

ASSESSMENT POLICY





Assessment Policy - 2025

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Scope

This policy provides information for staff, students and parents/carers about roles, responsibilities, processes, and procedures to ensure the integrity of assessment that contributes to:

1. The reporting of A-E levels of achievement for students in Years 7 to 12
2. The Queensland Certificate of Education (QCE) for students in Years 10 to 12
3. The Queensland Certificate of Individual Achievement (QCIA) for students in Years 10 to 12
4. Vocational Education and Training for students in Years 10 – 12

The framework for the policy is developed from the [P-12 curriculum, assessment and reporting framework \(CARF\)](#) and the [QCE and QCIA policy and procedures handbook](#). The policy applies to all year 7 to 10 subjects, VET qualifications and to year 11 and 12 Applied, Applied (Essential), General, General (Extension) subjects, Instrumental Music and Short Courses across all faculties.

Purpose

This policy provides information for staff, students and parents/carers about roles, responsibilities, processes, and procedures to ensure the integrity of assessment. The Sandgate District State High School community is committed to enabling opportunities where students are encouraged to achieve their best. Staff and students will work together to build capacity and develop their knowledge and skills.

Principles

Sandgate District State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence. Assessment includes any examination, practical demonstration, performance, or product that allows students to demonstrate the objectives described by the syllabus. Assessment should be:

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

High-quality assessment is characterised by three attributes:

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

Promoting academic integrity

Sandgate District State High School and the QCAA promote academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

Location and communication of policy

The school assessment policy is located on the school website. All questions regarding this policy should be directed to the school administration office. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in Connect classes. Relevant processes will be revisited:

- at enrolment interviews
- during senior education and training (SET) planning
- when the assessment schedule is published
- when each task is handed to students
- in the newsletter and by email in response to phases of the assessment cycle.

Expectations about engaging in learning and assessment

Sandgate District State High School has high expectations for academic integrity and student participation and engagement in learning and assessment.

In Year 11 and 12, 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.

Student responsibility – Year 7 - 12

Students are expected to:

- engage in the learning for the subject or course of study
- engage with and implement feedback on their own work
- produce evidence of achievement that is authenticated as their own work
- submit responses to scheduled assessment on or before the due date.

Due dates

School responsibility

Sandgate District State High School is required to adhere to the CARF and QCAA's policies for gathering evidence of student achievement on or before the due date.

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 in each semester. The assessment schedule is updated regularly, including at the beginning of each term to reflect rotations of elective subjects in year 7-8.

Teachers will provide students with a printed and electronic (through QLearn) copy of the task sheet on the assigned handout date as per the assessment calendar. **All assessment items and drafts are due at 5.00 pm on the specified date unless otherwise indicated on the task sheet.**

The assessment schedule will:

- 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 (Year 11 and 12)
- be clear to teachers, students, and parents/carers
- be consistently applied
- consider allocation of workload.

Student responsibility – Year 7-12

Students are responsible for:

- recording due dates in their organisers
- 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.

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

- inform the classroom teacher and Head of Department as soon as possible
- follow the procedure for an illness or misadventure AARA where appropriate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

Submitting, collecting, and storing assessment information

Assessment instruments will provide information about Sandgate District State High School's arrangements for submission of draft and final responses, including due dates, conditions, and file types. All assessment evidence, including draft responses, will be submitted by their due date and, where appropriate, via the school's academic integrity software.

Draft and final responses for all internal assessment will be collected and stored in each student's folio (hard copy or digital). Live performance assessments will be recorded and stored as required for internal moderation and QCAA processes (hard copy and/or digital). All evidence used for making judgments is stored as described in Sandgate District State High School's moderation policy.

Appropriate materials

Sandgate District State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff. In situations where it is appropriate to engage relevant school support staff to manage sensitive topics, staff will make appropriate arrangements, in consideration of individual student contexts.

Students should produce responses that are appropriate and align with the [Student Code of Conduct](#).

Ensuring academic integrity

From 2025, The QCAA will no longer issue a Queensland Certificate of Education (QCE) to students who have not completed an approved Academic Integrity Course. Additionally, the QCAA strongly recommends annual completion of an approved course. At Sandgate District State High School all students in year 10-12 will complete the QCAA Academic Integrity Course annually as part of the Connect Curriculum.

Sandgate District State High School has procedures to ensure that there is consistent application of the assessment policy, and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied to this context.

Internal assessment administration

	Policy and procedures
Scaffolding	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none">• maintain the integrity of the requirements of the task or assessment instrument• allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints	<p>Checkpoints are provided by teachers so students can manage their completion of components of the assessment instrument in manageable sections</p> <p>Checkpoints will:</p> <ul style="list-style-type: none">• monitor student progress• be used to establish student authorship.

