

Learning and Assessment Policy

The learning and assessment policy is available on the school website.



Purpose

This policy provides information for teachers, students and parents/caregivers about roles, responsibilities, processes and procedures to ensure the integrity of assessment. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to assist in identifying where learners are in an aspect of their learning.

Aim

This policy outlines the procedures for submission of work and completion of all assessment items (including examinations) in order to:

- Maximise the opportunity for students to demonstrate what they know and can do.
- Ensure fairness to all students.
- Ensure the mandatory completion of courses of study to achieve a result.

Principles

The following principles form the foundation of beliefs about assessment practices.

Assessment should be:

- **aligned** with curriculum and pedagogy;
- **equitable** for all students;
- **evidence-based**, using established standards/criteria 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; and
- **informative** of where students are in their learning.

High-quality assessment is characterised by three attributes:

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

For Students:		
Teachers	Students	Parents/Caregivers
<p>Are accountable and responsible for:</p> <ul style="list-style-type: none"> designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes; supporting students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses; engaging students in feedback and reflection on their assessment, and articulating reasoning behind judgments of the standards achieved; and informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a "not rated" (N) level of achievement on their report card. 	<p>Are responsible for:</p> <ul style="list-style-type: none"> submitting draft and assessment items on or before the due date, unless an extension has been approved; arriving on time, on the day for examinations, unless special consideration has been formally arranged; and showing academic integrity. 	<ul style="list-style-type: none"> Supporting and encouraging their children to complete and submit all drafts and assessment by the due date. Informing the teacher of any difficulties relating to the completion of assessment tasks and providing documentary evidence (including medical certificates) where necessary.

Internal Quality Assurance Processes

Internal moderation processes are consistently applied across the school. Assessment instruments are peer reviewed and quality assured by subject teachers and Heads of Department.

Changing Subjects

Students who change subjects may be required to complete assessment to 'catch up' and be assigned credit for the course. This will be negotiated with the relevant Head of Department.

Access Arrangements and Reasonable Adjustments (AARA)

AARA are provided to minimise 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/long term;
- temporary/short term; and
- intermittent/episodic.

Some common AARA include:

- alternative examinations conditions, e.g. extra time, rest breaks and/or small group seating;
- alternative-format papers, e.g. A4 to A3 enlargement, black-and-white materials;

- assistive technology, e.g. screen reader and speech recognition application, magnification application; and
- a reader and/or scribe.

Students who require AARA are encouraged to speak with their classroom teacher, Case Manager or the Guidance Officer. For Year 12 assessment, an AARA must be approved by the QCAA and updated medical documentation is required.

Please refer to the QCAA website for more information on the AARA process - <https://www.qcaa.qld.edu.au/senior/assessment/aara>.

Managing Response Length

Students must ensure that assessment responses satisfy the designated length/duration requirements of the assessment instrument. All assessment items will indicate the required length of response as either: word length, time duration and/or page count. The evidence provided within a designated length/duration requirement will be considered for assessment purposes. Any evidence in excess of these limits will not be considered.

If students present an assessment response that exceeds the required response, one of the following techniques may be applied:

- Marking only the evidence in the student response that meets the assessment conditions for response length, that is, marking from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point.
- Allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response.

The Head of Department for each faculty will determine the technique to be used based on what is appropriate for specific assessment techniques and response types to ensure strategies are administered fairly and consistently across all subjects and students.

Drafting

Drafting is a preliminary version of an assessment response. It is a way in which students receive feedback from their teachers. There are various methods for feedback to be provided and this occurs naturally as part of the teaching and learning process.

Providing feedback is a consultative process, not a marking process. Feedback on a draft will not compromise the authenticity of student work.

Years 7-10: Drafting may occur in multiple forms and at various times depending on subject and assessment item.

Years 11-12: One draft will be provided with feedback by a subject teacher. A draft may differ in form depending on the subject and assessment technique; in writing or orally; to an individual or to the whole class; and/or through questioning.

