

ROCKHAMPTON STATE HIGH SCHOOL



ASSESSMENT POLICY (YEARS 7 – 12) 2025 v1

Purpose

Rockhampton State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by inspiring growth, positive well-being and quality outcomes for all.

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Rockhampton State High School to ensure academic integrity in relation to the submission of work, the development of assessment and completion of all assessment items (including examinations). It is written in accordance with the Queensland Curriculum and Assessment Authority (QCAA) policies on Academic Integrity and Access Arrangements and Reasonable Adjustments (AARA) contained in the QCE and QCIA Policy and Procedures Handbook v6.0 (January 2025).

This assessment policy is centrally located on the Rockhampton State High School website and the Policies and Procedures folder on SharePoint. It will be revisited as required.

Principles

Rockhampton State High School expectations are grounded in the principles of academic integrity and excellence. This includes assessment.

Assessment can include any examination, assignment, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus.

Assessment should be:

- aligned with curriculum and pedagogy;
- accessible and equitable for all students;
- evidence-based, using established standards matrixes and marking guides to make defensible and comparable judgements about student learning and achievement;
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made; and
- informative about where students are in their learning.

High-quality assessment is characterised by three attributes:

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

Students who have reasonable grounds may apply for an AARA to support their completion and submission of assessment. Refer to page 9 for more information.

Student responsibilities

It is the responsibility of the student to:

- meet the required checkpoints and/or draft and final due dates
- arrive on time on the due day for examinations
- show academic integrity (including completion of the QCAA Academic Integrity Course – Yr 11/12)
- authenticate work
- contact the teacher or Head of Department as early as possible for concerns regarding due dates
- contact HOD to submit AARA form (Yr 10-12 to Senior Schooling HOD/Yr 7–9 to Curriculum HOD)
- collect and submit all relevant documentation (eg medical certificate) if an AARA is required

Parent/Guardian responsibilities

It is the responsibility of the parent/guardian to:

- support and encourage their child to complete and submit all drafts and assessment by the due date
- contact the school with any concerns over their child's ability to attend and/or engage in assessment expectations
- inform the appropriate school staff of any difficulties relating to the completion of assessment item and provide documentary evidence where necessary
- ensure that the organising of a family holiday or other events (eg concerts) does not impact on the student's ability to submit assessment on time

Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current syllabus
- ensure that all assessment tasks are fair, valid and reliable
- teach the process required to complete assignments – where appropriate provide modelling, scaffolding and annotated exemplar responses
- provide students with access to assessment due dates
- apply correct QCAA processes around due dates, drafting, managing response length and authenticating student responses
- ensure authenticity of student responses through strategies such as unique responses, monitoring of task completion in class, plagiarism detection software (Turnitin/QLearn), collection of drafts, declarations of authenticity and interviews with students after final submission
- maintain accurate records of student achievement
- store student responses at school and at a location accessible to the relevant HOD
- meet school and external timelines for assessment and reporting
- participate in internal quality assurance processes such as moderation, calibration and cross-marking
- refer to the Assessment Submission flow chart (Appendix A) to determine if there is sufficient evidence
- provide students with timely assessment feedback and guidance related to future improvement – refer to Assignments/Practical Demonstrations/Performances/Products – Drafts on Page 3.
- mark assessment and return results and feedback within two (2) weeks of submission date
- inform students and parents of academic progress, including concerns around attendance, effort, behaviour and non-submission of assessment that may adversely impact on a student's outcome
- inform relevant HOD of concerns about progress towards completion of assessment for follow up
- report incidences of suspected academic misconduct to the relevant curriculum HOD
- document support and improvement strategies that have been discussed with students and parents
- be available for student/parent/teacher conferencing at designated parent-teacher interviews

Head of Department responsibilities

It is the responsibility of the curriculum HOD to:

- monitor the assessment program for each subject
- follow up teacher concerns about student progress towards assessment completion.
- refer students to who refuse to participate in the assessment process to administration
- coordinate moderation of assessment judgements for each subject as per Moderation Policy