	Policy and procedures							
	Students will work on assessment during designated times and show evidence to teachers of progress at regular informal checkpoints. Teachers will use these informal checkpoints to identify and support students to complete their assessment.							
Drafting	<p>Drafting is a formal checkpoint. Types of drafts differ depending on subject, e.g., written draft, rehearsal of a performance piece or a product in development. Drafts might be used as evidence of student achievement in the case of illness, misadventure, or non-submission for other reasons.</p> <p>Draft work is essential to enable teachers to check in on student progress and provide quality feedback, prior to final submission of the task. Task sheets will nominate a draft due date. Students must submit a complete draft as part of the assessment process by the nominated draft due date. Failure to submit a draft on time may impact the ability of staff to provide feedback in a timely fashion.</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 and format for all students • provided as soon as practicable, allowing time for students to respond to feedback for their final submission. <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 copy of the draft in the student's folio.</p> <p>Students are expected to use feedback on draft work to improve the quality of their final submission. Teachers will notify a parent/carer of non-submission or incomplete submission of drafts and the processes to be followed (submission on next school day before due date).</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 informal checkpoints and draft stage. <p>After all these strategies have been implemented, if the student's response exceeds the length required by the syllabus, the school will supervise a student to redact their response to meet the required length, before a judgment is made on the student work. If a student chooses not to redact their response or does not redact enough of their work to meet the word length specification, the school will only mark the work up to the required length, excluding evidence over the prescribed limit. Any such student work will be annotated to clearly indicate the evidence used to determine a mark.</p> <p>Determining word length and page count of a written response</p> <table> <tr> <th></th><th>Word length</th><th>Page count</th></tr> <tr> <td>Inclusions</td><td> <ul style="list-style-type: none"> • all words in the text of the response • title, headings, and subheadings </td><td> <ul style="list-style-type: none"> • all pages that are used as evidence when marking a response </td></tr> </table>			Word length	Page count	Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings, and subheadings 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response
	Word length	Page count						
Inclusions	<ul style="list-style-type: none"> • all words in the text of the response • title, headings, and subheadings 	<ul style="list-style-type: none"> • all pages that are used as evidence when marking a response 						

Policy and procedures		
		<ul style="list-style-type: none"> • tables, figures, maps, and diagrams containing information other than raw or processed data • quotations • footnotes and endnotes (unless used for bibliographical purposes)
	Exclusions	<ul style="list-style-type: none"> • title pages • contents pages • abstract • visual elements associated with the genre* • raw or processed data in tables, figures, and diagrams • numbers, symbols, equations, and calculations • bibliography • reference list • appendices[†] • page numbers • in-text citations
		<ul style="list-style-type: none"> • title pages • contents pages • abstract • bibliography • reference list • appendices[†] • blank pages
	<p>* For example, by-lines, banners, captions, and callouts used in genre-related written responses</p> <p>[†]Appendices should contain only supplementary material that will not be directly used as evidence when marking the response.</p>	
	Determining length of a non-written response	
		Response Length - Duration
	Inclusions	<ul style="list-style-type: none"> • 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 • Any required referencing of texts or citations chosen for inclusion, e.g., as a note on a slide in a multimodal presentation
	Exclusions	<ul style="list-style-type: none"> • Extraneous recording prior to the beginning of the response, e.g., setting up microphones, waiting for an audience to settle, talking about setting up.
Authenticating student responses including appropriate use of Artificial Intelligence (AI) tools	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Students are required to use APA referencing style to acknowledge all sources used to inform their work. APA requires in text citations and a reference list, including for use of Artificial Intelligence (AI) tools.</p> <p>Any use of AI must:</p> <ul style="list-style-type: none"> • be indicated with in-text citation • include, in the reference list a disclosure statement that details: <ul style="list-style-type: none"> ○ the name(s) of any AI tools used ○ a description of how the student used the tools ○ a description of how the student evaluated the validity of the tool's outputs ○ a clear statement of which aspect of the response were affected/generated by AI tool usage. 	

	Policy and procedures
	<p>Sandgate District State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. The school uses academic integrity software to authenticate student responses and will teach processes to use software in assessment submission.</p> <p>As an authentication strategy, teachers may require students to submit a Declaration of Original Work (Appendix B). All written assessment will be submitted through Turnitin which forms part of the school's authentication suite of resources, unless advised otherwise due to format of response required (eg handwritten field log).</p> <p>In cases where a student response is not authenticated as their own work (including where Academic Integrity software has flagged potential uncited and/or inappropriate use of AI), procedures for managing alleged academic misconduct will be followed (Authorship). See Managing Academic Misconduct below and refer to Student Code of Conduct.</p>
Access Arrangements and Reasonable Adjustments, including illness and misadventure (AARA)	<p>Sandgate District State High school is committed to reducing barriers to success for all students.</p> <p>AARA Overview</p> <p>AARA are provided to minimise barriers for a student whose disability, impairment, medical condition, or other circumstances affect their ability to read, respond to or participate in assessment.</p> <p>These barriers fall into the broad categories:</p> <ol style="list-style-type: none"> 1. Long Term (LT) AARA (7-10) / Permanent Temporary or Intermittent Condition (PTI) AARA (11/12) <ul style="list-style-type: none"> • Long term and chronic conditions and disabilities • Mental health conditions, such as anxiety and depression. 2. Illness or Misadventure (IM) AARA <ul style="list-style-type: none"> • Short term conditions and temporary injuries e.g., a broken arm, respiratory infection, gastroenteritis • Unforeseen circumstances outside of the student's control – a death in the family, accident etc. <p>Students are not eligible for an AARA due to:</p> <ul style="list-style-type: none"> • Matters that the student could have avoided e.g. misreading the task sheet. • Time management difficulties • Matters of the student's choosing e.g. involvement in extra-curricular activities, family holiday. <p>Please note that in year 11 and 12 students are unable to have an IM and PTI AARA approved for the same medical condition. Each AARA must address a different medical condition as per the QCAA guidelines.</p> <p>The school follows the processes as outlined in the <i>QCE and QCIA policy and procedures handbook Section 6: AARA</i> available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara.</p> <p>The School Principal's delegate manages all approval of school based AARA for students. The QCAA approves all PTI AARA for unit 3 and 4 assessment and IM AARA for all External Assessment.</p> <p>All AARA applications must be accompanied by supporting documentation 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 principal's delegate. These may be submitted at any time prior to an assessment.</p>

