



ClontarfBeach
State High School

Senior Assessment Policy

Year 10 – 12

2025

CONTENTS

1	Introduction	3
2	Academic Integrity	3
3	Access arrangements and reasonable adjustments (AARAs)	4
4	Assessment Planners	5
5	Assignments	5
6	Assignment Drafts.....	6
7	Examinations	7
8	Extension/Exam Absence Application.....	8
9	Reporting of Results	9
10	Academic Misconduct	9
11	Appendix 1: Drafting Procedure	12
12	Appendix 2: Assignment Procedure.....	13
13	Appendix 3: Exam Procedure	14
14	Appendix 4: Extension/Exam Absence Application Form	15

1 INTRODUCTION

Purpose:

- Provides roles, responsibilities, and procedures to ensure academic integrity for staff, parents/carers, and students in Years 10, 11, and 12. This is in line with the ACARA and QCAA guidelines.

Includes:

- Academic integrity.
- Access arrangements and reasonable adjustments (AARA).
- Assessment planners.
- Assignments.
- Assignment drafts.
- Examinations.
- Extension/exam absence application.
- Reporting of results.
- Academic misconduct.

2 ACADEMIC INTEGRITY

Meaning:

- Academic integrity means being honest and ethical in academic work.

Requirements:

- QCAA's Years 10–12 Academic Integrity course helps senior students understand ethical assessment practices and is mandatory for earning a QCE.
- Students will complete the Academic Integrity Course in year 10 and participate in refreshers in year 11 & 12.
- All work must be the student's own, with evidence to support this. Written assignments, including drafts and final submissions, must be uploaded to Turnitin for checks.

Breaching Academic Integrity:

- Consequences may include:
 - Results based only on verifiable student work.
 - A No Result (NR), leading to failure of the unit.
 - For copying/collusion, all involved get the same penalty unless one student takes full responsibility.

3 ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARAS)

Meaning:

- Access arrangements and reasonable adjustments (AARAs) help students overcome barriers to assessment caused by disability, medical conditions, or other circumstances.
- Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments.
- The application of AARA to student assessment is based on the functional impact/s of the condition. These may vary from subject to subject for an individual student.

Barriers Include:

- Long-term and chronic conditions
- Mental health conditions (e.g., anxiety, depression)
- Short-term conditions and injuries
- Illness and misadventure

Application Process:

- **Years 10 and 11 (Units 1 and 2):** School and parents/carers determine AARA based on student needs.
- **Year 12 (Units 3 and 4):** QCAA approves AARA for exams, while the Principal or Delegate reports non-exam AARA to QCAA.
- Parents/carers and students must apply with supporting documents as early as possible.
- All records are kept according to QCAA requirements.
- The Inclusion DP manages the application process.

Eligibility:

Eligible	Not Eligible
Disability: <ul style="list-style-type: none">- Cognitive- Physical- Sensory- Social/emotional	<ul style="list-style-type: none">- Unfamiliarity with the English language- Teacher absence or other teacher-related difficulties- Matters that the student could have avoided, e.g. misreading an examination timetable, misreading instructions in examinations
Plus: <ul style="list-style-type: none">- Illness- Misadventure (unforeseen circumstances that are outside of the student's control, e.g. accident, death of a family member)	<ul style="list-style-type: none">- Timetable clashes- Matters of the student's or parent's/carer's own choosing, e.g. family holidays, sporting events- Matters that the school could have avoided, e.g. incorrect enrolment in a subject

4 ASSESSMENT PLANNERS

Purpose:

- Assessment planners for each subject are created in the OneSchool curriculum portal.
- These helps students and parents manage workloads, seek support, and communicate concerns with the school.

Assessment Planner Inclusions:

- Unit timing
- Topics covered
- Assessment type
- Draft, final submission, and exam dates

Accessing Assessment Planners:

- The school will publish assessment planners to OneSchool and QParent by week 3 each semester.
- Students will have access to assessment planners during the CARE Program to review due dates.