Assignments / Practical Demonstrations / Performances / Products

Drafts

1. A draft is a preliminary version of a student's response to a task. A draft can be used to provide focused feedback on a response and to authenticate student work. Drafts may be used as evidence of student achievement in the case of illness or misadventure or non-submission for other reasons.
2. To support students in completing assignments or practical demonstrations and performances, various checkpoints will be identified on task sheets and students are required to submit a full rough draft for feedback. The draft is to be uploaded to Turnitin/QLearn by 2.50pm for students in Year 11 and 12. A hard copy is to be provided to the teacher.
3. Lunchtime detentions should be set for students who do not complete a reasonable amount of work in class **during the drafting stage**. Parents/carers to be notified. This will be recorded in One School. Refer to relevant HOD if non-compliance continues.
4. Students in Year 10 (Sem 2 only), 11 and 12 who do not submit a full draft will be required to work on the assessment at the Engagement Room (A011) during first lunch (Procedures - Appendix D). HOD to approve detention using Draft Non-compliance Form. (Appendix H) Teachers will notify parents by phone or email as soon as practical if a student fails to submit a full draft using the standard email script (Appendix E). This will be recorded in One School.
4. Feedback on a draft is:
 - provided on a maximum of **one draft** for students in Year 11 and 12
 - provided to students within **one week** of the final submission date - all drafts returned on the **same day**
 - delivered in a consistent manner and format for all students
 - provided in a written or spoken format either to an individual or to the whole class
 - a consultative process that indicates aspects of the response to be improved or further developed but not a marking process
5. Feedback on a draft must not:
 - compromise the authenticity of a student response
 - introduce new ideas, language or research to improve the quality and integrity of the student work
 - edit or correct spelling, grammar, punctuation and calculations
 - allocate a mark

Final copy

1. All assignments must be submitted on or before the due date unless an AARA has been approved.
2. Assignments must be the work of the student.
3. Assignments must be uploaded to the plagiarism detection software Turnitin/QLearn by **2.50pm** on the due date for students in Year 11 and 12. A hard copy is to be provided to the teacher.
4. Where an assignment is not submitted on the due date, rough drafts or other evidence (eg work completed in class on the assessment task), available on the due date will be marked. Only work submitted on or before the due date will be marked.
5. The practice of allocating a lower result, mark or penalty for late submission is not valid.
6. Technology failure does occur, however, this reason for non-submission of assessment is not valid. Students must back their work up in more than one location, eg on One Drive, USB or home computer. Hand written work is acceptable in most subjects.
7. Students who are absent on the due date of an assignment without extenuating circumstances must submit the assessment response to QLearn/Turnitin on the due date by 2.50pm.

8. If a student is unable to submit their assignment on the due date, the student must apply for an AARA for illness or misadventure and submit the completed assignment and documentation as negotiated with the relevant teacher or Head of Department – by the amended due date.
9. Where there is no assessment evidence for students in Year 11 and 12, the parent/carer must be notified using the standard email script. (Appendix F - assignment and G - exam) This will result in the student dropping a behaviour level which may impact on their ability to participate in school extra-curricula events. (Appendix I)

Planned absences during assignment due date

If students know of an absence in advance (for example participation in representative sport), they are required hand in the assignment to their teacher prior to the due date.

Managing response length – Year 11 and 12

All assessment instruments indicate the required length of a response as a word count or the duration of time or page count required. At Rockhampton State High school, teachers will encourage students to respond to assessment instruments within the required length and will provide students with the knowledge and skills to do so.

Should a student exceed the required response length, the teacher will mark only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length. They may also allow a student to redact a response to meet the required length before a judgement is made on the evidence – excluding assessment produced under exam conditions and assessment that requires a continuous response eg presentation or recording.

Refer to the QCE and QCIA Policy and Procedures Handbook v6.0 (January 2025) for elements to be included in or excluded from the word length or page count of a written response.

Examinations

Students are required to complete all examinations at the scheduled time. Senior students who are involved in external courses or school-based apprenticeships or traineeships need to make alternative arrangements for the external course and attend the exam as scheduled.

Students who do not provide sufficient information on an exam to meet the standard for a 'Very Limited Achievement' or "E" will not be rated for that criterion or objective. For students in Years 11 and 12, this may mean that they do not meet the requirements of the course to be awarded QCE credits.

Senior students studying General subjects will be required to complete an external exam at the end of Year 12. The QCAA will communicate the rules for sitting external exams including processes for illness and misadventure situations and these will be distributed to the relevant students. The examinations will be supervised by both school and community representatives.

Absence on the day of an Internal Examination

The following processes must be followed by students and parents/carers when a student is absent from an examination:

Step 1: Telephone the Student Absence Line on 4920 4360 to advise of non-attendance and seek medical documentation.

Step 2: On the student's return to school, present:

- A note from parents for Years 7 to 9 (detailing the reason the assessment was not submitted) and an AARA application form (Appendix C) to the relevant curriculum HOD
- A medical certificate or other form of evidence for Years 10 - 12 and an AARA application form (Appendix B) to the HOD – Senior Schooling

Step 3: Complete the examination at the time determined by the teacher or HOD. Where possible this should be the first day back at school.

Failure to follow these procedures (or if the student is unable to provide sufficient evidence for the absence) will mean the student will not be rated for the assessment task.