Policy and procedures

Principal Approved Absence (PAA)

Families should avoid booking holidays during the school term. When planning for any absence families should consult the year long assessment planner available on the school website. Parents/Caregivers must contact the school via studentabsences@sandgatedistrictshs.eq.edu.au as soon as they know there will be an absence. Variations to the internal assessment schedule due to reasons not covered by AARA (eg representation at a state or national level) may be approved at the Principal's discretion. These must be approved prior to the planned absence and the assessment must generally be completed before the due date. The QCAA expressly forbids Principal approved absences for assessment completed after the due date in year 11 and 12. Applications should be made to aara@sandgatedistrictshs.eq.edu.au.

Students can choose not to use approved AARA. The following table provides a guide as to the type of AARA application appropriate for different circumstances.

	Sick or other emergency on the due date	Sick or other emergency on the exam date	English as an additional Language or Dialect	Long term chronic condition or disability	Unavoidable Planned Absence
Yr 7-10	Illness and misadventure AARA (IM AARA)	Illness and misadventure AARA (IM AARA)	Long Term AARA (LT AARA)	Long Term AARA (LT AARA)	Principal Approved Absence – must be applied for BEFORE the absence (PAA)
Yr 11-12	Illness and misadventure AARA (IM AARA)	Illness and misadventure AARA (IM AARA)	No additional arrangements available	Permanent, Temporary or Intermittent Condition AARA (PTI AARA)	Principal Approved Absence – must be applied for BEFORE the absence. (PAA)

Illness and Misadventure (IM) AARA

Applications can be made up to 7 days after the assessment due date or exam, however, should be made as soon as practicable. Where a student is absent on the day of a test/exam they must sit the test as soon as feasible (in accordance with medical advice) on their return. Curriculum Heads of Department will decide if a comparable assessment instrument is necessary in year 7-10 however the QCAA requires a Comparable Assessment item to be administered for all examinations missed in year 11 and 12 in order to retain assessment integrity.

Students who are ill on the date of an External Assessment (external examination) must provide a medical certificate which names the specific medical condition with their application. The QCAA will not accept a medical certificate which says "medical condition." The QCAA will make a determination of a student's result if they miss an External Assessment as there is no opportunity to sit this assessment at a later time.

Application process – Year 7-10:

1. Students/Parents complete the application form (Appendix C), available on school website and student portal, with supporting documentation (e.g. medical certificate, statutory declaration, evidence from IT repairer) and submit to aara@sandgatedistrictshs.eq.edu.au
2. Student, parents/caregivers and teachers and HODs are notified of the outcome

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3. Student will then adhere to AARA conditions and submit assessment in a timely manner.

Application Process – Year 11-12:

1. Students/Parents complete the application form (Appendix I), available on school website and student portal, with supporting documentation (e.g. medical certificate, statutory declaration, evidence from IT repairer) and submit to aara@sandgatedistrictshs.eq.edu.au
2. School acknowledges receipt of application
3. Student, parents/caregivers, teachers and HoDs are notified of the outcome
4. Student will then adhere to AARA conditions and submit assessment in a timely manner
5. QCAA provides a decision to the school regarding the outcome of unit 3 or 4 PTI applications or any application relevant to External Assessments. The school will advise student, parents/caregivers, teachers and HoDs of the outcome.

Long Term (LT) and Permanent, Temporary and Intermittent Conditions (PTI) AARA

Adjustments for all students in 7-12 will be approved in line with QCAA AARA categories and are only able to be approved in accordance with the relevant professional advice provided around the specific condition or disability. Some of these are only relevant for specific disabilities and are applied under the category of “other” on the form.