5 ASSIGNMENTS

Assignment Types:

- Written responses, folios of work, investigations, performances, practical demonstrations, projects, products and other tasks.

Final Submission of Assignments

- All assignments must be submitted on or before the due date.
- This includes students who are granted a school approved absence.

Assignment Type	How	When
Written	- Digital submission using Turnitin	- On or before 11:59pm of the final due date.
Spoken/Multimodal	- Digital submission using a USB or digital file sharing	- During the subject lesson.

- If a student does not submit or submits an assignment after the due date, students/parents/carers will have the opportunity to submit an *Extension/Exam Absence Application Form* within three (3) school days of the due date.

Required Length:

- Specified on the assignment task sheet.
- Support strategies include:
 - Indicated response length on all assessment tasks.
 - Embedded strategies in teaching for responding within prescribed limits.
 - Model responses within the required length.
 - Feedback on length provided at checkpoints.
- If response exceeds the required length the teacher will only mark work up to the required length or will annotate marked sections and exclude the rest.

Note: Table indicates inclusions and exclusions for written and non-written responses.

	Written Responses		Non-written Responses
	Word Length	Page Count	Duration
Inclusions	<ul style="list-style-type: none"> all words in the text of the response title, headings and subheadings tables, figures, maps and diagrams containing information other than raw or processed data quotations footnotes and endnotes (unless used for bibliographical purposes) 	<ul style="list-style-type: none"> all pages that are used as evidence when marking a response 	<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"> 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 	<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.
* For example, by-lines, banners, captions and call-outs used in genre-related written responses.			
†Appendices should contain only supplementary material that will not be directly used as evidence when marking the response.			

6 ASSIGNMENT DRAFTS

Drafting Guidelines:

- Purpose:** Allows teachers to provide feedback and confirm authorship.
- Types of Drafts:** Vary by subject (written, performance rehearsal, product in development).
- Storage:** Drafts will be stored on the school's G Drive and can be used as evidence if the final assignment isn't submitted.

Submission Requirements:

- Submit a satisfactory draft on or before the draft due date.
- Unsatisfactory drafts lead to after-school detentions until improved.

Unsatisfactory Draft Criteria:

- Lack of task understanding.
- Poor organization and structure.
- Majority of sections incomplete.
- Signs of plagiarism or AI use.

Written Feedback on Drafts:

- Provided for only one draft per student.
- Highlights areas for improvement or further development.
- Consistent in format for all students.
- Given within one week of draft submission.
- Only provided according to QCAA guidelines.

Feedback Must Not:

- Affect the authenticity of the student's work.
- Add new ideas, language, or research.
- Correct spelling, grammar, punctuation, or calculations.
- Assign a mark or grade.

If a Draft is Unsatisfactory or Late:

- Teachers may give whole-class or generic feedback instead.

7 EXAMINATIONS

Examination Types:

- Examinations may be conducted internally (timetabled by the school) or externally (timetabled by QCAA).
- Examinations may take place during dedicated block exam periods or in class time.

Student Equipment:

- All approved equipment brought into an assessment room by a student must be in a clear container.
- Students are not permitted to bring electronic devices, transmitting or receiving devices, or papers into assessment rooms.
- Students cannot borrow equipment from other students during an examination.
- Approved equipment includes:

- black or blue pens (non erasable)
- 2B pencils, sharpener and eraser

Note: 2B pencils are only required for multiple choice questions and drawing graphs or diagrams.

- highlighters — to only highlight stimulus or questions when permitted by the supervisor
- a clear plastic ruler
- water in a clear unlabelled bottle
- asthma inhaler.
- QCAA approved calculators (when required)

Student Lateness During Block Exams:

- **Arrive within 40 minutes of the scheduled start time:** Students are admitted to the assessment room and given the full amount of working time as prescribed by the assessment conditions if possible. If students arrive after the end of perusal/planning time, do not provide perusal time or planning time.