The taking of family holidays does not constitute a valid reason for being absent from an examination. Likewise, absence from an examination due to attendance at a leisure or recreational event (such as a music concert) does not constitute a valid reason for the rescheduling of an examination.

Impact of non-submission of assessment in Years 11 and 12

Unit 1 and 2

The school will report to the QCAA results for students who complete Units 1 and 2 for all Applied, Applied (Essential) and General subjects as Satisfactory (S) or Unsatisfactory (U). Evidence used to determine each student's result is:

- Authenticated as the student's own work
- Completed on or before the due date
- Drawn from responses to the assessment program (designed for reporting to the QCAA).

Students who do not submit responses to the complete assessment program (designed for reporting to the QCAA) cannot be awarded Satisfactory or Unsatisfactory and must be awarded Not Rated. A standardised letter will be sent to parent/carer. (Appendix F - assignment and G - exam) Students will drop a behaviour level which may impact on their ability to participate in school extra-curricula events. (Appendix I)

Unit 3 and 4

Applied subjects – Teachers make a judgement on the exit folio containing *all four (4) instruments* in the school's assessment program using syllabus standards. An E cannot be awarded when there is no evidence for that standard.

Applied (Essential) subjects – Teachers make an on-balance judgment using evidence in the student's exit folio consisting of *all three internal and one Common Internal Assessment task*, matched to the reporting standards. An E cannot be awarded when there is no evidence for that standard.

General subjects – Teachers make judgements about the evidence in *all three internal assessment tasks* using the Instrument Specific Marking Guides (ISMG) to indicate the alignment of work to the performance level descriptors.

Vocational Education and Training (VET) courses - Teachers make a judgement of student achievement by matching the body of evidence provided by students' responses to learning and assessment tasks to the performance criteria outlined in the relevant training package. Students are expected to meet all of the academic progression requirements for the unit by the prescribed due date. This applies to non-school RTO courses.

Where a student does not submit a final response on or before the due date (other than exams), a result should be awarded using evidence collected on or before the due date. Evidence could include rough drafts, work completed in class on the assessment task, rehearsals of spoken tasks, checklists and anecdotal notes on practical performance.

If there is no evidence, the student will be awarded a “Not Rated” for the assessment task. A standardised letter will be sent to parent/carer. (Appendix F – assignment and G - exam) Students will drop a behaviour level which may impact on their ability to participate in school extra-curricula events. (Appendix I)

Managing academic misconduct

Rockhampton State High School promotes academic integrity by developing students’ skills and modelling appropriate academic practices. Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as the student’s own work. Rockhampton SHS is committed to 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 for example:

Cheating while under supervised conditions	A student: <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on 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, coded messages, making gestures or sharing equipment with another student.
Collusion	When: <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	When a student: <ul style="list-style-type: none"> • pays for a person, or a service, or Artificial Intelligence (AI) to complete a response to an assessment • has someone else complete a response to an assessment without payment • sells or trades a response to an assessment.
Copying work	A student: <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: <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	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student: <ul style="list-style-type: none"> • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student: <ul style="list-style-type: none"> • completely or partially copies or alters another person's work without attribution (Eg text, audio or audio-visual material, figures, tables, design, images, information or ideas). • submits work for assessment that is not produced by the student but rather non-human creators such as Artificial Intelligence (AI) or translators, whether online or offline.
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student (or other person) arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response. A student uses Artificial Intelligence (AI) to contribute to the response.

At Rockhampton State High School, the following strategies are adopted to establish authorship of final responses. Results can only be awarded on work that the teacher or school can authenticate as the student's own work. No matter the reason, if it's not the student's work, it is not okay to present it that way (Queensland Curriculum and Assessment Authority, 2023).

Teachers may:

- Monitor, collect or observe progressive samples of each student's work at various stages or checkpoints. Where appropriate, document using an authentication record, checklist or photographs.
- Interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.
- Directly compare the responses of students who have worked together in groups.
- Analyse draft and final responses using Turnitin/QLearn and compare draft and final responses to gauge authenticity.
- Interview students after their responses have been submitted to determine their understanding of and familiarity with their responses.
- Use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

Students should:

- Complete the Academic Integrity Course developed by the Queensland Curriculum and Assessment Authority (QCAA) to strengthen their understanding of academic integrity. This is accessible via 'My Courses' in the QCAA Student Portal.
- Complete responses during the designated class time and meet designated checkpoints to ensure teachers can observe the development of work and authenticate student responses.
- Participate in authentication processes, such as:
 - Provide acknowledgement of the external sources used in a response (eg intext citations and reference list).
 - Provide acknowledgement that Artificial Intelligence (AI) has been used in the generation of research topics.
 - Share their One Drive assessment file with their class teacher to monitor the drafting process
 - Sign a declaration of authenticity
 - Submit a full draft using Turnitin/QLearn.
 - Submit the final copy using Turnitin/QLearn.
 - Participate in interviews during and after the development of the final response.

