Assessment Policy

1.1

Approved by LMT -2019
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1.0 INTRODUCTION

Assessment includes any assignment, exam, practical, oral individual or group presentation that is a measure of student performance.

This policy applies to all students currently enrolled at Sandgate District SHS. The aim of this policy is to ensure fairness and equity is maintained across the school, therefore supporting students to achieve to the best of their ability.

2.0 RESPONSIBILITIES

2.1 School

- Publish all assessment dates by week two of each semester in an assessment calendar available through the school website
- Provide students with assessment instruments in sufficient time to enable students to produce quality work
- Notify students of check / draft and final due dates – task sheets are to facilitate this
- Provide feedback to students on draft and the final assessment task in a timely manner
- Enact procedures that ensure a consistency of standards is maintained in the marking of assessment tasks (i.e. cross marking, moderation)
- Ensure that students are fully aware of the criteria for each task and that the necessary skills required to complete the task have been covered in class teaching (i.e. Assessment is aligned to outcomes and pedagogy)
- Teach text type, literacies and referencing
- Submit AARA (Access arrangements and reasonable adjustment) for Year 11 and 12 if required
- Provide special provisions to eligible students.

2.2 Student

- Record assessment due dates in semester planners included in their Student Organiser
- Ensure all assessment tasks submitted are the original work of the student
- Use allocated in-class time effectively to begin assessment tasks and to receive feedback on drafts
- Present a complete draft to teachers for each assignment on/before the check/draft due date
- Submit assignments by 3:00pm on the due date, via email and providing their teacher with hard copy wherever possible (or to HOD if teacher is away)
- Students are expected to meet all of the academic progression requirements for the unit within the prescribed study period for all VET subjects
- Inform school of any disability, impairment, medical condition or other circumstances which may affect their ability to read, respond to or participate in assessment. If needed, complete an ‘AARA application (See Appendix H & I)
- If needed, complete an ‘Application for extension form’ (See Appendix E) for assignments prior to the due date and submit to HOD providing support documentation (e.g. medical certificate, parent note with a legitimate reason). This form can be downloaded from the school’s website.
- Plan ahead for assessment tasks. Excursions, family holidays and sporting activities are not legitimate reasons for applying for extensions
- Year 11 and 12 – Inform the Year level Deputy or assessment supervisor as soon as practical. Obtain an AARA application if absent on assessment due date or day of exam or in the case of illness and misadventure ensure parents contact the school to commence AARA application to QCAA.
- Years 7 -10 – obtain a note from parents with a legitimate reason for the absence and medical certificate maybe requested.
2.3 Parent / Caregivers

- Use the school website to download a copy of the assessment calendar and assist students with the transfer of information to the semester planner in the Student Organiser
- Encourage students to submit all drafts and final assessment tasks by the due date
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items and provide documentary evidence where necessary
- Inform school of any disability, impairment, medical condition or other circumstances which may affect student’s ability to read, respond to or participate in assessment.

3.0 RELATED DOCUMENTS AND POLICY

The school’s Assessment Policy has been developed with reference to documents from the Queensland Curriculum and Assessment Authority (QCAA) for students’ exiting 2019.


For students’ exiting 2020 and beyond the school’s


Legislation

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992
- Anti-Discrimination Act 1991
- Disability Standards for Education 2005
- Standards for RTOs 2015

4.0 EXAMINATION POLICY

4.1 Introduction

Students are notified of exams for each of their subjects through the assessment calendar at the beginning of each semester. As students are given notice when exams are scheduled, they should avoid all appointments that clash with exam dates. Exam block (a formally constructed exam timetable) will be used for Year 11 and 12 at the end of semester one and two. All other examinations for each year level will be held in class time. Failure to sit an exam could jeopardise Semester or Unit credit, student result, requirements for successful completion of Subject and possibly QCE points, OP and ATAR requirements.
4.2 Students

- Students are to have the correct materials needed to complete the exam
- Students are to follow the instructions of the exam supervisor without question
- Communication with other students is not permitted
- Actions which may lead to ‘cheating’ or suspected cheating are not permitted (for example looking at others or passing notes)
- Students are to raise their hand and wait silently if they need assistance
- No form of personal media device or smart watch is permitted in examination rooms
- **Note:** Any violation of these conditions may result in the cancelling of the result for that examination.