- **Arrive more than 40 minutes after the scheduled start time:** The student must obtain permission from the Senior Schooling Deputy Principal or the Principal to be admitted to the assessment. If permission is granted, students will be given the full amount of working time as prescribed by the assessment conditions without perusal time or planning time. Illness or misadventure information will be collected after the assessment has concluded.

Academic Misconduct:

- **Academic Misconduct Before Entry:** The student will be warned of the consequences of academic misconduct and may be required to complete the assessment in a different room at the venue.
- **Academic Misconduct During Assessment:** Students will be permitted to complete the assessment following these incidents. The academic misconduct is then investigated and a final ruling will be made as to whether the assessment item will be used as evidence for reporting.

8 EXTENSION/EXAM ABSENCE APPLICATION

Reasons To Complete an Application:

- A student cannot complete an assessment on time due to either a school approved absence or an unplanned absence due to illness or misadventure.

School Approved Absence:

- Criteria include:
 - Mandatory school excursions (e.g., assessment-related performances)
 - School-supported sport at district, regional, state, or national levels
 - Artistic representation at district, regional, state, or national levels
 - Student exchange programs
 - Auditions or entrance exams (state, interstate, or international)
- If an absence doesn't meet these criteria, students must complete assessments on or before the due date.

Unplanned Absence Due to Illness or Misadventure:

- Events of the student or parents/carers own choosing (e.g., holidays, sporting events) and avoidable mistakes (e.g., misreading an exam timetable) are not considered misadventure.

	Illness	Misadventure
Definition	<ul style="list-style-type: none"> - Temporary condition (e.g., flu, gastro). - Worsening of an existing medical condition. 	<ul style="list-style-type: none"> - Unforeseen events beyond the student's control. - Events affecting assessment participation. - Examples: bereavement, car accident, natural disaster.
Documentation Required	Medical certificate with: <ul style="list-style-type: none"> - Diagnosis and dates (within assessment period). - Impact on assessment ability. - Doctor's signature. 	<ul style="list-style-type: none"> - Written evidence from an independent professional (e.g., social worker, clergy, police officer, solicitor, funeral director).

Extension/Exam Absence Application Form

- Student and parents/carers can apply for an extension to an assessment item using the *Extension/Exam Absence Application Form*.
- The form is used for both planned (school approved) or unplanned (illness or misadventure) absences.
- The table below outlines what is required in each instance.

	Non-examination assessment	Examination
School Approved Absence	<ul style="list-style-type: none">- <i>Extension/Exam Absence Application Form</i> <u>is not</u> required.- Once approved, the assessment must be submitted on or before the due date.	<ul style="list-style-type: none">- <i>Extension/Exam Absence Application Form</i> <u>must be submitted</u> before the due date.- Once approved, a comparable exam must be completed <u>before</u> the due date.
Unplanned Absence Due to Illness and Misadventure	<ul style="list-style-type: none">- <i>Extension / Exam Absence Application Form</i> <u>must be submitted</u> within three (3) days of the due date.- Once approved, the assignment must be submitted by the new due date.	<ul style="list-style-type: none">- <i>Extension / Exam Absence Application Form</i> <u>must be submitted</u> within three (3) days of the due date.- Once approved, a comparable exam must be completed <u>after</u> the due date.

9 REPORTING OF RESULTS

Marking and Feedback:

- Teachers will provide results and feedback to students no later than two weeks after the assessment is completed.

Assessment Storage:

- All digitally files will be stored on the school's G Drive. All hardcopy work will be filed in faculty store rooms.
- All student work is kept in accordance with the Department of Education and Training retention and disposal schedule.

Reporting:

- Final unit results will be reported at key junctures as advised by the school. Reports are available to parents/carers via QParent.
- Teachers will also inform parents/carers if their student is at risk of failure after formative assessment or drafts are completed.

10 ACADEMIC MISCONDUCT

Meaning:

- A broad range of behaviours by which students inappropriately and falsely demonstrate their learning.