Parents can:

- Support the efforts of teachers and students to authenticate responses by ensuring that their child:
 - Understands their responsibilities to maintain academic integrity
 - Is aware of and follows the school's assessment policy, including the guidelines for drafting and providing feedback on a draft student response.

Rockhampton State High School recognises the growing importance of Artificial Intelligence (AI) and its potential to enhance the learning experience of our students. While the school acknowledges the benefits that Generative AI tools can bring to the educational environment, there are restrictions to the use of these tools to support student learning and assessment. Generative AI tools may be utilised in the following ways:

- Providing creative inspiration or suggestions to assist students in the learning phase of the unit.
- Generating study resources, including quizzes or flashcards, to aid in consolidation and revision of information studied in the unit.

Academic misconduct processes

In cases where there is evidence of academic misconduct, such as plagiarism (including AI), the following processes will occur:

1. The classroom teacher must refer to the relevant curriculum Head of Department who will conduct an initial investigation to establish authorship.
2. If authentic authorship cannot be established, the relevant curriculum Head of Department will consult with the Head of Department – Senior Schooling to determine whether academic misconduct has occurred.
3. Where there is evidence of academic misconduct, only the parts of the response that can be identified as the student's authentic work will be used to award a result.

Access arrangement and reasonable adjustments (AARA)

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

The school follows the processes as outlined in the QCE and QCIA Policy and Procedures Handbook v6.0 (January 2025).

The four broad application categories for AARA eligibility determined by QCAA are cognitive, physical, sensory and social/emotional. Students may also apply for an AARA on the grounds of illness or misadventure.

Access Arrangements

- are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies
- enable a student to access assessment and demonstrate their knowledge
- do not change assessment conditions.

Reasonable Adjustments

- are available to a student with evidence of a need and who has impairment or medical condition. Without reasonable adjustments, the disability results in a substantial disadvantage for the student when compared to students without impairment
- allow for assessment conditions to be changed due to the barriers that may be experienced by the student with impairment. The integrity of the assessment instrument is not changed
- may be unique and tailored specifically for a student's needs

Ineligibility for an AARA

As per the QCAA QCE and QCIA Policy and Procedures Handbook v6.0 (January 2025), students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an exam timetable and instructions)
- 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).

Applying for an AARA – Long term disability, impairment or condition

Unit 1 and 2 (Year 11) – disability, impairment or condition

The school will make decisions about AARAs for Units 1 and 2 for eligible students. The AARA implemented for Unit 1 and 2 should align to those that are available in Unit 3 and 4. Provision of an AARA in Unit 1 and 2 does not guarantee that students will be provided the same AARA for Unit 3 and 4.

Unit 3 and 4 (Year 12) – disability, impairment or condition

Students completing Units 3 and 4 in Year 12 will need to have all AARA applications approved by the principal. These applications will be recorded in the QCAA Portal. Please note that final approval for some AARA applications in Units 3 and 4 will be completed by the QCAA. AARA applications in Units 3 and 4 must have the required documentation in order to be processed. There are currency requirements that need to be met for the supporting documentation.

Medical reports and school statements are a mandatory requirement to process any AARA applications for long term disabilities for Units 3 and 4 in senior schooling. Medical reports must be completed by a relevant medical practitioner who is a general practitioner (GP), medical specialist or psychologist and who is not related to the student or employed by the school. Student statements are optional. (QCE and QCIA Policy and Procedures Handbook v5.0 (January 2025))

All AARA applications will be recorded on the student's OneSchool profile and stored on the student's school folio in Student Services. The Head of Special Education Services is responsible for managing applications for long-term disabilities, impairment or condition.

Applying for an AARA - Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply for any AARA applications for illness or misadventure:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

Years 7 to 9 – illness and misadventure

Students in Years 7 – 9 will need to have their AARA application approved by the curriculum Head of Department. An AARA on the grounds of illness or misadventure needs to be submitted as soon as possible after the temporary illness or unexpected event.

A detailed note from a parent/carer and an AARA application form (Appendix C) needs to be submitted to the curriculum Head of Department. Once approved, an extension or rescheduling of examination can occur.

