p>It is the student's responsibility for ensuring that all assessment work, including drafts are saved to their computers as well as a USB and OneDrive.</p> <p>During an examination, all mobile phones and smart watches are to be switched off and handed to the supervising teacher upon entry to an examination room.</p>
Result Appeals	<p>Students may seek an internal review with the relevant Curriculum HOD in relation to the mark awarded for assessment piece.</p>

8.3 Year 12 External Assessment Administration

Units Three and Four only:

QCE and QCIA Policy and Procedures handbook	QCE and QCIA Policy and Procedures handbook.
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects</p> <p>Section 7.3. Section 10.6</p> <p>See also: <i>External assessment — administration guide</i> (provided to schools each year)</p>	<p>See the QCE and QCIA policy and procedures handbook (Section 7.3) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.</p>

8.4 Year 11 – 12 Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Helensvale State High School uses strategies to minimize opportunities for academic misconduct; particularly in managing the following types of misconduct, (this list is not exhaustive):

	Types of misconduct
Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> begins to write during perusal time or continues to write after the instruction to stop writing is given uses unauthorised equipment or materials has any notation written on the body, clothing or any object brought into an assessment room communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none"> more than one student works to produce a response and that response is submitted as individual work by one or multiple students a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.
Contract cheating	A student: <ul style="list-style-type: none"> pays for a person or a service to complete a response to an assessment sells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none"> deliberately or knowingly makes it possible for another student to copy responses looks at another student's work during an exam copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: <ul style="list-style-type: none"> invents or exaggerates data lists incorrect or fictitious references.
Impersonation	A student: <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
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). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of a student. The use of AI technology to generate responses falls within this category.
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.
Significant contribution of help	A student arranges for, or allows, a tutor, Parent/Carer or any person in a supporting role to complete or contribute significantly to the response.

Students need to follow the Helensvale State High School Exam Administration Guide for Students (see appendix 4).

Where academic misconduct is detected or suspected:

DRAFTING ↓	FINAL SUBMISSION ↓	DURING EXAMINATION ↓
<ul style="list-style-type: none"> The teacher will clearly indicate the section/s of suspected academic misconduct and the need for the student to significantly amend the work. 	<ul style="list-style-type: none"> The student is to be interviewed and given the opportunity to prove ownership or authenticity of the work. 	<ul style="list-style-type: none"> The supervising teacher will first enact classroom management techniques depending on the type of misconduct.
<ul style="list-style-type: none"> Record concerns and notify relevant Head of Department. 	<ul style="list-style-type: none"> If academic misconduct is proven the Head of Department will award a result based on the original component of the task completed. 	<ul style="list-style-type: none"> If academic misconduct behaviour continues, the offending student will be removed from the examination and the teacher will contact the relevant Head of Department who will contact the student's Parent/Carer and record the incident and parental contact on OneSchool.
<ul style="list-style-type: none"> Inform Parent/Carer of concerns and record contact in OneSchool. 		<ul style="list-style-type: none"> The relevant Head of Department will set a behaviour consequence and award a result based on the work completed that is original work.

8.5 Years 11 – 12: Non-Submission of an Assessment Task or Absence from an Examination (Units 1 to 4)

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using any evidence from the preparation of the response that is available on or before the due date.

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

It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

If a student is absent on the day of an examination the Curriculum HOD needs to make contact home to find out the reason for the student's absence. If the student is entitled to an AARA this information is directed to the relevant Senior Schooling HOD. A new examination time is then scheduled for a comparable exam within the next three days.

All assessment must be completed within the Unit timeframe.