Our Commitment:

- Supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct.
- There may be a situation when a student inappropriately and falsely demonstrates their learning. Some examples of academic misconduct include:

Type of misconduct	Examples
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, materials or AI 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 including false or misleading information generated from the use of AI.
Impersonation	<p>A student</p> <ul style="list-style-type: none"> - arranges for another person or technology to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. - completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	<p>A student</p> <ul style="list-style-type: none"> - distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	<p>A student</p> <ul style="list-style-type: none"> - completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audio-visual material, figures, tables, design, images, information or ideas). <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>
Self-plagiarism	<p>A student</p> <ul style="list-style-type: none"> - 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	<p>A student or other person</p> <ul style="list-style-type: none"> - arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Artificial Intelligence (AI):

- AI can be used for idea generation and clarification.
- Use of AI must be acknowledged and not directly included in student responses.
- Approved AI uses include:
 - Research.
 - Understanding tasks.
- Suspected AI usage in final submissions will need further authentication, such as:
 - Student-teacher conferencing.
 - Multiple choice questions on the task.
 - Additional tasks to demonstrate understanding.
 - Version history from Office 365.

Student Checkpoints:

- Checkpoints and drafts show the development and authenticity of student work over time.

Student Responsibility:

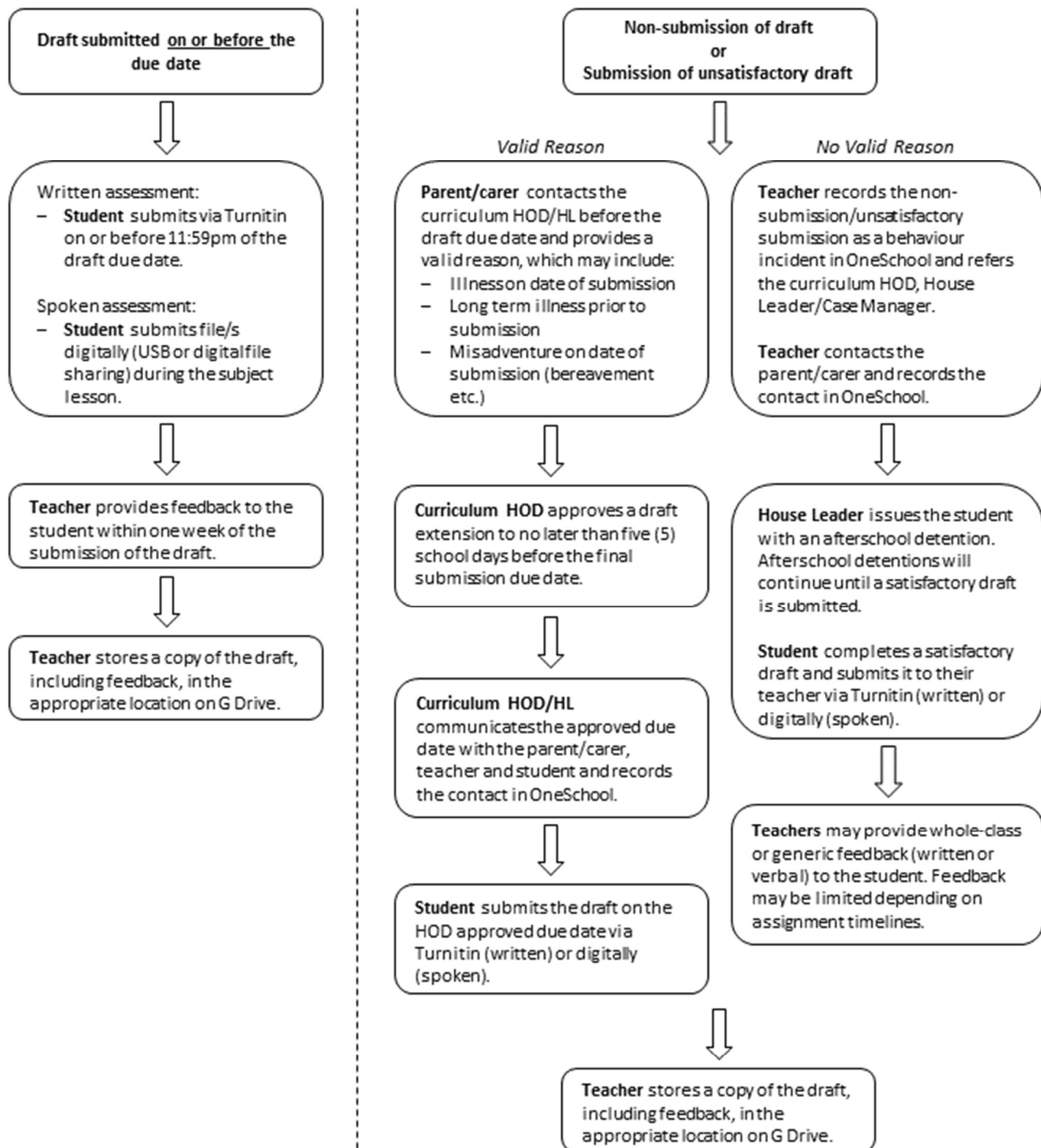
- Students must demonstrate authentic development of their responses.
- If authenticity can't be proven, suspected sections of work will be removed, with the rest contributing to the final grade.