Please note that any application for PTI AARA solely the grounds of Mental Health conditions, such as anxiety and depression which are not secondary to another diagnosed condition require current medical advice to be approved by the QCAA. AARA of this type can only be approved for 6 months at a time. (eg Anxiety as a result of diagnosed ASD would be considered a secondary condition however a standalone diagnosis of Anxiety would be considered as a primary condition and hence require new medical advice every 6 months)

Some QCAA Approved Adjustments Available

Alternative format papers	Enlargement to A3, Increased font size, coloured paper, black and white papers
Assistance	A TA assisting with the movement of equipment and other hands-on tasks. Prompting the student to continue, providing support and reassurance.
Assistive Technology	Use of amplification systems, speech recognition application, screen readers, scanning pens
Computer	Laptop permitted without access to internet and no access to grammar check, dictionary, predictive text. Spell check is also not permitted where this is being assessed in the criteria. Laptops will not be approved for Maths exams as the QCAA deems this to be a disadvantage.
Diabetes Management	Food allowed in exam situations. Drink as needed by the student (may be other than water), glucose monitoring equipment/medication as needed, rest breaks.
Extension	An extension to the due date for submission or completion of an extended response, assignment, project, performance or non-examination.
Extra Time	An additional 5 minutes per half hour in timed assessments.
Physical Equipment	Specialised desk or chair including wobble stools
Reader	A reader who reads the assessment or the student's response as often as the student requests. (This should only be approved where computer and immersive reader is an inappropriate solution)
Rest Break	Time to stop interacting with the test at a rate of 5 minutes per half hour in timed assessments. Students have the time of their rest break added to the finish time of their exam.
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment. (This should only be approved where computer or dictate are inappropriate solutions).
Varied Seating	Options include: <ul style="list-style-type: none"> • Single student supervision

Policy and procedures							
	<table border="1"> <tr> <td></td><td> <ul style="list-style-type: none"> • Small group supervision • Seated at the back, front or side of the room when completing assessment. Required option must be specified. </td></tr> <tr> <td>Vision Aids</td><td>Coloured transparency, different lighting, magnification devices, other vision aids.</td></tr> <tr> <td>Other</td><td>Other adjustments may be approved on a case by case basis.</td></tr> </table> <p>Application Process – Year 7-10</p> <ol style="list-style-type: none"> 1. Students/Parents complete the application form (Appendix D), available on school website and student portal, with relevant evidence attached where required and submit to aara@sandgatedistrictshs.eq.edu.au 2. School acknowledges receipt of application 3. Applications are considered by a panel headed by HoSES 4. Student, parents/caregivers, teachers and HoDs are notified of the outcome 5. AARAs will be reviewed every year and a review form sent home for confirmation. Students requesting AARAs in the social/emotional category which are not secondary to another medical condition category must be reapplied for at the start of each school year. <p>Applications Process – Year 11-12</p> <ol style="list-style-type: none"> 5. Student/Parent completes an application package (Appendix E,F,G,H), available on school website and student portal and submit to aara@sandgatedistrictshs.eq.edu.au. (Appendices F-H) – these documents must adhere to QCAA policy. 1. School acknowledges receipt of application. 2. Unit 1 and 2 applications are considered by the HoSES: 3. Unit 3 and 4 applications are considered by the QCAA who provides a decision to the school. 4. Student, parents/caregivers, teachers and HoDs are notified of the outcome by the school. 5. Student will then adhere to AARA conditions and submit assessment in a timely manner. <p>Students from an EALD Background Students in Years 7-10 for whom English is an additional language or dialect may be eligible for extra time of 5 minutes per half hour and access to a bilingual dictionary. These supports can be requested using the Long Term (LT) AARA Process.</p> <p>Some students who face significant language barriers may also apply for additional supports such as Assistance and Varied Seating. These applications will be assessed on the same basis as other long-term adjustments. As the QCAA does not support these adjustments in Years 11 and 12, the school will work with students to reduce their support needs as they progress through year 7-10.</p>		<ul style="list-style-type: none"> • Small group supervision • Seated at the back, front or side of the room when completing assessment. Required option must be specified.	Vision Aids	Coloured transparency, different lighting, magnification devices, other vision aids.	Other	Other adjustments may be approved on a case by case basis.
	<ul style="list-style-type: none"> • Small group supervision • Seated at the back, front or side of the room when completing assessment. Required option must be specified.						
Vision Aids	Coloured transparency, different lighting, magnification devices, other vision aids.						
Other	Other adjustments may be approved on a case by case basis.						
Managing non-submission of assessment by the due date	<p>All assessment items and drafts are due at 5.00 pm on the specified date unless otherwise indicated on the task sheet.</p> <p>Teachers will collect evidence of draft student responses to assessment instruments and use checkpoints to monitor progress and feedback to parents.</p> <p>The draft dates on the instrument-specific task sheets provide details of the evidence that will be collected. This information will be provided to students at the start of a task. Teachers will also use informal checkpoints to monitor student progress and will contact home if they have concerns about student progress.</p>						