9. Access Arrangements and Reasonable Adjustments (AARA)

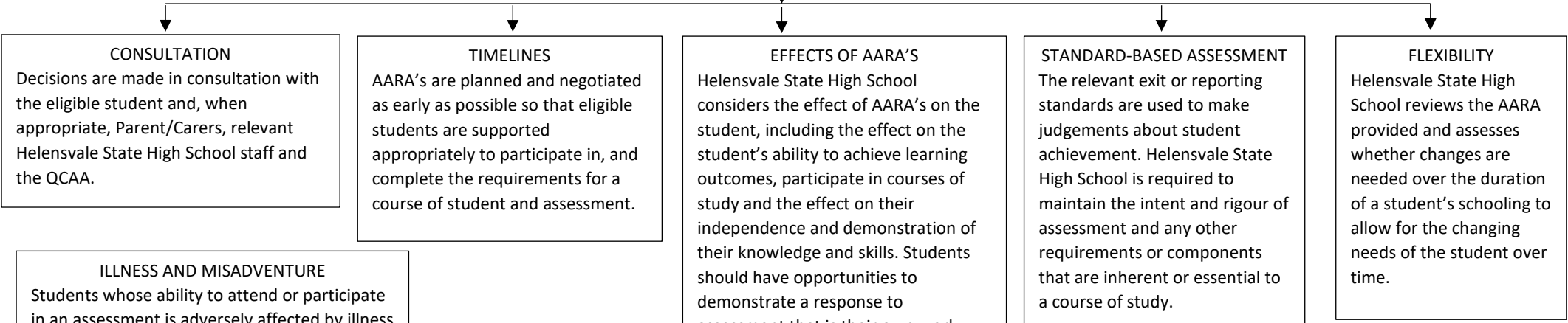
Helensvale State High School is committed to reducing barriers to success for all students. AARA's are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

The Executive Principal, Deputy Principal Senior School, HOD Senior School or their delegate (Heads of Department and Guidance Officers) manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.4.5](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Executive Principal or Senior School Head of Departments.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

PRINCIPLES



CONSULTATION
Decisions are made in consultation with the eligible student and, when appropriate, Parent/Carers, relevant Helensvale State High School staff and the QCAA.

TIMELINES
AARA's are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for a course of student and assessment.

EFFECTS OF AARA'S
Helensvale State High School considers the effect of AARA's on the student, including the effect on the student's ability to achieve learning outcomes, participate in courses of study and the effect on their independence and demonstration of their knowledge and skills. Students should have opportunities to demonstrate a response to assessment that is their own work.

STANDARD-BASED ASSESSMENT
The relevant exit or reporting standards are used to make judgements about student achievement. Helensvale State High School is required to maintain the intent and rigour of assessment and any other requirements or components that are inherent or essential to a course of study.

FLEXIBILITY
Helensvale State High School reviews the AARA provided and assesses whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.

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

- The illness or event is unforeseen and beyond the student's control
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their Parent/Carers
- Helensvale State High School will implement principal-reported AARA when possible, before considering an application for illness and misadventure
- An illness and misadventure application cannot be made or approved for the same condition or circumstances for which a QCAA approved AARA has been submitted, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

ELIGIBILITY

Barriers fall into three broad categories:

- Permanent
- Temporary
- Intermittent

The QCAA uses broad application categories for AARA eligibility:

- Cognitive
- Physical
- Sensory
- Social/Emotional

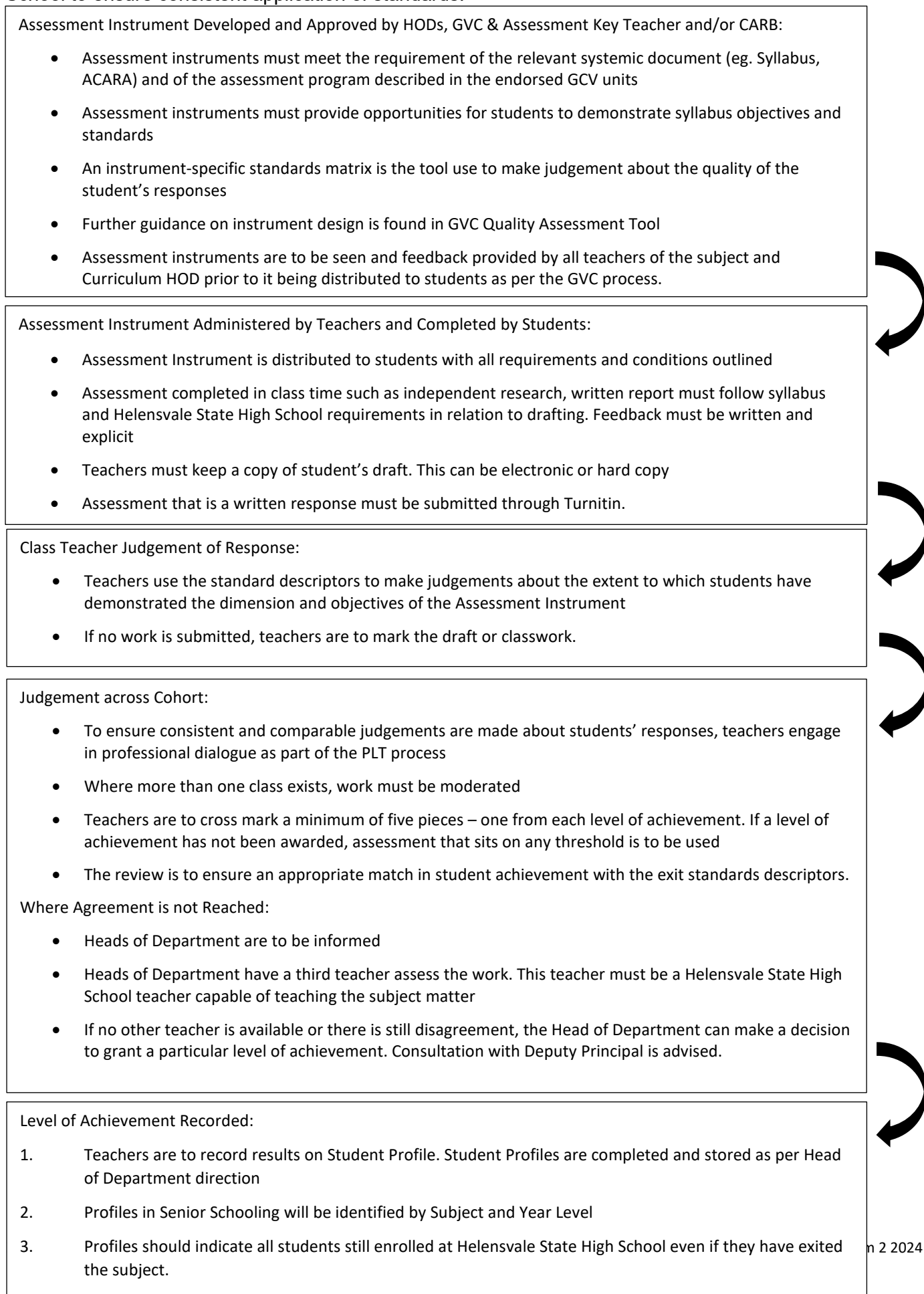
INELIGIBILITY

Students are not eligible for AARA's on the following grounds:

- Unfamiliarity with the English language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided
- Matters of the student's or Parent/Carers own choosing

10. Moderation Procedures

The following is a Flowchart outlining the Moderation processes to be followed at Helensvale State High School to ensure consistent application of standards.



APPENDIX 1

Date

NOTICE OF FAILURE TO SUBMIT ASSIGNMENT DRAFT

Dear Parent/Carer Name

This letter is to inform you that your student Student Name did not complete a draft for their Subject Name assessment.

Name of Assignment
<p>The draft was due on: Due Date.</p> <p>To help your student, we have provided the following:</p> <ul style="list-style-type: none">• Assessment Task Sheet• Lesson time in class• Research lessons• Class instruction• Planning documents• Notes• Resource books• Individual student assistance <p>(delete the points that aren't applicable)</p>

At Helensvale State High School, we aspire for each and every student to succeed. Teachers work in a diligent and professional manner to support students in achieving the best possible educational outcome. Communication between the home and school is a vital strategy in this aspiration.

When a student fails to submit a required draft, the opportunity for written feedback is lost. The purpose of a draft is for the student to receive guidance on how to present their best possible work. Your student's draft MUST be completed and submitted within 24 hours and verbal feedback will be provided. Please encourage your student to address this situation and complete the required draft. Furthermore, please encourage and monitor the completion of the final draft by the due date (Due Date). If this assessment work is not submitted by the due date, your child may not receive credit for the subject.

If you would like to discuss this matter further, please contact the class teacher for more information or to arrange an interview. We look forward to working with you and will continue with our efforts to help your student achieve to their potential.