Academic Misconduct:

- **Investigation:** Students will be interviewed to determine if misconduct occurred.
- **Outcomes:**
 - Students will be awarded grades only for work proven to be theirs, completed by the due date.
 - For copying and collusion, all involved students face the same consequence unless one takes full responsibility.
 - The assessment task may not be used for final grades. For Year 12, this means no course completion and no credits for units 3 and 4.

11 APPENDIX 1: DRAFTING PROCEDURE

Assignment Draft Submissions

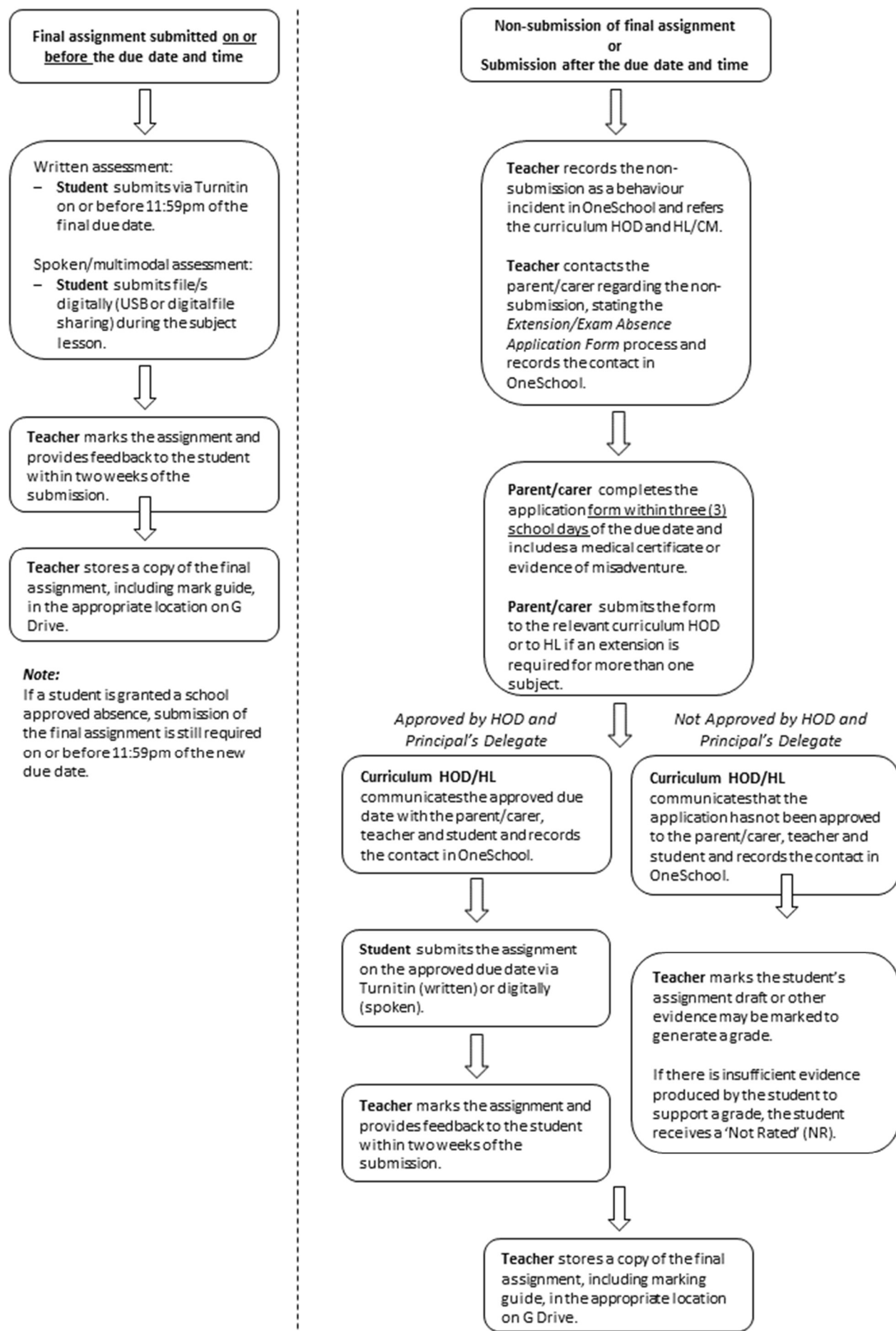


Note:

Late submission of a draft does not result in an automatic extension of the final due date. An *Extension/Exam Absence Application Form* must be completed and approved by the Senior Schooling Deputy Principal for this to occur.