4.3 Teachers

To ensure the integrity of the process, teachers must:

- Identify students requiring special provisions and ensure procedures are followed as per the outline in Special Provisions section.
- Store electronic and printed copies of examinations and Year 11 & 12 folios securely at all times
- Return assessment to students for feedback purposes then collect for filing.
- Actively supervise exams.
- Supervise students who are permitted to sit for examinations at alternate times and ensure the same conditions are maintained as for the original exam time
- If a student is caught cheating, the supervising teacher should note this on the paper. The source of cheating is to be removed and the student is to complete the paper. Teacher to inform HOD, who will initiate discussions with the relevant deputy, parents and the student. Each case will be dealt with on an individual basis and records must be kept (through OneSchool) and make a note in One School > Parent Contact

4.4 Missed Examinations

**Teacher Action** if a student is away on the date of an exam:

- **AARA approved**– AARA application approved from QCAA for senior students exiting 2020 and beyond (see pages 6-9 for more information and Appendix H & I).
- **Junior School and Students exiting 2019** - If a valid reason/ note from parent explaining exceptional circumstance and/or medical certificate and/or an approved extended absence through DP – sent to HOD to negotiate later date for exam.

- If no valid reason – Send home **Notice of failure to sit exam** contact (Appendix C or C.1 students exiting 2020 or beyond).

  Record incident in OneSchool > Behaviour Support > Record Incident and make a note in One School > Parent Contact regarding letter. Refer to the relevant Year Level Deputy ONLY.

  NOTE: Student should be informed that they must sit the missed examination to gain credit for course completion, but no result will be given. Failure to sit exam will result in no credit given for that assessment and possible N rating.
4.5 Special Provisions

Senior students Exiting 2019:

Special Provisions - In the case of extended absences, or extenuating circumstances as determined by Administration and Guidance staff, a level of achievement may be determined commensurate with that obtained for other test instruments in that semester.

Special consideration may also be relevant for students with specific educational needs. To ensure that assessment is equitable, reasonable adjustment to assessment requirements and conditions can be made through consultation with learning support staff. For further information


Senior students Exiting 2020:

Principal-report AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established through QCAA.

Special Provisions and AARA

Special provisions may be granted to Year 7-10 students who have been identified as having a disability under the Disability Discrimination Act. Senior students in Year 11 and 12 may be eligible for Access Arrangements and Reasonable Adjustments (AARA).

Access arrangements are actions taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access the assessment.

Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Junior (Year 7-10) Special Provision guidelines:

Consultation:

Most students requiring special provisions will often be identified by the EAP Verification process or the National Consistent Collection of Data (NCCD) process. Please contact the staff of the Special Education Program or Student Development Program to confirm students who meet this eligibility.

Teachers responsibility:

- consult with the students who have been identified as eligible regarding the support required and document in OneSchool Personal Learning Plan (PLP); when appropriate, parents/carers.
- Consult with SEP and SDP to identify what special provisions are required. Please note that it is important to let the team know within the specified timelines in order for the appropriate provisions to be made.
Timelines
- All assessment pieces required to be completed by these students must be provided to the SEP and SDP at least 2 weeks prior to the assessment being handed out to students. Enabling the team to review the special provisions incorporated into the assessment item and provides opportunity for feedback/adjustment/staffing requirements.
- Special provisions required for examinations e.g. reader; scribe or alternative environment require at least 2 weeks notification to the SEP/SDP prior to the examination date.

Standards-based assessment:
The 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. Assessment standards and criteria/ISMG are used to make judgements about students work and are not to be modified. Actual achievement is assessed using evidence provided in students responses, rather than perceived ability or potential achievement.
- All assessment that requires special provisions must have an "Assessment Adjustment Form" attached and signed by HOSES/HOD of SDP
- HOSES/HOD of SDP are responsible for scanning and uploading approved copy of Assessment Adjustment Form onto OneSchool PLP.

Senior (Year 11&12) exiting 2020 and beyond AARA guidelines:
Eligibility:
AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three broad categories:
- Permanent
- Temporary
- Intermittent

The definition of "disability" used in the Disability Discrimination Act is broad. The four categories included:
- Cognitive
- Physical
- Sensory
- Social emotional

Students may also be eligible for AARA where illness and misadventure or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and external summative assessment.
Ineligibility:
Students are not eligible for AARA on the following grounds:
- Unfamiliarity with the English language
- Teacher absence or teacher-related difficulties
- Matters that the student could have avoided (e.g. misreading examination time table, misreading instructions in examinations)
- Matters of the student’s or parent’s/carer’s own choosing (e.g. family holidays)
- Matters that the school could have avoided (e.g. incorrect enrolment in a subject)

Consultation:
Teachers responsibility:
- consult with the students who have been identified as eligible regarding the support required and document in OneSchool Personal Learning Plan (PLP); when appropriate, parents/carers.
- Consult with Curriculum HOD regarding assessment timelines for summative year.
- Consult with SEP, SDP and/or GO to identify what special provisions are required. Please note that it is important to let the team know within the specified timelines in order for the appropriate provisions to be made.
- HOSES, HOD of SDP and/or GO to consult with DP of Senior Schooling around AARA application and provisions administration.