	Policy and procedures
	<p>Students and Parents have seven (7) days after an assessment task is due to submit an illness or misadventure AARA application if necessary.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> provided by the student for the purposes of authentication during the assessment preparation period is available, teachers will make judgments based on this work in Year 11 and 12, was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar for that assessment item In Year 7 to 10, was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) for that assessment item. <p>In circumstances where a student response is judged as NR, the student may not meet the requirements for that subject in Year 11 and 12 and will not achieve QCE credit for that subject unit or unit pair. Non-submission of assessment may lead to cancellation of enrolment in Year 11 and Year 12.</p> <p>There is a distinction between a N and a NR. NR is a result given for a particular assessment item. A N is an achievement result awarded on a Report Card where there is insufficient evidence to make a judgement across the whole reporting period. A NR will not contribute to an end of semester grade in Year 7-10. This may impact on pre-requisites required for entry into subjects in Senior.</p> <p>Teachers will notify a parent/carers and Head of Department of non-submission or noncomplete submission by the due date and the awarding of a not-rated (NR).</p>
Internal Examinations and Internal Block Examinations	<p>Students will complete examinations on the allocated date in the assessment planner. If the examination is scheduled for a week range, teachers will inform students of the examination date a week (7 days) in advance. Where an exam is completed over multiple lessons, students will return work to teachers to store in the interim.</p> <p>Year 11 and 12 students will complete some internal assessment as part of an Internal Block Exam period. This period ensures that all students have a clear time to prepare and complete assessment and assists students to organise their study time effectively.</p> <p>Internal Exam Blocks will be held during the following periods:</p> <ul style="list-style-type: none"> Year 11 Term 1 Week 8 and Term 4 Week 3 Year 12 Term 1 Week 5 <p>Block exam schedules will be published a week (7 days) before the start of the exam block.</p> <p>Year 11 and 12 students must prioritise completion of all examinations (blocked and non-blocked) over attendance at TAFE, School Based apprenticeships or traineeships or excursions.</p> <p>Students who are unable to sit an Internal Assessment piece due to Illness or Misadventure should apply for AARA.</p> <p>Students will be explicitly taught skills to complete examinations, including awareness of the academic integrity policy and procedures.</p> <p>The school will ensure:</p> <ul style="list-style-type: none"> the security of the instrument and any related materials prior to administering the assessment the assessment is administered under standard supervised assessment conditions supervisors are aware of the arrangements for students with QCAA-approved or principal-reported AARA supervisors are aware of their role and responsibilities for effective supervision

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	<ul style="list-style-type: none"> the integrity of the technique is maintained, e.g. unseen materials remain unseen until the examination and there is no access to teacher advice, guidance or feedback once the assessment begins.
External assessment for all Year 12 General and General (Extension) subjects	<p>External assessment is developed by the QCAA for all General and General (Extension) subjects. Students will be provided with information regarding the timing of specific examinations within the published external assessment period as soon as practicable after its release by the QCAA.</p> <p>Students will be provided with further information regarding External examinations prior to the examination period, including the QCAA External Exam Directions for Students.</p> <p>Students will be explicitly taught skills to complete external assessment and complete a mock examination block (in Week 9 or 10 of Term 3) to prepare effectively for the EA period.</p> <p>Please note that there are no comparable assessment items possible for External Assessment. Students who are unable to sit an External Assessment piece due to Illness or Misadventure should apply for AARA and the QCAA will make a determination around their final result.</p>
Managing non-completion of examination or performance assessment, excluding External Assessment Year 12	<p>Teachers will collect evidence of draft student responses to assessment instruments (where applicable) and use checkpoints to monitor progress and feedback to parents.</p> <p>The drafts on the instrument-specific task sheets provide details of the evidence that will be collected. Teachers will also use informal checkpoints to monitor student progress and will contact home if they have concerns about student progress.</p> <p>In circumstances where students are enrolled in a subject but do not complete the exam or performance assessment on the date of the assessment, students will need to provide evidence for an AARA – Illness or Misadventure within 7 days of the stated due date. Students will then sit a comparable examination or complete the performance at the next available opportunity.</p> <p>If no AARA is provided, then a result will be determined using available evidence from before the due date. If no evidence is available, the student will be awarded a NR for that assessment item.</p> <p>In circumstances where a student response is judged as NR, the student may not meet the requirements for that subject in Year 11 and 12 and will not achieve QCE credit for that subject unit or unit pair.</p> <p>A NR will not contribute to an end of semester grade in Year 7-10. This may impact on pre-requisites required for entry into subjects in Senior.</p> <p>Parents/carers and Heads of Department will be notified about non-completion of examination or performance assessment by the due date and the awarding of a non-rating.</p>
Internal quality assurance processes	<p>Sandgate District State High School's internal quality assurance process ensures valid, accessible, and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA quality assurance of judgments about student achievement. <p>Further information is included in the Sandgate District State High School Moderation Policy.</p> <p>In Year 12, all marks for summative internal assessments for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>In Year 11 and 12, results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p> <p>In Year 7-10, a sample of student work is selected for quality assurance processes to ensure reliability of student achievement.</p>
Review	<p>Sandgate District State High School's internal review processes for student results (including NR) for all Year 7-10 subjects, General subjects (Units 1 and 2), Applied subjects and Short Courses are equitable and appropriate for the local context.</p>

Managing academic misconduct

Sandgate District State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. Students may inappropriately and falsely demonstrate their learning. The following table includes some examples of academic misconduct:

	Types of misconduct
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on their 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	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	<p>A student arranges for another person to complete a response to an assessment in their place, e.g., impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.</p>
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information, or ideas). Plagiarism includes:</p> <ul style="list-style-type: none"> • the unacknowledged use of AI to generate partial responses (see above) • the use of AI to generate complete responses (see above) • the use of a translator, including an online translator, as the work produced is not the work of the student.