Submission of Assignments

- Class time is made available to complete aspects of assessment tasks and therefore all students will have at least a partially completed assessment task to submit on the due date.
- All assessment that contributes to decision-making about student academic performance must satisfy the following criteria:

- (a) Submitted work must be the students' own work.
 - (b) A hard copy of the assessment must be presented/submitted by the end of the subject lesson on the due date.
 - (c) If a digital submission is required (e.g. Turnitin) then a digital submission must also be submitted by the end of the subject lesson on the due date.
3. If a student is absent on the due date, then every effort must be made to submit the assignment by the due date and time. **This can be done by delivering a hard copy to the school by 4.00pm or via email to the teacher by 6.00pm.**

Extensions

An extension of time to complete an assessment task will be granted ONLY in cases of genuine prolonged illness or exceptional circumstances (e.g. bereavement). Technology issues are not to be considered an extenuating circumstance given access to email, OneDrive and the use of USBs. Family holidays and sporting or extra-curricular activities are also not to be considered an extenuating circumstance. Students who have been approved for an AARA are still required to follow the extension application process below.

Parents/caregivers who believe their student needs an extension of time should follow the steps below.

Extension Application Process	
Year 7 – 10 Students	Year 11 and 12 Students
Step 1: Contact the appropriate Head of Department PRIOR to the due date to discuss the relevant circumstances.	Step 1: Contact the Deputy Principal Senior Schooling PRIOR to the due date to discuss the relevant circumstances.
Step 2: Complete the student sections of the <i>Application for Extension form</i> , and attach supporting documentation (e.g. parental note). Submit this to your classroom teacher.	Step 2: Complete the student section of the <i>Application for Extension form</i> , and attach supporting documentation: <ul style="list-style-type: none"> • illness – a medical certificate is required; and • extenuating circumstance – supporting evidence, such as a parental note, is required. Submit this to your classroom teacher.
Step 3: Classroom teacher completes the teacher section of the <i>Application for Extension form</i> and provides this to the Head of Department.	Step 3: Classroom teacher completes the teacher section of the <i>Application for Extension form</i> and provides this to the Deputy Principal.
Step 4: Head of Department discusses with classroom teacher and then notifies the teacher and student if approved/not approved.	Step 4: Deputy Principal discusses with classroom teacher and then notifies the teacher and student if approved/not approved.
Step 5: Head of Department records extension in OneSchool.	Step 5: Deputy Principal records extension in OneSchool.

Non-submission of Assignment on Due Date

Students who fail to submit assignments on the due date, without an approved extension, are to be treated as follows:

- a. The teacher will make judgements on available evidence.
 - Available evidence may take form of previously submitted drafts, class work or other authenticated evidence.
- b. If no evidence is available, the student is to be given resources by the teacher in the relevant subject lesson and the student is to be given the lesson time to submit the task. This piece of work is to be assessed against the assignment criteria.
- c. If a student states that the assignment is completed but left at home, the student is to be informed that the assignment may be submitted up to 4:00pm at the school or emailed by 6:00pm on the due date. If this is not possible, the student will have to phone their parent/caregiver and arrange for a parent/caregiver to speak with the relevant Head of Department (Year 7-10 students) or Deputy Principal (Year 11 and 12 students). If this procedure is followed, the submitted assignment is to replace the previous evidence for assessment purposes.
- d. If no assignment is forthcoming, the evidence submitted on the due date will be deemed to be the item for assessment and treated in the usual way:
 - marked and commented upon;
 - credited towards completion of the course; and
 - credited towards the student's level of achievement for the course.

Examinations

1. Students will be notified of examination dates for each of their subjects at the beginning of each semester on a subject specific semester overview. The school calendar also shows when formal examination blocks will be held throughout the year. Students should avoid all appointments that clash with examination dates. Students who attend an external TAFE course or participate in a School-based Apprenticeship or Traineeship (SAT) are required to attend examinations even if they fall on a day that they would normally attend TAFE or a SAT. If a student knows they will be absent for an examination in advance, they must contact and advise the school.
2. Examinations refer to any in-class assessments, as well as assessments completed in examination blocks. By 'in-class assessment' we mean any work done in a scheduled lesson or lessons at school. These may take an oral, written, practical or performance mode.
3. If a student is absent (with or without a valid reason) from a scheduled examination, it is the decision of the Head of Department if a "late paper" is to be the same paper, or an equivalent paper, that a student will be required to complete.