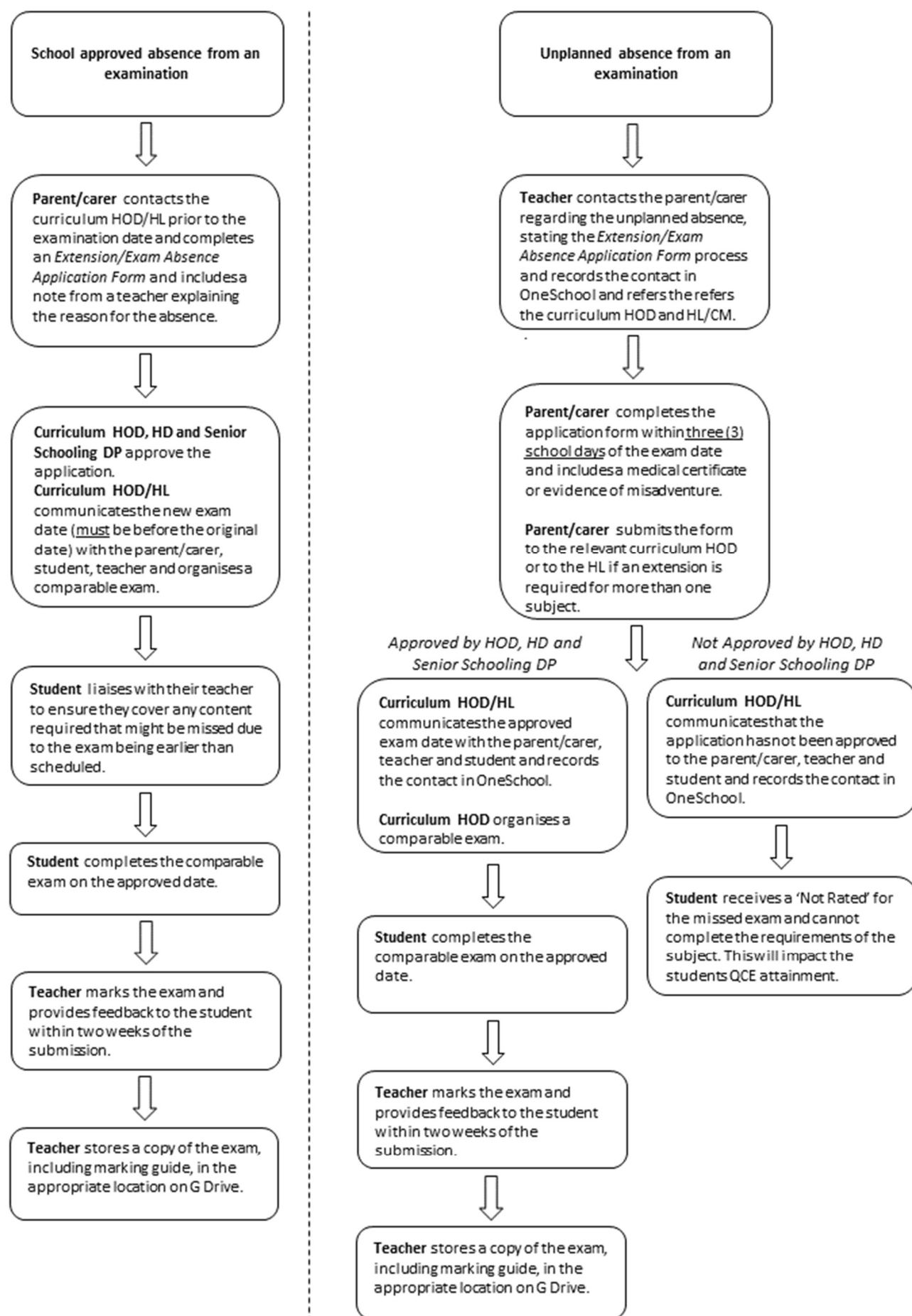
12 APPENDIX 2: ASSIGNMENT PROCEDURE

Final Assignment Submissions



13 APPENDIX 3: EXAM PROCEDURE

Examinations – School Approved and Unplanned Absences



14 APPENDIX 4: EXTENSION/EXAM ABSENCE APPLICATION FORM

Extension/Exam Absence Application Form

STUDENT NAME:	YEAR LEVEL:	CARE CLASS:	DATE:

Types of Adjustment Required (select from the reasons below):
<input type="checkbox"/> Extension of due date for an assignment (illness, misadventure) <input type="checkbox"/> School approved absence from an exam (mandatory curriculum excursion, representing the school) <input type="checkbox"/> Unplanned absence from an exam (illness, misadventure) <input type="checkbox"/> Approved AARA

Reason for Application	
School Approved Absence (exam must be completed before the original due date)	
Provide details:	Required evidence attached: <input type="checkbox"/> Note from organising teacher supporting the absence
Illness	
Provide details:	Required evidence attached: <input type="checkbox"/> Medical certificate
Misadventure	
Provide details:	Required evidence attached: <input type="checkbox"/> Documentation supporting the misadventure

Assessment Information				School Use Only	
Subject	Teacher	Assessment Item	Original Due Date	Approved Due Date	Approving HOD Signature

Parent/Carer Acknowledgement	
I have discussed the grounds for this application with my child and I support the request for an adjustment. I acknowledge that this is a request that is subject to approval from the curriculum Head of Department, House Dean and Senior Schooling Deputy Principal in line with the school assessment policy.	
Student Signature: Date: __/__/____	Parent/Carer Signature: Date: __/__/____

House Dean Approval	SS Deputy Approval	Student and Parent/Carer Notified	AARA reported to QCAA by SS Deputy	Placed in Student File
Signature: Date: __/__/____	Signature: Date: __/__/____	<input type="checkbox"/> Completed	<input type="checkbox"/> Completed <input type="checkbox"/> Not applicable	<input type="checkbox"/> Completed