Kind regards,

Name of Teacher
Class Teacher

Name of HOD
Head of Department

Date

FAILURE TO SUBMIT FINAL ASSESSMENT OR SIT AN EXAM (YEAR 11-12)

Dear Parent/Carer Name

At Helensvale State High School, we aspire for each and every student to succeed. Teachers work in a diligent and professional manner to support students in achieving the best possible educational outcome. Communication between the home and school is a vital strategy in this aspiration.

We are disappointed to report that your student may not be on the path to success in this unit/semester as a result of the failure to complete assessment/exam.

Student Name	
Subject	
Teacher Name	
Teacher Contact Details	
Assessment Item	

ASSESSMENT	
	Failure to submit assessment task on time. No valid reason given for extension.
	Failure to submit assessment task.
	Failure to sit for exam.

Students who consistently hand work in late or who fail to submit work, without a valid reason (e.g. prolonged absence for serious family related reasons or medical reasons validated by a medical certificate) are ***jeopardising their continuation in the subject and ability to receive a result in the subject.***

We strongly believe that a student achieves success when Teachers and Parent/Carers have strong communication and work in partnership. Please contact the Curriculum Head of Department within 24 hours to discuss this matter.

Kind regards

Name of Teacher
Class Teacher

Name of HOD
Head of Department

APPENDIX 2

Date

FAILURE TO SUBMIT FINAL ASSESSMENT OR SIT AN EXAM (YEAR 7-10)

Dear Parent/Carer Name

At Helensvale State High School, we aspire for each and every student to succeed. Teachers work in a diligent and professional manner to support students in achieving the best possible educational outcome. Communication between the home and school is a vital strategy in this aspiration.

We are disappointed to report that your student may not be on the path to success in this unit/semester as a result of the failure to complete assessment/exam.

Student Name	
Subject	
Teacher Name	
Teacher Contact Details	
Assessment Item	

ASSESSMENT	
	Failure to submit assessment task on time. No valid reason given for extension.
	Failure to submit assessment task.
	Failure to sit for exam.

Students who consistently hand work in late or who fail to submit work, without a valid reason are jeopardising their ability to receive a passing result in the subject.

We strongly believe that a student achieves success when Teachers and Parent/Carers have strong communication and work in partnership. Please contact the Curriculum Head of Department within 24 hours to discuss this matter.

Kind regards

Name of Teacher
Class Teacher

Name of HOD
Head of Department



Declaration of Authenticity

Subject: _____

Task: _____

Student: _____

Teacher: _____

You have been asked to sign this Declaration of Authenticity and place it at the front of your assessment. It confirms that the work you have submitted for assessment is your own and that you have not copied it from someone else or allowed another learner to copy it from you.

When preparing any course work it is good practice to undertake research using information from published sources. If you quote directly from these sources then this must be indicated in your work by using quotation marks and/or referencing the document from which the quotation/image was taken. **You must then comment in your own words on any ideas expressed or developed as a result.**

If you do copy words/images from a published source and do not indicate their reference you will be committing plagiarism. This is considered a form of cheating and may result in your assessment being declared void. I understand that the school mark I receive is subject to internal school moderation processes and Confirmation by the QCAA and may change.

DECLARATION OF AUTHENTICITY

I hereby declare that the submitted assignment is my own original work; the ideas are mine and I have not plagiarised information from any sources, including material and human resources (this includes my own previous work). I have fully and specifically acknowledged all sources (material and human) used. I have completed the task in accordance with instructions and within the time limits set. I have taken proper and reasonable care to prevent this work from being copied by another student. I declare that I have not contracted another person to do the work for me or allowed another person to edit and substantially change my work. I understand that plagiarism is intellectual property theft. By signing my name below I am agreeing that I have read and understood the Declaration of Authenticity.

Student Signature: _____ **Date:** _____

*This Declaration is available on G drive: G:\Coredata\Common\Student Declaration of Authenticity\
Student Declaration of Authenticity 2020.doc*

Helensvale State High School

Internal Examination Administration Guide

For Students v1.2

Room Layout

- Students will be seated separately in alphabetical family name order (Years 9-12), in a line from the front of the room to the back of the room – then from the front of the room again.
- Student Name labels will be on the top left hand corner of each desk for Year 10, 11 & 12 Block Exams only.