	Types of misconduct
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 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.

Managing academic misconduct – Procedures

For authorship issues

When authorship of student work cannot be established or a response is not entirely a student's own work (including where the potential misuse of AI has been identified), the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.

Results will be awarded using any evidence from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the assessment task and curriculum document, on or before the due date.

As per the school's Student Code of Conduct, academic misconduct is considered a breach and may attract the following consequences:

- The section of work that is proven to be a result of academic misconduct will not be marked. Remaining sections of work will be used to determine a result
- In cases where the entire work is proven a result of academic dishonesty, it will be treated as a non-submission (no evidence). Students will be awarded an NR for that assessment item (see Managing Non-Submission also)
- If a student is suspected of academic misconduct during an examination, the work completed should be removed immediately and annotated with time and details. A new exam paper may be issued so the student can complete the remainder of the exam with integrity. Teachers will mark the exam that has been completed without academic misconduct
- If academic misconduct occurs during a Year 12 External Examination, the EA coordinator is to permit the student to complete the exam and then submit an incident report to the QCAA ([Section 10.6.1](#))
- In all cases of academic misconduct:
 - Parents will be informed of an academic misconduct event and consequence
 - Consequences will be applied according to the Student Code of Conduct.

Related school policy and procedures

[Sandgate District SHS Student Code of Conduct](#)

[Sandgate District SHS Curriculum Provision and Reporting Plan](#)

[Sandgate District SHS Moderation Policy](#)

Other useful links

[QCE and QCIA policy and procedures handbook](#)

[P-12 curriculum, assessment and reporting framework](#)

Appendix List

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Appendix K: Exam/Performance/Practical Demonstration Missed Form Letter

Appendix A: Draft Non-Submission Form Letter

Send via email, and record contact in OneSchool

Dear Parent / Carer

I am writing to seek your support to assist <Insert name> to submit their draft for the following assignment:

Subject: <Subject Name>

Assignment Task: <Assignment task>

Draft Due Date: <Insert draft date>

Your child's draft is now overdue as the due date for submission has passed. The submission of draft work is an essential part of the assessment process, giving your child access to quality feedback, allowing classroom teachers the opportunity to ensure that your child is making satisfactory progress, with time for feedback to be actioned prior to final submission. Drafting also enables your child to demonstrate authorship of their work and can be used as evidence to contribute to a result if work is not submitted by the due date.

The Sandgate District SHS [Assessment Policy](#) provides a comprehensive explanation of how the school implements our assessment program.

Failure to complete assessment will seriously disadvantage your student's results so it is vital that we work together to resolve this issue. You can help by:

- Regularly checking QParents to keep informed of upcoming assessment draft and due dates
- Talking with your child about the situation and stressing the importance of engaging in learning activities
- Assisting your child to download their assessment planner from OneSchool
- Ensuring they complete the draft and hand it in today
- Contact me to discuss their progress including any barriers they are experiencing on 3869 8888 or by <email address>

Your sincerely,



Appendix B: Declaration of Original Work

- To be used for both hard copy and electronic submissions
- The purpose of this declaration ensure that you understand that all work you submit must be your own work and all reference material must be acknowledged using APA referencing style, including any appropriate use of AI (please see [Assessment Policy](#)) Plagiarism is considered to be Academic Misconduct.
- This declaration must be completed and submitted with the assessment item.
- Sign only if you understand what you have read.
- Ask a teacher, parent, or guardian if you need help to understand what this statement means.

Student name:	
Teacher name:	
Subject:	
Assignment task:	
Due date:	
<p>I understand the Academic Integrity Policy of the school as stated in the Assessment Policy.</p> <p>I certify that:</p> <p>(a) The work that I have submitted is my own work and has not been submitted for assessment before.</p> <p>(b) I have kept a copy of this assignment and all relevant notes and reference material that I used in the production of the assignment.</p> <p>(c) I have given references for all sources of information that are not my own, including the words, ideas and images of others.</p>	
Student signature:	
Date submitted:	



Appendix C: AARA Application Form – Illness and Misadventure (Year 7-10)

Student Name			
Application date		Connect Class	
Please provide details:			
Evidence Attached: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Type of Adjustment Requested			
Extension to assignment due date <input type="checkbox"/>		Different Exam/test date (Exam) <input type="checkbox"/>	
Subject Code	Assessment Type	Due Date	Approved (School use only)

Student Signature		Date	
Parent/Guardian Signature		Date	

Adjustment	Details
Extension of due date	Most common where a student has been ill or absent from school for an unforeseeable reason. Extension of due date may be up to the amount of school time lost due to absence but may be a shorter time to maintain reporting timelines.
Different Exam date	Completion of examination on a different date which aligns with the evidence provided and reporting timelines.