Missed Examination Procedure

Missed Examination Procedure	
Year 7 – 10 Students	Year 11 and 12 Students
<p>Step 1: The class teacher has a responsibility to notify the parent/caregiver of any student who has missed an examination. A written statement signed by a parent/caregiver, or a medical certificate that explains why the student has been absent from the scheduled assessment task, must be provided by the student.</p>	<p>Step 1: The Head of Department has a responsibility to notify the parent/caregiver of any student who has missed an examination. A written statement signed by a parent/caregiver, or a medical certificate that explains why the student has been absent from the scheduled assessment task, must be provided by the student to the Deputy Principal of Senior Schooling.</p>
<p>Step 2: The class teacher has a responsibility to notify the relevant Head of Department of the names of students who have not completed an examination and discuss when the assessment task is to be rescheduled. This should be as soon as possible after the missed examination.</p>	<p>Step 2: Once a medical certificate or written statement is provided to the Deputy Principal, a time will then be negotiated to complete the missed examination. This should be as soon as possible after the missed examination.</p>
<p>Step 3: If a student is absent for a practical or group assessment task, the Head of Department will determine the possibility of an alternative examination session. If no session is possible, an alternative assessment task may be set by the Head of Department.</p>	<p>Step 3: If a student is absent for a practical or group assessment task, the Deputy Principal will liaise with the Head of Department to determine the possibility of an alternative examination session. If no session is possible, an alternative assessment task may be set by the Head of Department.</p>

Consequences of Non-submission of Assessment

If, in the opinion of the Principal it is considered necessary, students may be required to complete alternative or additional assessment items, so that they may be deemed as having completed the course requirements and therefore, awarded a level of achievement.

Failure to comply with the policy above regarding all assessment due dates will be regarded as wilful disregard of school policy and may result in credit not being awarded for the assessment task. In Year 11 and 12 this may also have implications on Queensland Certificate of Education (QCE) credit points and attainment.

Academic Misconduct Policy

Academic Integrity

Staff will consistently apply policies to develop academic integrity and minimise academic misconduct, as well as develop assessment that enables identification of individual work.

Students must conduct their studies at Wavell State High School honestly, ethically and in accordance with accepted standards of academic conduct. Any contrary behaviour is academic misconduct, for which the School may penalise a student.

Types of Academic Misconduct and Examples of Behaviours

Type of Misconduct	Examples
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> has any notation written on the body, clothing or any object brought into an assessment room; and/or 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; and/or a student assists another student to commit an act of academic misconduct; and/or a student gives or receives a response to an assessment.
Contract cheating/ significant contribution of help	<p>A student:</p> <ul style="list-style-type: none"> arranges for a tutor, parent/caregiver or any person in a supporting role to complete or contribute significantly to the response; and/or pays for a person or a service to complete a response to an assessment; and/or sells or trades a response to an assessment.
Copying work	<p>A student deliberately or knowingly makes it possible for another student to copy responses or looks at or copies another student's work during an examination.</p>
Disclosing or receiving information about an assessment	<p>A student makes any attempt to give or access unauthorised information that compromises the integrity of the assessment.</p>
Fabricating	<p>A student invents or exaggerates data or lists incorrect or fictitious references. <i>This may include false or misleading information generated from the use of generative Artificial Intelligence (AI).</i></p>
Impersonation	<p>A student:</p> <ul style="list-style-type: none"> arranges for another person to complete a response to an assessment in their place e.g. impersonating the student in a performance or supervised assessment; and/or completes a response to an assessment in place of another student. <i>This includes use of generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audiovisual assessment responses.</i>
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 or creates work using generative AI tools without attribution. <i>This may include text audio or audiovisual material, figures, tables, design, images or informative text.</i></p> <p><i>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</i></p>

Reporting of Academic Misconduct

All teachers have a professional responsibility to report suspected academic misconduct to the relevant Head of Department. All reports of suspected academic misconduct from the school community or wider community should be referred to the relevant Head of Department. These cases should always be investigated thoroughly with evidence gathered.