Staff must ensure that they maintain respect for the dignity and privacy of the student, parents/carers and associates throughout the application and implementation of AARA.

Timelines and Application Process:
- **Application Process** (See Appendix H & I, with the inclusion of relevant supporting documentation).
- **QCAA – Approved AARA:**
  Adjustments for which schools are required to apply to the QCAA

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Adjustment</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Assessment</td>
<td>Extra time and/or rest breaks (5mins per 30mins)</td>
<td><strong>Unit 3 and 4 General subjects – Internal Assessments:</strong> Applications are due as soon as possible before the assessment events.</td>
</tr>
<tr>
<td>Internal and External</td>
<td></td>
<td><strong>Unit 3 and 4 General subjects – External Assessments and General (SEE) subjects:</strong> Long term and chronic conditions due by the end of Term 1 in summative year. Short term conditions or injuries that are unlikely to resolve before mid-October – applications are due by the end of Week 5 Term 3 in the summative year.</td>
</tr>
<tr>
<td>Summative External Assessment or Senior External Examination</td>
<td>Extra time and/or rest breaks</td>
<td></td>
</tr>
</tbody>
</table>
Alternative format papers (e.g. Braille and large print) application are due by the end of February in the summative year. Late applications may not be considered.

Principal-Reported AARA Only
Unit 3 and 4 General subjects – Internal assessments
  o Notification is due prior to the relevant confirmation event
Unit 3 and 4 General subjects – external assessment and General (SEE) Subjects
  o Notification is due by the end of Term 3 in the assessment year.

Please refer to the Summary of possible principal reported and QCAA-approved AARA table for more information regarding access arrangements and reasonable adjustments.

4.6 EALD/ Special Provisions

Special consideration may be granted to Year 7-10 EALD learners and EALD learners exiting in 2019. These should enable students to have the opportunity to achieve success and produce the best work they are capable of. Special consideration can include provision of:

- additional time to complete assignments
- additional time to read, translate and formulate responses to test questions
- assessment instructions that have been adapted in all listening/viewing assessment activities, including repetition of instructions, opportunity to preview listening/viewing question forms, multiple opportunities to hear/view the text
- bilingual dictionaries for use during an assessment task
- special vocabulary lists
- reader and scribe, bilingual teachers/aides/volunteers
- a separate room for the student to work in
- lap top computers
- assistive technologies
5.0 ASSESSMENT POLICY

5.1 Late and Non Submission

5.1.1 Introduction

The following principles are to be taken into consideration when dealing with late and non-submission of student responses:

- Evidence about student achievement should be gathered in a continuous process throughout the course of the teaching, learning and assessment program.
- Expectations of assessment instruments and due dates should be made clear to teachers, students and their parents/carers.
- Procedures are enacted consistently across subjects within the school in a fair and equitable manner.
- Opportunities should be provided for appropriate members of the school staff to intervene in order to avoid cases of late and non-submission.


Judgments of student responses can only be made:

- where there is student work to match with syllabus standards descriptors
- using syllabus standards associated with exit criteria
- based on evidence available on or before the due date.


5.1.2 Policy

Teachers should:

- Be proactive in developing strategies to collect and gather evidence about student achievement throughout the teaching, learning and assessment process.
- Establish effective mechanisms for gathering evidence prior to student submission or completion of assessment tasks and VET competencies/modules (e.g. class work, collected drafts, rehearsal notes, photographs of work, teacher observations)
  - All assignment task sheets must include a formal check date prior to the submission date. On this date the teacher is to make an anecdotal record of student progression.
  - In case of VET there must be an agreed submission date of all VET competencies/modules completion provided to students.

Anecdotal evidence proactively collected as part of the teaching, learning and assessment process may be used to make judgments when, for example, a student:

- partially completes an assessment instrument
- does not submit the assessment instrument by the due date
- does not complete a scheduled assessment instrument
- refuses to do an assessment instrument.

**Note:** Anecdotal evidence should be recorded against a criteria sheet indicating student achievement (where possible).

If no evidence is provided and after exhausting all possible options due to continued absences, then N (= Not Rated) is awarded for that piece of assessment is to be recorded on the student profile.

5.1.3 Implications for Semester Ratings

N for a piece of assessment does not always lead to N for a semester rating. Students will only receive N for the semester if they have not produced sufficient or required evidence pertaining to exit standard descriptors in each dimension (as outlined in syllabus documents). In VET subjects, students will receive WTC (working towards competency) if the competency has not yet been achieved.