Acceptable forms of Evidence	Medical certificate, statutory declaration, evidence of IT malfunction, letter from parent explaining the illness or misadventure.		
Office use only:			
Student Informed of Outcome <input type="checkbox"/>	Parent Informed of Outcome <input type="checkbox"/>	Teachers Informed of Outcome <input type="checkbox"/>	Recorded in OneSchool <input type="checkbox"/>



Appendix D: AARA Application Form – Permanent, Temporary and Intermittent Conditions (Year 7-10)

Student Name					
Application date		Connect Class			
Reason for Adjustment Describe the disability, on-going medical/mental health condition or learning difficulty you/your child experiences:					
<div style="text-align: right;"> Evidence Attached: Yes <input type="checkbox"/> No <input type="checkbox"/> Previously provided to school <input type="checkbox"/> </div>					
Impact on Assessment How does this impact your/your child's ability to complete timed tests/exams? How does this impact your/your child's ability to complete assignment tasks? 					
Type of Adjustment Requested see over for an explanation of the adjustments (Select all boxes requested)					
Extension to due dates	<input type="checkbox"/>	Assistance with manipulation of equipment	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Physical Equipment	<input type="checkbox"/>	Reader	<input type="checkbox"/>	Rest Breaks	<input type="checkbox"/>
Scribe	<input type="checkbox"/>	Extra time	<input type="checkbox"/>	Varied Seating	<input type="checkbox"/>
Other (please include)					
Student Signature			Date		
Parent/Guardian Signature			Date		
Office use only:					
Student Informed of Outcome <input type="checkbox"/>	Parent Informed of Outcome <input type="checkbox"/>	Teachers Informed of Outcome <input type="checkbox"/>	Recorded in OneSchool <input type="checkbox"/>		

Adjustment	Details
Extension of due date	Most common where a student has been ill or absent from school for an unforeseeable reason. Extension of due date may be up to the amount of school time lost due to absence but may be a shorter time to maintain reporting timelines.
Assistance	Another person will physically move objects for the students such as measuring equipment in Mathematics, help with the use of tools in Manual Arts. This may be a temporary adjustment to support a student with a broken bone or an ongoing adjustment to support a student with a disability.\ Assistance could also mean using the student's name when giving instructions or giving support and reassurance.
Computer	A computer may be used where a student can better access the task through typing, using speech to text, or screen readers. Students may be provided with an exam laptop, or use their own without access to wifi, grammar check, word prediction, or dictionary functions. If a student does not comply with rules around the use of the computer academic misconduct processes will be followed.
Scribe	Another person will write or type exactly what the student dictates. This should be only used when use of a computer is insufficient to meet the student's needs.
Extra time	An additional 5 minutes per half an hour of test or exam time.
Physical Equipment	Examples include: Specialised chair or desk (including wobble stools), cushion, crutches, heat or cold pack, lighting etc
Reader	A person who reads the assessment or the student's response aloud as many times as the student requests. This should only be applied when the use of a computer is insufficient.
Rest Breaks	Up to 5 minutes per half hour to stop interacting with the test or exam to manage their condition or disability. Finish time of the test/exam is extended to account for the rest break.
Varied Seating	This may mean a student sits in a specific place within the classroom. Students may be withdrawn and sit the test/exam in a different location in a small group or students may be supervised individually to suit very specific needs.
Other	Other adjustments may be agreed upon based on a student's individual need.

Acceptable forms of Evidence	Letter of diagnosis, recommendations about adjustments completed by a doctor or allied health professional. Testing conducted by a Guidance Officer or LEC teacher.
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Appendix E: AARA Application Form – Permanent, Temporary and Intermittent Conditions (Year 11 and 12)

It is recommended that all Year 11 and 12 PTI applicants seek advice from the HoSES prior to completing an application. Further information is also available <https://www.qcaa.qld.edu.au/senior/assessment/aara>

Student Name		Year Level	11	12
Period of AARA Consideration	Unit 1 <input type="checkbox"/>	Unit 2 <input type="checkbox"/>	Unit 3 <input type="checkbox"/>	Unit 4 <input type="checkbox"/>
Subjects required: Please list all by subject code:				
Supporting Documentation (Please attach)	Confidential Medical Report – Part A and Part B or Medical/specialist report detailing the diagnosis, certain EAP documentation may be accepted by QCAA Confidential Student Statement (highly recommended)			
Student Signature		Date		
Parent/Guardian Signature		Date		

Office use only

Confidential Medical Information Attached	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Confidential Student Statement Attached	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Confidential School Statement Attached	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Approved Time Frame	Unit 1 <input type="checkbox"/>	Unit 2 <input type="checkbox"/>	Unit 3 <input type="checkbox"/>	Unit 4 <input type="checkbox"/>
Submitted to QCAA	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Principal Approved	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
QCAA Approved	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Parent/Carer/Student/Staff informed of application outcome	Yes <input type="checkbox"/>	No <input type="checkbox"/>		

Appendix F: [Confidential Medical Report – AARA Application \(QCAA Website Link\)](#)

Appendix G: [Confidential Student Statement – AARA Application \(QCAA Website Link\)](#)