Years 10 and Unit 1 and 2 (Year 11) – illness and misadventure

Students in Years 10 and 11 will need to have their AARA application approved by the Head of Department – Senior Schooling. AARAs on the grounds of illness and misadventure for examinations, assignment work, practical projects and performances need to be submitted and approved as early as possible after the temporary illness or unexpected event using an AARA application form (Appendix B).

Medical claims - A medical certificate from an independent health professional that includes the following information is required:

- Illness, condition or event
- Date of diagnosis, onset or occurrence (must cover the date of the assessment for which the application is made)

Non-medical claims – Written evidence from a relevant and independent professional or other independent third party eg social worker, member of the clergy, police officer, solicitor or funeral director.

Year 11 and 12 (Unit 3 and 4) – illness and misadventure

Students in Year 12 will need to have their AARA application approved by the curriculum Head of Department and the Head of Department – Senior Schooling. This decision is to be reported to the QCAA via the QCAA Portal as a "Principal-reported AARA". AARAs on the grounds of illness and misadventure for assignment work, practical projects and performances need to be submitted and approved as early as possible. AARAs for on the grounds of illness and misadventure for examinations need to be submitted and approved as soon as possible after the temporary illness or unexpected event.

Medical claims - A medical certificate from an independent health professional that includes the following information is required:

- Illness, condition or event
- Date of diagnosis, onset or occurrence (must cover the date of the assessment for which the application is made)
- Symptoms, treatment or course of action related to the condition or event
- Explanation of the probable effect of the illness or condition on the student's participation in the assessment

Non-medical claims – Written evidence from a relevant and independent professional or other independent third party eg social worker, member of the clergy, police officer, solicitor or funeral director.

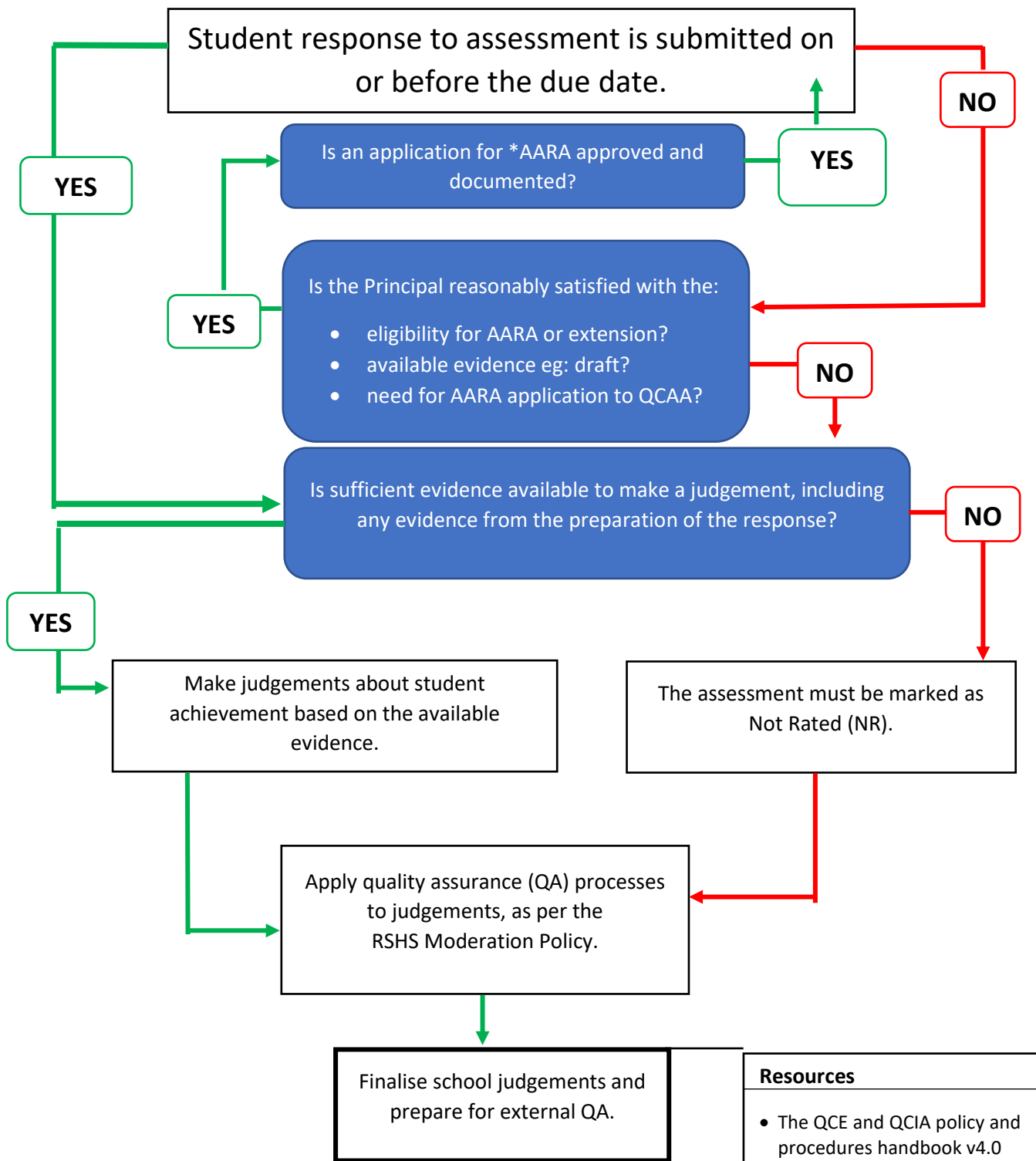
Year 11 and 12: Absence from examinations due to culturally sensitive activities

