



## ASSESSMENT POLICY – Updated 2024

### 1. SCOPE

It is mandatory at Rochedale State High School that all students complete and submit all assessment items including drafts. The school's assessment policy has been developed to achieve consistency, fairness and predictability so students know what will happen based on the **choices** they make. The assessment policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The policy is consistent with Queensland Curriculum & Assessment Authority (QCAA) QCE and QCIA policy and procedures handbook v5.0. (<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>)

### 2. ASSESSMENT PRINCIPLES

Rochedale State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

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

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. All assessment tasks are designed to meet the following principles:

- Validity – the extent to which an assessment accurately measures what it is intended to measure.
- Accessibility – the extent to which the assessment provides all students with a clear understanding of how to demonstrate their learning.
- Reliability – the extent to which an assessment will produce the same consistent result.

### 3. PROMOTING ACADEMIC INTEGRITY

Rochedale State High School and the QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/guardians and others who support students in their learning must adhere to the guidelines for academic integrity. The following whole-school procedures support this endeavour.

#### 3.1 LOCATION AND COMMUNICATION OF POLICY

The school assessment policy is located on the school website. All questions regarding this policy should be directed to Head of Department – Junior (Yr7-9) or Head of Department – Senior (Yr10-12).

To ensure the assessment policy is consistently applied, it will be revisited at the relevant times including:

- at enrolment interviews;
- during SET planning in Year 9 and Year 10;
- when the assessment schedule is published;
- when each task is handed to students; and
- in the newsletter, internet and by email in response to phases of the assessment cycle.



## 3.2 EXPECTATIONS ABOUT ENGAGING IN LEARNING AND ASSESSMENT

Rochedale State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. In the senior school, students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

Students are expected to:

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

To emphasise the importance of sound academic practices for senior school, staff and students are encouraged to complete the QCAA [Academic Integrity](#) courses.

## 3.3 DUE DATES

### 3.3.1 SCHOOL RESPONSIBILITY

Rochedale State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses will be published in the assessment calendar by the end of Week 3 each semester (will be published on the school's website and emailed to all students and parents).

The assessment schedule will:

- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- be clear to teachers, students and parents/carers
- be consistently applied
- give consideration to allocation of workload
- enable timelines for QCAA quality assurance processes to be met for senior subjects

### 3.3.2 STUDENT RESPONSIBILITY

Students are responsible for:

- checking assessment schedule and class work on the assessment calendar
- recording due dates in their student diaries
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates.
- Complete all assessment tasks by the due date:
  - Hard copy - Assessment tasks must be submitted by 4:00pm on the due date.
  - Electronic copy - Assessment tasks must be submitted by 11:59pm on the due date.
  - Year 11 and 12 (and for Yr 7 – 10 as directed by teacher) - Electronic submissions – **must be submitted using nominated plagiarism software (Turnitin).**

## 3.4 APPLYING FOR AN EXTENSION FOR DRAFTS

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

- inform the classroom teacher as soon as possible
- apply for an extension with the subject area Head of Department
- provide the school with relevant documentation, e.g. medical certificate
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the subject area Head of Department



## 3.5 APPLYING FOR AN EXTENSION FOR FINAL ASSESSMENT

In case where students are unable to meet a final due date, they will:

- inform the classroom teacher as soon as possible
- Junior students (Year 7-9)
  - apply for an extension with the subject area Head of Department via the Assessment Absence Form (see School website).
- Senior students (Year 10 – 12)
  - apply for an extension with the Guidance Officer, Head of Department – Senior Secondary, or Deputy Principal – Senior Secondary.
  - provide the school with relevant documentation according to AARA, e.g. QCAA Confidential Medical Report or Student Statement
  - adhere to alternative arrangements for submission of assessment, if applicable, as decided by the Guidance Officer, Head of Department or Deputy Principal.

All final decisions are at the Principal's or QCAA's discretion. Refer to AARA information for more details.

## 3.6 SUBMITTING, COLLECTING AND STORING ASSESSMENT INFORMATION

Assessment instruments will provide information about Rochedale State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, electronically via Turnitin (part of the QLearn platform).