5.1.4 Effect of N for a semester

When non-submission of assessment prevents a teacher from making valid judgement about a student's coverage of a course of study, the student may receive a ‘Not Rated’ for the particular semester. If students in this case the HOD will advise the Deputy of Senior Studies who will make the decision not to give credit for the semester if they consider the achievement and coverage of the course of study to be insufficient to be able to award a level of achievement for the subject.

If credit is not given for the semester, students are advised, and this could affect:

- QCE eligibility
- The recording of the subject on the Senior Statement or Statement of Achievement
- OP, Selection Rank or ATAR eligibility

Failure to submit an assignment on the due date will result in contact being sent home to parents by the teacher – **Notice of late or non-submission – junior (Appendix D)** OR **Notice of late or non-submission - Senior (Appendix B)** with a record of the non-submission entered in One School. (Refer to Year Level Deputy ONLY).

In VET, students will have the opportunity to re-submit work a maximum of three times in order to achieve competency. In cases of VET if a students has a continued pattern of failing to achieve satisfactory academic progression and/or the agreed action in their Academic Progression Plan the HOD will advise the Deputy of Senior Studies who will make the decision if subject change is required.
5.1.5 Meeting Assignment and VET Competencies/ Modules Check Dates

Teachers are to ensure check dates are clear to students on task sheets. At check dates teachers are to record anecdotal evidence regarding progress on the task. This will lead to a body of evidence enabling teachers to determine a Level of Achievement for a semester.

Teachers are to:

- Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student’s work in progress and can regularly monitor and discuss aspects of the work with students.
- Ensure that students document specific stages of their work, such as topic choice, listing resources and conducting preliminary research.
- Where possible, file and/or save electronic copies of each student’s written work at each given stage of its development i.e. keep copies of drafts.

**Teacher Action** if students do not meet the Check Date:

- If a **valid reason** – e.g. note from parent explaining exceptional circumstance and/or medical certificate – arrange a new check date.
- If **no valid reason** – Send home **Notice of Assessment Draft Not Submitted/Sighted**
  contact *(Appendix A)* and make a note in **One School > Parent Contact**.

5.1.6 Meeting Submission Dates

Teachers are to ensure submission dates are clear to students on task sheets. At submission dates teachers may record an acknowledgment of receipt of assignment *(for a recording option, see sample Receipt of Assignment in Appendix G)*.

**Teacher Action** if assignment is submitted on time:

- Assess and provide feedback within a reasonable timeframe (suggest 2 to 3 weeks)

**Teacher Action** if students do not meet Submission Dates:

**Assignment submitted late:**

- If **extension granted by HOD** *(See 5.1.9 Request for an extension)*, assignment will be assessed as usual if submitted at extended date.
- If **no extension granted**, assignment will be commented on and result will be based on work sighted before due date. (eg. annotated notes on student profile).
Assignment Not Submitted:
- Send Notice of Late or Non-Submission contact to parents (Appendix B or B.1 – Senior and Appendix D - Junior) and record note on OneSchool > Parent contact.
- If draft submitted or progress has been sighted, use this evidence to award standard.
- For students in Years 11&12, record incident on OneSchool > Behaviour Support > Record Incident. Refer to the relevant Year Level Deputy ONLY.

5.1.7 Making decisions about Levels of Achievement

When students exit the course of study the teacher makes decisions about levels of achievement. To make these decisions, the teacher reviews students' folios which contain responses to a range of assessment instruments and conditions administered over the course of study to consider the standards achieved in each dimension.

The teacher then determines the levels of achievement in accordance with the requirements set out in the syllabus.

5.1.8 Recording grades on student profile

If a piece of assessment is not submitted by the due date and no valid reason is provided – the teacher is to record a grade for each relevant exit standards descriptor based on evidence sighted on or before the due date.

If no valid reason is provided and the teacher has exhausted all possibilities and not been able to obtain evidence pertaining to the exit standards descriptors, N is to be recorded on the student profile. All N-ratings are to be negotiated with HOD and appropriate letters must have been sent.

The student must still submit the assessment and the teacher is to provide feedback to the student for learning to occur. N is still recorded on the student profile and the task sheet is annotated to inform panel of late submission.