Entering the Examination Room

- Students are to line up outside of the assessment room in alphabetical order.
- If students need to use the bathroom, do this prior to entering the room.
- Ensure students acknowledge their attendance when the roll is marked.
- Students will be admitted into the assessment room and seated with sufficient time for supervising staff to communicate to students the administrative requirements/instructions of the assessment. Once inside the room, students are not permitted to speak, except to a supervisor.

Late Arrival:

- For Years 7-10, students who arrive up to 10 minutes after the start time may be admitted to the session, and their finish time adjusted accordingly.
- For Years 11-12, if a student arrives late the student is permitted into the assessment room to complete the assessment. No extra time beyond the scheduled examination session is allowed to complete the assessment, unless there are clear extenuating circumstances (DP or HOD will inform supervisor).

Early Departure

- Students may not leave the examination session early, except for welfare reasons.

Absence from an Examination

- If a student is absent for an examination, refer to Helensvale State High School Assessment Policy
 - Years 7 - 10 (pages 9 – 10)
 - Years 11 – 12 (page 16).

Equipment

- All student equipment necessary for the assessment is to be presented for inspection in a clear plastic zip lock bag or container (external exams).
- No pencil cases are permitted into the exam room.
- Reading glasses, excluding the glasses case, are permitted.
- Electronic devices, including mobile phones and smart watches, air-buds and earphones, are not permitted in the assessment room during the assessment time.
- Food, other than cough lollies are not permitted in the assessment room. Food must be in a clear plastic zip lock bag or container.
- Only water is permitted into the room and water bottles are to be clear and labels removed.
- Pockets of the uniform are to contain no items and be empty.

Examination Protocols

- Students are not to communicate with each other once they enter the assessment room.
- Students are to signal teachers by raising their hand and waiting quietly.
- The supervising teachers are to ensure correct equipment is provided by and for the students. Equipment may be supplied for students; however, a consequence for unprepared students should be issued.
- Perusal time must be set and adhered to. There is to be no writing or use of calculators during this time.

- Supervising teachers are to display the following on the whiteboard:
 - * Start perusal/planning time (as per syllabus requirements)
 - * Start working time
 - * One hour remaining time
 - * 30 minute remaining time
 - * 10 minute remaining time
 - * Finish time.
- Bathroom requests:

Students who request to go to the bathroom may be accompanied by a staff member. The supervising teacher will keep a record of the absence of any student from the examination room or their seat, by recording:

 - Student name
 - Exam session
 - The time the student left the room or their seat
 - The time the student returned to the room or seat
 - The reason for their absence
 - Name of person who accompanied the student

At the conclusion of the examination, this record will be provided to the Head of Department for their records.
- Students are to remain quiet and in their seats until all work is collected.
- Students may not complete any other activity during an examination.

Academic Misconduct

Academic misconduct includes:

- a student beginning to write during perusal time or continues to write after the instruction to stop writing is given;
- a student using unauthorised equipment or materials;
- a student having any notation written on the body, clothing or any object brought into an assessment room;
- a student communicating 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.

If academic misconduct behaviour occurs, the Helensvale State High School Assessment Policy guidelines for Junior and Senior will be followed.

Student Misbehaviour

- All students are expected to behave respectfully and responsibly during examination sessions.
- Any student whose intentional behaviour causes an interruption during an examination will be issued with consequences in line with Helensvale SHS's PB4L Behaviour Plan.

Evacuations

- If an evacuation is required during an assessment session, the school's usual workplace health and safety procedures apply.

Approved Equipment

Students are permitted to bring the following equipment into an examination room:

- Blue or black pens,
- 2B pencil,
- Sharpener,
- Eraser,
- Highlighters,
- Clear plastic ruler,
- Water in a clear bottle, free from labels,

- Additional subject specific approved equipment (that students have been notified of, e.g. scientific calculator).

Prohibited Equipment

The items listed below are prohibited in any examination room, except if specifically approved as an AARA, or if listed as subject specific approved equipment for an examination:

- Mobile phone,
- Smart watch or fitness tracker,
- Any other electronic device that stores, retrieves, displays or communicates digital information,
- Correction fluid or correction tape,
- A dictionary,
- Erasable pens,
- Blank paper, notes, or any printed/written material.

Students must remove all watches and place them on their desks where they can be seen clearly by supervisors.

Supervisors may store prohibited items/materials until the end of the examination. Supervisors must ensure mobile phones or other electronic devices are switched off.