Students who are absent due to a cultural and/or family event (eg family funeral) may apply for an AARA to reschedule an exam or practical performance. Where possible, the AARA should be submitted prior to the cultural/family event.

For indigenous students, the Community Education Counsellor (CEC) may provide the teacher with evidence of demonstrated connection to the event.

For non-indigenous students, the Guidance Officer or Year Level Coordinator may provide the teacher with evidence of demonstrated connection to the event.

Where possible, assignments, projects and folios that are due during the period of absence, need to be submitted prior to the cultural/family activity. Possible evidence may include: death notice, funeral notice, funeral booklet or similar. The AARA application will be submitted to the HOD – Senior Schooling.



AARA refers to **Access Arrangements and Reasonable Adjustments** provided to students who meet the criteria.

- Resources**
- The QCE and QCIA policy and procedures handbook v4.0
 - Internal quality assurance workflow
 - Strategies for internal quality assurance fact sheet

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AARA Application - Years 10, 11 and 12

As per the Rockhampton SHS Assessment Policy, students need to apply for an AARA (Access Arrangement or Reasonable Adjustment) if they require modifications to assessment instruments or conditions or they cannot meet the due date for the assessment due to illness or misadventure.

- All supporting documentation must be supplied for the AARA to be processed.
- AARA applications need to be given to the Senior Schooling HOD for processing and approval by the Principal.

Student Name: _____	Form class: _____
<p>AARA application category:</p> <p><input type="checkbox"/> AARA – long term conditions</p> <p>* Cognitive * Physical * Sensory * Social/Emotional</p> <p>Type of condition: _____</p> <p>Documentation provided: _____</p> <p><input type="checkbox"/> Illness or misadventure – short term illness or unforeseen event</p> <p>Details of illness/misadventure: _____</p> <p>Documentation provided: _____</p> <p><i>Declaration:</i> I have provided all necessary documentation and am aware that the school may share this information with the QCAA in order to process this or future AARA applications.</p> <p>Student Signature: _____ Date: _____</p> <p>Parent/Guardian Signature: _____ Date: _____</p>	

Year 10 and Units 1 and 2 in Senior Schooling:

Subject	Assessment instrument	Details of AARA requested (Refer list on Page 2)	HOD signature/date and application outcome

Units 3 and 4 in Senior Schooling:

Some AARAs need to be approved by the QCAA while others are approved by the Principal at school. The following documents are required to process your application. Only the approved templates will be accepted for each of the documents. These are available from the school or on the school website.

Principal-reported: Medical certificate or other evidence Student statement (optional)

QCAA-approved: Medical report or EAP verification Student statement (optional)

Subject	Assessment instrument	Details of AARA requested (Refer list on Page 2)	HOD signature/date and application outcome
			<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved
			<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved
			<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved
			<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved
			<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved
			<input type="checkbox"/> Principal-reported <input type="checkbox"/> QCAA-approved

AARAs available:

Alternate format paper **
Assistance **
Assistive technology **
Bite-sized food or drink
Comparable assessment
Computer **
Diabetes management
Extension (inc details)
Extra time (inc details) *

Heat or cold pack
Individual instructions (HI)
Lighting/ventilation
Medication
Physical environment
Reader **
Rest breaks *
Scribe **
Varied seating

Venue **
Vision aids
Other (arrangement not listed above)

*** AARAs are QCAA-approved for summative internal and external assessment**

** AARAs are QCAA-approved for summative external assessment only

<i>School use only</i>		<input type="checkbox"/> OneSchool entry
Received by Senior Schooling HOD:		<input type="checkbox"/> Student Services filing
Signature:	Date:	<input type="checkbox"/> Uploaded to QCAA Portal (QCAA approved only – Unit 3/4)
Comment:		<input type="checkbox"/> School statement completed (QCAA approved only)
For Units 3 and 4 in Senior:		
Approved by Principal’s Delegate/Principal: Yes / No		
Signature:	Date:	
Comment:		

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AARA Application - Years 7, 8 and 9



As per the Rockhampton SHS Assessment Policy, students need to apply for an AARA (Access Arrangement or Reasonable Adjustment) if they require modifications to assessment instruments or conditions or they cannot meet the due date for the assessment due to illness or misadventure.