For senior school, draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is compliant with QCAA processes.

## 3.7 APPROPRIATE MATERIALS

Rochedale State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

# 4. ENSURING ACADEMIC INTEGRITY

Rochedale State High School and QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/guardians and others who support students in their learning must adhere to the guidelines for academic integrity.

## 4.1 SCAFFOLDING

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.



## 4.1 CHECKPOINTS

Checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

Students will work on assessment during designated times and show evidence of progress at scheduled checkpoint submissions.

Teachers will use these checkpoints to identify and support students to complete their assessment.

Heads of Departments and parents/carers will be contacted if checkpoints are not met.

## 4.2 DRAFTING

A draft is a preliminary version of a student's response to an assessment instrument and is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. A draft can be used to provide focused feedback on a response and to authenticate student work. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non- submission for other reasons.

Submission of a draft:

- To receive feedback from the teacher, the final reasonable draft must be submitted to the teacher by the draft due date (either hard copy or electronically via Turnitin);
- All students will receive a detention for failing to submit a final reasonable draft. Senior students also put their enrolment at risk as per the Senior Enrolment Agreement signed at enrolment into Yr10-12.

Feedback on a draft is:

- provided on a **maximum of one draft** of each student's response;
- a consultative process that indicates aspects of the response to be improved or further developed;
- delivered in a consistent manner and format for all students;
- provided within one week of a submission of a draft;
- provided verbally only for late submissions of drafts.

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.

Feedback should encourage a student to reflect on strategies they might use to refine their response. In providing feedback on a draft, teachers indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards. Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further investigation to support an argument or communicate meaning
- adhere more closely to the referencing style selected by the school.



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Teachers may use a range of suitable strategies to provide feedback on the draft response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback
- verbal feedback
- feedback provided through questioning
- a summary of feedback and advice to the whole class.

Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed. Teachers will record the contact on OneSchool (behaviour & contact) and refer to the appropriate subject area Head of Department.

DRAFTING CODES FOR ROCHEDALE SHS	
<b>Sp</b> (Spelling)	The word is spelt incorrectly
<b>P</b> (Punctuation)	There is a punctuation error
<b>S/S</b> (Sentence structure)	The sentence doesn't make sense
<b>P/S</b> (Paragraph Structure)	The paragraph does not follow a paragraph structure e.g. PEEL / TEEL
<b>T/S</b> (Topic Sentence)	The first sentence does not introduce the topic
<b>Exp/Gr</b> (Expression/grammar)	There is a grammatical error e.g. verb tense, subject/verb agreement, 1 <sup>st</sup> / 2 <sup>nd</sup> / 3 <sup>rd</sup> person
<b>V</b> (Vocabulary)	Word choice inappropriate— too simplistic or repetitive
<b>NP</b> (New Paragraph)	New paragraph required
<b>Q</b> (Quote)	Quote needed to support argument
<b>C</b> (Clarify)	The point being made is unclear
<b>Un</b> (Unnecessary)	Information not relevant to the point being made
<b>R</b> (Referencing)	Incorrect referencing
<b>E</b> (Explain)	Elaborate in more detail
<b>X</b>	Calculation error
<b>Your teacher will provide overall comments on the draft</b>	<ul style="list-style-type: none"><li>• Comment on genre e.g. short story structure, scientific report, analytical exposition</li><li>• Comment on length e.g. writing must adhere to the prescribed word and time lengths</li><li>• Response to task—has the student answered the question?</li><li>• Comment on completeness of task e.g. section x is incomplete</li><li>• Reference/sources— has the student in-text referenced source and used a reference list?</li></ul>

## 4.3 REFERENCING

An important part of academic learning is reading and learning from other people and using their work to inform your own. Student responses must clearly show which is their work and which is the work of others. To maintain academic integrity, students must acknowledge other people's work using references.

The school's chosen and preferred referencing style is American Psychological Association (APA).