Note: The practice of awarding a lower standard as a penalty for lateness is not valid in a standards-based system of externally moderated school-based assessment. A standard can only be awarded where evidence has been demonstrated. Therefore an “E” standard for a non-response for a particular assessment instrument cannot be awarded if there is no evidence for it. In incomplete student folios, the level of achievement decisions should match the evidence in the student folio.
Flow Chart – Assignments – Whole School

Draft / Check Date

Draft/Progress Check Dates met
- Provide feedback to students
- Record outcome of checked/draft

Draft/Progress Check Dates not met
- Interim - Phone or e-mail parent / Guardian
- Draft – Send letter or email - Notice of Assessment Draft Not Submitted/Sighted and note contact on OneSchool
  > Refer contact to HOD
- Students attend assessment detention at discretion of HOD
Due Date

Assignment Submitted on Time
- Assess and provide feedback within a reasonable time
- Record student result on student profile

Assignment Submitted
- If extension granted by HOD or AARA approved assignment will be assessed as usual if submitted at or before extended date
- If no extension granted, assignment will be commented on and result will be based on work sighted before due date. (e.g. annotated notes on student profile)

Assignment Not Submitted
- Send Non-Submit letter or Non-Submit email to parent/Guardian and note contact on OneSchool -> Refer contact to HOD and Year Level Deputy
- If draft submitted use as evidence to award LOA
- If no draft provided progress should be sighted and used as evidence to award LOA
Flow Chart - Years 7 – 10 Exams

Absence

If Valid Reason:
Medical certificate provided and/or parent contact via phone call or note explaining absence.

Then: with HOD approval negotiate later date for exam or comparable exam

If No Valid Reason:
- Student is to sit exam or comparable exam in the next lesson. Send failure to sit exam letter or email to parent / guardian and note contact on OneSchool -> Refer contact to HOD and Year Level Deputy
- Note late sitting on student profile
- Student refusing to comply are to be referred to HOD
Flow Chart - Years 11-12 Exams

Absence

If Valid Reason / AARA approved:
Year 12 exiting 2019:
Medical certificate provided, extension granted
Year 12 exiting 2020:
AARA application plus Medical Report and Confidential Student report to be submitted, for approval to QCAA
Approved extended absence through DP then: Students negotiate later date for exam or comparable exam to be completed.

If No Valid Reason:
- Send notice of failure to sit exam letter or failure to sit exam email to parent / Guardian and note contact on OneSchool -> Refer contact to HOD and Year Level Deputy
- NOTE: Students should be informed that they must sit all assessment to gain credit for course completion, but no result will be given. Failure to sit exam will result in no credit given for that Semester or Unit of work if N rating given.
- For Students exiting 2020 and beyond results will not be counted without an approved AARA
Appendix A - NOTICE OF ASSESSMENT DRAFT NOT SUBMITTED / SIGHTED (*If sent as an email, copy and paste information and HOD and Principal Signatures left off)

<Insert date>

Dear Parent / Guardian

This notice is to inform you that <Insert name> did not submit a draft for the following assignment.

Subject / Assignment topic: <Insert subject / assignment topic>

By the check date: <Insert check date>

The Sandgate District SHS Assessment policy states that students must submit a draft to guarantee authorship of the work, to gain feedback and to ensure that work is progressing satisfactorily. If a piece of assessment is not handed in on time, the grade awarded will be based on the work seen at the draft stage. It is therefore important that your child submits a draft.

Failure to complete assessment will seriously disadvantage your student’s final results. It may mean they are not eligible for a rating on their semester report in this subject, which has implications for their QCE (Queensland Certificate of Education) and OP / rank or ATAR eligibility in Years 11 & 12.

As your child’s teacher, I would like to seek your help with the situation.

You can help by:

* Talking to your son / daughter about the situation
* Ensuring they complete the draft and hand it in tomorrow
* Contact me to find out about their progress on 3869 8888.

Yours faithfully

<Insert name> <Insert name>       Phil Campbell
Class Teacher Head of Department Principal
Dear Parent/Guardian

This notice is to inform you that <Insert name> has not submitted the following assignment.

Subject / Assignment topic: <Insert subject / assignment topic>

By the due date: <Insert due date>

This assignment 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.

When non-submission of assessment prevents a teacher from making valid judgments about a student’s coverage of a course of study, the student will receive ‘Not Rated’ for the particular semester. In this case, the HOD reserves the right to make the decision not to give credit for the semester or unit if they consider the achievement and coverage of the course of study to be insufficient to be able to award a level of achievement for the subject.

If credit is not given for the semester, this could affect:

- QCE eligibility
- The listing of the subject on the Senior Statement
- OP or rank eligibility

We seek your help in assisting your son / daughter to maximise the remaining chances of success in this subject by punctual completion of future oral and written assignments.