All supporting documentation must be supplied for the AARA to be processed. AARA applications need to be given to the curriculum HOD for Approval.

Student Name:	Form class:
Application category: <input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Sensory <input type="checkbox"/> Social/Emotional Type of condition: <input type="checkbox"/> Illness or misadventure Details of illness/misadventure:	
Assessments: Please list the subject and assessment instrument your AARA application relates to. Also include information regarding the type of adjustments you are requesting. Examples of possible AARAs include alternate format paper, assistance, assistive technology, extra time, rest breaks, scribe etc. Subject: _____ Instrument/s: _____ AARA requested: _____ Subject: _____ Instrument/s: _____ AARA requested: _____ Subject: _____ Instrument/s: _____ AARA requested: _____ Subject: _____ Instrument/s: _____ AARA requested: _____ Subject: _____ Instrument/s: _____ AARA requested: _____	
Documentation required for application to be process: <input type="checkbox"/> Medical certificate <input type="checkbox"/> Student statement <input type="checkbox"/> Detailed note from parent	
Completed by Head of Department - Date received: _____ Approved by HOD: Yes / No Comment: _____ Signature: _____ Date: _____	

Appendix D

Engagement Room Procedures

Submitting a draft for feedback is an important part of the learning, assessment and feedback process. It is an opportunity for teachers to provide detailed and meaningful feedback on a student's progress and to guide them in areas for further improvement. Students who fail to submit a completed rough draft for teacher feedback will be referred to the Engagement Room by their class teacher – once approved by the relevant HOD. This will provide a consequence for their failure to follow the Assessment Policy and give the student the opportunity to produce work that can be included in their folio.

The following procedures will take place.

Monitoring work completed prior to the due date	<ul style="list-style-type: none"> When a student is not meeting teacher expectations during drafting lessons and/or not meeting checkpoints set by their teacher, a contact is made with their parent/carer via phone or email and a lunch time detention is set as per the Detention Flowchart. This is recorded as a contact in One School. Teachers should also contact parents/carers of students with irregular attendance during the assessment period. If progress is not improved in subsequent lessons, the student is referred to the HOD for follow up. If a student does not submit a full draft on the due date, the teacher seeks approval from the HOD to issue an Engagement Room detention using a Draft Non-compliance Form indicating previous actions taken.
Assigning the detention	<ul style="list-style-type: none"> Once the detention is approved by the HOD, the teacher or HOD will assign a lunchtime detention in ID Attend. Open ID Attend - go to "Teacher" – "Assign student to lunch time detention" – Enter student name (or multiple) – select "Engagement" as the type of detention – in "Reason Assigned" enter class code (eg ENE111A), assessment task (eg Short story) and original due date. Tell the student to attend the detention room at the start of the next 'lunch one' in A011. Contact home using the email script as per the Assessment Policy and enter the contact in One School. Students who have absent for the entire drafting process should not be issued an Engagement Room detention. Refer these students to the relevant Line Manager.
During the detention	<ul style="list-style-type: none"> The student is marked as present in the Detention Log in ID Attend and works on the assessment. The draft is included in the student's folio if they fail to submit the final copy on time. In this event, the draft result will contribute to their term level of achievement. If the student produces a draft prior to the detention, they are still required to attend the detention. The can work on other subjects or complete basic literacy and numeracy worksheets.
Failure to attend the detention.	<ul style="list-style-type: none"> The teacher checks the Detention Log and if the student did not complete the detention, they instruct the student to attend next 'lunch one'. If a lesson prior to lunch, the teacher will send/escort the student directly to the Engagement Room.
Failure to attend on subsequent days	<ul style="list-style-type: none"> HOD – Student Engagement to send a SMS message to parents and record the contact in One School. <i>Your child has not attended a detention for failing to submit a full rough draft of an assessment item by the due date. Please have them explain their non-attendance to their class teacher asap. This is school policy, and DET requires that students engage in their educational program.</i> HOD – Student Engagement to refer students who refuse to attend a detention to HOD – Senior Schooling and Deputy Principal for further consequences. Deputy Principal and HOD – Senior Schooling to use the Detention Log data during the ROC process.