Students are provided with checkpoints and/or drafts to demonstrate the development of their response and its authenticity over time. Student work that is suspected to have been completed as a result of certain types of academic misconduct will be provided with a further opportunity to authenticate their response. These opportunities may include:

- student-teacher conferencing;
- multiple choice questions about the task or the student response;
- further stimulus for the student to demonstrate understanding; and
- the use of version history from the Office 365 applications.

The onus is on the student to be able to demonstrate authentic development of their response over time.

Consequences of Academic Misconduct

- **Cheating** – if cheating in a test or examination is established, then students may not be rated for that part of the assessment or whole depending upon the circumstances. Students who knowingly allow another student access to their work during an assessment task may be similarly penalised.
- **Plagiarism** – the plagiarised section of work will be clearly labelled on the script and will be disregarded in the awarding of criteria standards.
- All incidents of academic misconduct should be communicated to parents/caregivers, and both an Academic Infringement and a Record of Contact should be recorded on the student's OneSchool profile.
- In the most serious of incidents, other disciplinary action including suspension may occur.

The following considerations can be used to assist in assessing whether the academic dishonesty is minor or major:

- **Extent** – how important is the case to the overall Level of Achievement of the student and how much is involved – words, paragraphs, half an assignment, etc.
- **Level** – consideration given to the year level of the student.
- **Knowledge** – student's exposure to the accepted practices; (e.g. ESL, Learning Support, WSC).
- **History** – whether the student has been found guilty of academic dishonesty in the past.
- **Review of Consequences** – if students, parents or teachers feel that the case has not been dealt with fairly or consistently, they should appeal to the Deputy Principals or Principal.



Application for Extension - Year 7 - 10

Step One - Student to complete

I have contacted the appropriate Head of Department PRIOR to the due date to discuss the relevant circumstance.

Step Two - Student to complete

Name: _____ **Date request submitted:** _____
Form: _____ **Subject:** _____
Teacher: _____ **Due date of assessment:** _____
Assessment type: _____
Reason for extension: _____

Documentary evidence attached:

Student's Signature: _____ **Parent's Signature:** _____

Step Three - Teacher to complete

Work effort during set preparation time: _____

General Comment:

Number of lessons missed: _____ **Teacher:** _____ **Teacher's Signature:** _____

Step Four - Head of Department to complete

This application for extension is: _____ **Date now due:** _____

Comment: _____

Head of department: _____ **HoD's Signature:** _____

Entered on OneSchool as contact and referred teacher.

NOTE: This completed form and documentary evidence must be submitted with the final piece of assessment.

Whole School Learning and Assessment Policy



Application for Extension - Year 11 - 12

Step One - Student to complete

I have contacted the Deputy Principal Senior Schooling PRIOR to the due date to discuss the relevant circumstance.

Step Two - Student to complete

Name: _____ Date request submitted: _____
Form: _____ Subject: _____
Teacher: _____ Due date of assessment: _____
Assessment type: _____
Reason for extension: _____

Documentary evidence attached: _____

Student's Signature: _____ Parent's Signature: _____

Step Three - Teacher to complete

Work effort during set preparation time: _____

General Comment: _____

Number of lessons missed: _____ Teacher: _____ Teacher's Signature: _____

Step Four - Deputy Principal to complete

This application for extension is: _____ Date now due: _____
Comment: _____

Deputy Principal: _____ Deputy Principal's Signature: _____

Entered on OneSchool as contact and referred teacher.

NOTE: This completed form and documentary evidence must be submitted with the final piece of assessment.