Yours faithfully

<Insert name>       <Insert name>       Phil Campbell
Class Teacher       Head of Department       Principal

Sandgate District State High School – Assessment Policy –Version 2019/1
Appendix B.1 - NOTICE OF LATE OR NON-SUBMITTED ASSESSMENT (*If sent as an email, copy and paste information and HOD and Principal Signatures left off)

SENIOR SCHOOL- students exiting 2020 and beyond

<Insert date>
Dear Parent/Guardian

This notice is to inform you that <Insert name> has not submitted the following assignment.

Subject / Assignment topic: <Insert subject / assignment topic>

By the due date: <Insert due date>

This assignment is a compulsory part of the assessment program for <Insert subject> and contributes to the overall level of achievement in that subject for the Unit. If you have documented evidence to support an AARA application then you have two school days from today to submit your AARA application to the school office. I have attached the AARA application, ‘Medical report’ and ‘Student statement’ form for you.

When non-submission of assessment prevents a teacher from making valid judgments about a student’s coverage of a course of study, the student will receive ‘Not Rated’ for the particular Unit. In this case, the HOD reserves the right to make the decision not to give credit for the Unit if they consider the achievement and coverage of the course of study to be insufficient to be able to award a level of achievement for the subject.

If credit is not given for the unit, this could affect:

- QCE eligibility
- The listing of the subject on Statement of Achievement
- ATAR

We seek your help in assisting your son / daughter to maximise the remaining chances of success in this subject by punctual completion of future oral and written assignments.

Yours faithfully

<Insert name> <Insert name>       Phil Campbell
Class Teacher Head of Department Principal
Appendix C - NOTICE OF FAILURE TO SIT SUPERVISED EXAMINATION (*If sent as an email, copy and paste information and HOD and Principal Signatures left off)

<Insert date>

STUDENT NAME: <Insert name>
SUBJECT: <Insert subject>

Dear Parent / Guardian

This is to inform you that your son/daughter did not sit an examination on <Insert date>.

All assessment items must be completed to gain credit for a semester or unit result. Failure to do so will seriously disadvantage your child's final result. As stated in the Sandgate State High School assessment policy, if a student is absent on the day of an exam, a medical certificate must be presented or parental contact with the school on the day should be made.

Please advise your son/daughter to see their teacher immediately on their return to school to negotiate a time to sit this exam. Results will be determined in accordance with our assessment policy.

Yours faithfully

<Insert name> <Insert name>       Phil Campbell
Class Teacher Head of Department Principal

Sandgate District State High School – Assessment Policy –Version 2019/1
Appendix C.1 - NOTICE OF FAILURE TO SIT SUPERVISED EXAMINATION (*If sent as an email, copy and paste information and HOD and Principal Signatures left off)

SENIOR SCHOOL- students exiting 2020 and beyond

<Insert date>

STUDENT NAME: <Insert name>

SUBJECT: <Insert subject>

Dear Parent / Guardian

This is to inform you that your son/daughter did not sit an examination on <Insert date>. If you have documented evidence to support an AARA application then you have two school days from today to submit your AARA application to the school office. I have attached the AARA application, ‘Medical report’ and ‘Student statement’ form for you.

All assessment items must be completed to gain full credit for a Unit. Failure to do so will seriously disadvantage your child’s final result. When non-submission of assessment prevents a teacher from making valid judgments about a student’s coverage of a course of study, the student will receive ‘Not Rated’ for the particular Unit. In this case, the HOD reserves the right to make the decision not to give credit for the Unit if they consider the achievement and coverage of the course of study to be insufficient to be able to award a level of achievement for the subject.

If credit is not given for the unit, this could affect:

- QCE eligibility
- The listing of the subject on Statement of Achievement
- ATAR

Please advise your son/daughter to see their teacher immediately on their return to school to negotiate a time to sit this exam. Results will be determined in accordance with our assessment policy.

Yours faithfully

<Insert name>  <Insert name>       Phil Campbell
Class Teacher  Head of Department  Principal

Sandgate District State High School – Assessment Policy – Version 2019/1
Appendix D - NOTICE OF A LATE OR NON-SUBMITTED ASSESSMENT (*If sent as an email, copy and paste information and HOD and Principal Signatures left off)

Years 7 - 10

<Insert date>

Dear Parent / Guardian

This notice is to inform you that <Insert name> has not submitted the following assignment.

Subject / Assignment topic: <Insert subject / assignment topic>

By the due date: <Insert due date>

This assignment 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.

As stated in the Sandgate State High School Assessment Policy, when a final copy of an assignment is not submitted, the rating will be based instead on the draft or in-class work sighted by the teacher. However students must submit the assessment item to gain credit towards course completion. An assignment submitted after the due date will be assessed and commented on, credit will be given toward course completion, but the rating cannot contribute to the final level of achievement.