Appendix E

Year 11 and 12 - Non-submission of full draft – to be emailed to parent/carer

Year 10 - delete paragraph 4 referring to post-compulsory age students.

Dear Parent/Carer

This email is to inform you that **Name** has not **submitted a full rough draft of an assessment task/met an assessment checkpoint** in **Subject** by the due date and has not provided evidence of extenuating circumstances (eg medical certificate).

As a result, your student is required to complete an Engagement Room detention.

This has occurred despite the publication of the draft due date, adequate class time and the provision of appropriate resources and support to complete the task.

It is a Department of Education requirement that post-compulsory age students be fully engaged in the educational program provided by the school. Education (General Provisions) Act 2006 (Qld)

Please feel free to contact me to discuss any issues or concerns.

Yours sincerely

Email footer

Appendix F

Year 11 and 12 - Non-submission of final copy assignment and no evidence – to be emailed and/or mailed to parent/carer and recorded on One School

Letterhead

Date

Parent/carer name

Parent/carer address

Dear Parent/Carer

This letter/email is to inform you that Name has failed to submit an assessment task (Type of task) in Subject by the due date and has not provided evidence of extenuating circumstances (eg medical certificate).

This has occurred despite the publication of assessment due dates, adequate class time and the provision of appropriate resources and support to complete the task.

To demonstrate the outcomes required in this subject, students must complete all assessment tasks. QCE credit can only be accrued for successful completion of the full assessment program for each subject.

Your student has not met this requirement in Subject – Unit ?.

This means your student will not receive QCE credit for Unit ?.

It is a Department of Education requirement that post-compulsory age students be fully engaged in the educational program provided by the school. Education (General Provisions) Act 2006 (Qld)

Please feel free to contact me to discuss any issues or concerns.

Yours sincerely

Teacher Name

Appendix G

Year 11 and 12 - Non-completion of examination on scheduled date – to be emailed and/or mailed to parent/carer and recorded on One School

Letterhead

Date

Parent/carer name
Parent/carer address

Dear Parent/Carer

This letter/email is to inform you that Name has failed to complete the examination in Subject on the scheduled date and has not provided evidence of extenuating circumstances (eg medical certificate).

This has occurred despite the publication of assessment due dates, adequate revision time and the provision of appropriate resources and support to prepare for the exam.

To demonstrate the outcomes required in this subject, students must complete all assessment tasks. QCE credit can only be accrued for successful completion of the full assessment program for each subject.

Your student has not met this requirement in Subject – Unit ?.

This means your student will not receive QCE credit for Unit ?.

It is a Department of Education requirement that post-compulsory age students be fully engaged in the educational program provided by the school. Education (General Provisions) Act 2006 (Qld)

Please feel free to contact me to discuss any issues or concerns.

Yours sincerely

Teacher Name



Rockhampton State High School

Draft non-compliance form

This form is to be completed by teachers of senior classes when a student fails to submit a complete draft by the due date and an Engagement Room detention is required.

Please ensure you have used the classroom strategies below **during the drafting stage** and **prior to draft due date**:

- Check points for draft completion
- Drafting lesson prior to lunch break
- Detention for insufficient work in class
- Contact with parent / carer re: insufficient work in class
- Refer to HOD for continual non-compliance in class

Submit form to the curriculum Head of Department

Subject code: _____ Assessment Task: _____ Teacher code: _____

Draft due date: _____ Final due date: _____

Student Name	Teacher actions prior to draft due date (please tick ✓)			HOD Recommendation for Engagement Room Detention	
	Detention set by teacher prior to due date (as per Detention flow chart)	Contact with parent/carer prior to due date (recorded in One School)	Referral to HOD prior to due date	YES Approved	NO Not Approved (include reason)

NB Do not refer students to the Engagement Room log if they were absent for the entire drafting period – refer to Line Manager

HOD signature: _____ Date: _____



Rockhampton State High School

Assessment Level Drop Form

This form is to be completed by teachers of senior classes when a student:

- fails to attend and exam on the scheduled date without an approved AARA for illness and misadventure
- fails to submit an assignment on the due date without an approved AARA for illness and misadventure
- failed to submit a draft that can be used to provide a rating for each criteria/dimension

The student will drop a behaviour level as a result of this.

Subject code: _____ Assessment Task: _____ Teacher code: _____

Draft due date: _____ Final due date: _____

Student Name	Teacher actions (please tick ✓)			Approved by HOD (Signature and Date)
	Date of original class detention (as per Detention flow chart)	Engagement Room Detention set (please tick)	Contact made with parent/carer Email/phone and letter re no rating for unit and recorded in One School (please tick)	

Copy to HOD of Senior Schooling for Welfare Meeting.