Appendix H: [Confidential School Statement – AARA Application \(QCAA Website Link\)](#)



Appendix I: AARA Application Form – Illness and Misadventure (Year 11 and 12)

Student Name		Year Level	11 12
Period of AARA Consideration	Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3 <input type="checkbox"/> Unit 4 <input type="checkbox"/>		
Assessments Impacted	Include subject code/s and assessment number/s eg MAG112A FA2		
Absence Reason			
Supporting Documentation (Please attach)	Confidential Medical Report – Part A and Part C or medical certificate or other documentation which supports the reason for application such as statutory declaration, evidence of IT malfunction etc.		
Student Signature		Date	
Parent/Guardian Signature		Date	

Office use only:			
Student Informed of Outcome <input type="checkbox"/>	Parent Informed of Outcome <input type="checkbox"/>	Teachers Informed of Outcome <input type="checkbox"/>	Recorded in OneSchool <input type="checkbox"/>

Appendix J: Assessment Non-Submission Form Letter

Send via email, and record contact in OneSchool



Dear Parent / Carer

I am writing to advise you that <Insert name> has not submitted the following assignment:

Subject: <Subject Name>

Assignment Task: <Assignment task>

Due Date: <Insert due date>

I am seeking your support to manage this situation as this assignment is a compulsory part of your child's assessment program and contributes to the overall level of achievement in that subject for the semester.

- Where students have been unable to complete assessment due to illness or misadventure, they may apply for extension to due dates by applying for an AARA. These applications must be submitted within 7 days of the stated due date. Application forms are available for both 7-10 ([link here](#)) and 11/12 ([link here](#)).
- In circumstances where students do not submit a final response to an assessment, teachers will use any available evidence of student work to award a result for the piece where possible.
- The Sandgate District State High School [Assessment Policy](#) states if no evidence is available on or before the due date, student may be awarded a Not-Rated (NR) for that assessment item.
 - [Year 11/12] In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject in Year 11 and 12 and will not achieve QCE credits for that subject unit or unit pair. This may also impact on their ATAR in Year 12. Continued non-submission may lead to the commencement of the Cancellation of Enrolment process by the relevant Deputy Principal.
 - [Year 7-10] A NR will not contribute to an end of semester grade in Year 7-10. This may impact on pre-requisites required for entry into subjects in Year 11 and 12.

I am seeking your help in assisting your child to maximise the remaining chances of success in this subject by punctual completion of future assignments. Failure to complete assessment will seriously disadvantage your student's results so it is vital that we work together to resolve this issue. You can help by:

- Regularly checking QParents to keep informed of upcoming assessment draft and due dates
- Talking with your child about the situation and stressing the importance of engaging in learning activities
- Assisting your child to download their assessment planner from OneSchool
- Assisting your child to apply for AARA if one is required due to illness or misadventure
- Contact me to discuss their progress including any barriers they are experiencing on 3869 8888 or by <email address>

Your sincerely,

<Teacher Name>

Appendix K: Exam/Performance/Practical Demonstration Missed Form Letter

Send via email and record contact in OneSchool

Dear Parent / Carer

I am writing to advise you that <Insert name> has not completed an [examination/performance/practical demonstration] in the following subject:

Subject: <Subject Name>

Due Date: <Insert due date>

I am seeking your support to manage this situation as this assessment task is a compulsory part of the assessment program for <Insert subject> and contributes to the overall level of achievement in that subject for the semester.

- Where students have been unable to complete assessment due to illness or misadventure, they may apply for extension to due dates by applying for an AARA. These applications must be submitted within 7 days of the stated due date. Application forms are available for both 7-10 ([link here](#)) and 11/12 ([link here](#)). If accepted, students will sit comparable assessment on the next available school date.
- In circumstances where students do not submit a final response to an assessment, teachers will use any available evidence of student work to award a result for the piece where possible.
- The Sandgate District State High School [Assessment Policy](#) states if no evidence is available on or before the due date, student may be awarded a Not-Rated (NR) for that assessment item.
 - [Year 11/12] In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject in Year 11 and 12 and will not achieve QCE credits for that subject unit or unit pair. This may also impact on their ATAR in Year 12. Continued non-submission may lead to the commencement of the Cancellation of Enrolment process by the relevant Deputy Principal.
 - [Year 7-10] A NR will not contribute to an end of semester grade in Year 7-10. This may impact on pre-requisites required for entry into subjects in Year 11 and 12.

I am seeking your help in assisting your child to maximise the remaining chances of success in this subject by ensuring completion of future assessment items. Failure to complete assessment will seriously disadvantage your student's results so it is vital that we work together to resolve this issue. You can help by:

- Regularly checking QParents to keep informed of upcoming assessment draft and due dates
- Talking with your child about the situation and stressing the importance of engaging in learning activities
- Assisting your child to download their assessment planner from OneSchool
- Assisting your child to apply for AARA if one is required due to illness or misadventure
- Contact me to discuss their progress including any barriers they are experiencing on 3869 8888 or by <email address>

Your sincerely,

<Teacher Name>