We seek your help in assisting your son / daughter to maximise the remaining chances of success in this subject by punctual completion of future oral and written assignments. Please ensure your child submits this piece of assessment by the end of this week.

Yours faithfully

<Insert name>  <Insert name>  Phil Campbell
Class Teacher  Head of Department  Principal
# Appendix E - Application for Assessment Extension

**MUST BE FILLED IN AND HANDED TO HEAD OF DEPARTMENT BEFORE DUE DATE!**

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Access:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Subject / Class code:</td>
</tr>
<tr>
<td>Type of Assessment:</td>
<td>Current due date:</td>
</tr>
<tr>
<td></td>
<td>Requested Due Date:</td>
</tr>
<tr>
<td>Reason for Extension</td>
<td>(Please provide supporting evidence eg Medical Certificate or Medical Report, note from parents)</td>
</tr>
<tr>
<td>Teacher Comments</td>
<td>(You will not receive an extension if this section is not filled in)</td>
</tr>
</tbody>
</table>

![Image](https://via.placeholder.com/150)

<table>
<thead>
<tr>
<th>Student's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Granted:</td>
</tr>
<tr>
<td>[ ] Yes</td>
</tr>
</tbody>
</table>

**Assessment Item**

If Yes, the due date is now:  
______ / ______ / ______

**This form must be attached to your assessment item when submitted on the new due date.**

______ / ______ / ______

HOD SUBJECT AREA  
DATE
Appendix F - DECLARATION OF ORIGINAL WORK

To be used for both hard copy and electronic submissions

- The purpose of this declaration is to remind you that all work you submit must be your own work and must not be plagiarised from other sources.
- 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 carer/guardian if you need help to understand what this statement means.

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Access Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher name:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Unit:</td>
<td></td>
</tr>
<tr>
<td>Assignment name:</td>
<td></td>
</tr>
<tr>
<td>Due Date:</td>
<td></td>
</tr>
</tbody>
</table>

I understand the policies on plagiarism of both the school and the Queensland Curriculum and Assessment Authority.

I certify that:
(a) the work that I have submitted is my own work and has not been submitted for assessment before;
(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;
(c) I have given references for all sources of information that are not my own, including the words, ideas and images of others.

<table>
<thead>
<tr>
<th>Student signature</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(for hard copy submissions):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(for electronic submissions):</td>
<td></td>
</tr>
</tbody>
</table>

| Date submitted: |               |

(This information will be managed in accordance with the provisions of the Privacy Act and the Freedom of Information Act).
Appendix G – RECEIPT OF ASSIGNMENT

[Student to complete all details except Teacher’s Signature, Date Received and Time Received, then remove and keep as proof of submission after teacher has signed]

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Unit:</td>
</tr>
<tr>
<td>Assignment name:</td>
<td></td>
</tr>
<tr>
<td>Received by (Teacher)</td>
<td>Teacher signature</td>
</tr>
<tr>
<td>Date received:</td>
<td>Time received:</td>
</tr>
</tbody>
</table>
Appendix H - Access Arrangements and Reasonable Adjustments (AARA)
APPLICATION INFORMATION FOR PARENT/CARERS
for PERMANENT, TEMPORARY AND INTERMITTENT CONDITIONS
Access arrangements and reasonable adjustments (AARA) acknowledges that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment AARA are designed to assist these students.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Students can apply for either access arrangements and/or reasonable adjustments under four broad QCAA categories; cognitive, physical, sensory and social/emotional. These can be permanent, temporary or intermittent.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can be assessed. Reasonable adjustments are action/s taken by the school so that a student with an eligible impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

The accompanying Application Form needs to be completed and submitted to the Office with a Medical report and Student statement attached. The Medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland’s Medical Practitioners Registration ACT 2001 and/or Queensland’s Psychologist Registration Act 2001, and who is not related to the student or employed by the school. The medial report must be current unless the student has a permanent disability and/or is verified as a student with a disability with the Queensland Department of Education. The Confidential student statement must be completed by the student and Parent/carer (if the student is under 18).

The QCAA Confidential medical report (Part A and Part B to be completed) requires the provision of the following:

- Diagnosis of disability and/or medical condition
- Date of Diagnosis
- Date of occurrence or onset of the disability and/or medical condition
- Symptoms, treatment or course of action related to the disability and/or medical condition
- Information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- Professional recommendations regarding AARA

Application for AARA can be made for Units 1, 2, 3 and/or 4.

For summative external assessment, (External exam) documentation is to be dated no earlier than 1st of April of the assessment year. Please note that QCAA may require updated documentation closer to the assessment.

Documentation for short-term impairments for summative internal assessment (i.e. Units 3 and 4) is to be dated no earlier than 6 months prior to the relevant Unit 3 or 4 assessment.

Currency of documentation for long term i.e. verified disability (EAP), must cover Units 3 and 4. Approval is made through QCAA approval made through QCAA approval if documentation has expired. For long-term impairments documentation can be dated no earlier than Day 1 of a student’s Year 10 enrolment.

For further information go to www.qcaa.qld.edu.au/senior/assessment/aara.
For a copy of the Medical report and Confidential student statement documentation go to Sandgate District State high School Assessment Policy on the web page.
Access Arrangements and Reasonable Adjustments (AARA)
APPLICATION for
PERMANENT, TEMPORARY AND INTERMITTENT CONDITIONS

Student Name: ___________________________________________ Year Level: ____

Type of Condition   Permanent ☐   Temporary ☐   Intermittent ☐

Period of AARA    please tick    Unit 1 ☐    Unit 2 ☐    Unit 3 ☐    Unit 4 ☐

Other timeframe

AARA Category
Please tick and briefly state the condition for each AARA eligibility category.

☐ Cognitive (e.g. specific learning disability (i.e. Dyslexia), ASD, ADD/ADHD, Executive Functioning Disorders, Intellectual Disability):

_______________________________________________________________________________________

_______________________________________________________________________________________

☐ Physical (e.g. Diabetes, Cerebral Palsy, Epilepsy)

_______________________________________________________________________________________

_______________________________________________________________________________________

☐ Sensory (e.g. vision impairment, hearing impairment, auditory processing disorder)

_______________________________________________________________________________________

_______________________________________________________________________________________

☐ Social/emotional (e.g. anxiety, depression or other mental health issue i.e ODD/OCD):

_______________________________________________________________________________________

_______________________________________________________________________________________

Medical Report Attached (mandatory)   Yes ☐   No ☐
Confidential Student Statement Attached (mandatory)   Yes ☐   No ☐

Parent/Carer
Signature_________________________________________ Date_______________

Student Signature_________________________________________ Date_______________

This form (with original documentation) must be submitted to the Office as soon as possible.

(Office Use Only)________________________________________________________________________________________________________________________________________________

Medical Report Attached Yes ☐ No ☐
Confidential Student Statement Attached Yes ☐ No ☐

Approved Time Frame
Unit 1 ☐ Unit 2 ☐ Unit 3 ☐ Unit 4 ☐

Other Time Frame

Submitted to QCAA Yes ☐ No ☐
Principal Approved Yes ☐ No ☐
QCAA Approved Yes ☐ No ☐

Parent/Carer/ Student/ teachers/ HOD informed of application outcome Yes ☐ No ☐
Appendix I - Access Arrangements and Reasonable Adjustments (AARA)
APPLICATION form – ILLNESS AND MISADVENTURE

Application for AARA in the category of Illness and Misadventure can be made when:
- The illness or event is unseen and beyond a student’s control
- An adverse effect can be demonstrated
- The situation cannot be of the students own choosing or that of their parent’s/carer’s, such as a family holiday.

Supporting Documentation: Please refer to the QCAA Medical report (Part A and Part C to be completed for medical reasons). To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:
- Documentation is required to be attached to this application and must cover the date of assessment.
- The illness, condition or event (including details of a diagnosis, where applicable)
- Date of diagnosis, onset or occurrence
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness, condition or event on the student’s participation in the assessment.
- For non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a police report.

Applications for internal External Examinations:
- Applications can be submitted 14 days before assessment or 7 days after assessment for external exams.
- No alternative arrangements can be made if a student does not attend the external exam or parts of an external exam.

Student Name: ___________________________________________ Year Level: __________

Period of AARA Consideration please tick Unit 1 □ Unit 2 □ Unit 3 □ Unit 4 □
Other timeframe _________________________________________________________________________
Assessments that require AARA_________________________________________________________________
Reason for Absence_______________________________________________________________________
_______________________________________________________________________________________
Supporting Documentation Attached:
Medical Report Attached Yes □ No □ Non-Medical Documentation Yes □ No □
Parent/Carer Signature__________________________________________________ Date_____________
Student Signature____________________________________________________    Date______________
(Office Use Only)------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Medical Report Attached Yes □ No □ Other Documentation Attached Yes □ No □
Approved Time Frame Unit 1 □ Unit 2 □ Unit 3 □ Unit 4 □
Other Time Frame _________________________________________________________________________
Submitted to QCAA Yes □ No □ Principal Approved Yes □ No □
QCAA Approved Yes □ No □
Parent/Carer/ Student/ teachers/ HOD informed of application outcome Yes □ No □