Referencing is completed for three key reasons:

1. Referencing **acknowledges the work of others** who have helped the author consider the topic;
2. Referencing **helps the reader consider the sources** that have used in the research; and
3. Referencing appropriately ensures that **author avoids accusations of plagiarism**.



Copyright refers to the rights held by the creator of an original work. It enables the creator to have control over how the content they have created is used. When students use other people’s work for school assessment, they do not need to seek permission from the copyright owner, so long as the work is referenced appropriately.

## 4.4 MANAGING RESPONSE LENGTH

Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response. This information is provided to:
  - give an idea of the depth of the response required;
  - encourage concise responses; and
  - ensure the same conditions for all students.
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.
- Model responses within the required length are available.
- Feedback about length is provided by teachers at checkpoints.

When students respond to an assessment task, the response developed should not exceed, or be significantly below, the length required. There are specific rules from the QCAA for what is included in the length of a response.

Guidelines about the length of a response

	Word length	Page count
<b>Inclusions</b>	<ul style="list-style-type: none"> <li>• all words in the text of the response</li> <li>• title, headings and subheadings</li> <li>• tables, figures, maps and diagrams containing information other than raw or processed data</li> <li>• quotations</li> <li>• footnotes and endnotes (unless used for bibliographical purposes)</li> </ul>	<ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>
<b>Exclusions</b>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• raw or processed data in tables, figures and diagrams</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes*</li> <li>• page numbers</li> <li>• in-text citations</li> </ul>	<ul style="list-style-type: none"> <li>• title pages</li> <li>• contents pages</li> <li>• abstract</li> <li>• bibliography</li> <li>• reference list</li> <li>• appendixes*</li> </ul>

\*Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.

There are different ways students can manage the length of their response.

### Too long:

1. **Revise the task/question.** Which information directly relates to the topic? Has too much general information been included?
2. **Be direct and concise.** Is it straight to the point or is there a lot of information leading up to it? Is there repetition or over explaining of any points?
3. **Consider each paragraph/section.** Is there overlap? Could the information be combined? Are there too many examples where fewer would be sufficient?

### Too short:

- **Explain the message/argument in detail.** Are the key concepts defined and explained? Are the steps in your reasoning clearly shown?
- **Justify and explain.** Have you contextualised and explained how your research supports your key points?
- **Check your research.** Have enough sources been consulted and sufficient examples used? Is more information required?

### 4.4.1 SUBMITTED RESPONSE IS TOO LONG

The school will use the QCAA strategies for marking student responses that exceed assessment conditions for response length and are submitted on or before the assessment due date. The implemented strategy will be suitable for the context, assessment technique and response type:





- marking only the evidence in the student response that meets the assessment conditions for response length, excluding evidence outside the required length; or
- 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 school will annotate the student response to indicate the evidence used to determine the result.

## 4.5 AUTHENTICATING STUDENT RESPONSES

Accurate judgments of student achievement can only be made on genuine student assessment responses. Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

Rochedale State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed (as per Section 5 of this policy).

Students should:

- complete responses during the designated class time to ensure teachers can observe the development of work and authenticate student responses;
- participate in authentication processes as required by the school, such as to
  - sign a declaration of authenticity
  - submit a draft by the draft due date
  - submit the final response using Turnitin (plagiarism-detection software), where required
  - participate in interviews during and after the development of the final response.

## 4.6 LATE OR NON-SUBMISSION OF TASKS

Teachers make judgments based on evidence of student work provided by the student for the purposes of authentication during the assessment preparation period.

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and draft. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. Students will receive a detention and referral to relevant Head of Department for non-completion of draft or final.

### 4.6.1 ACADEMIC CONSEQUENCES FOR LATE OR NON-SUBMISSION OF ASSESSMENT

In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations), work submitted at checkpoints or the draft will be used to make judgements on the final level of achievement. If there is no evidence available to award a judgement, an assessment item is recorded as a 'Not-Rated' (NR) as a standard can only be awarded where evidence has been demonstrated.

In circumstances however where a student response is judged as NR, the student will not meet the requirements for that subject. This will impact on their Exit Level of Achievement in the subject, and correspondingly their ATAR and QCE eligibility.

### 4.6.2 BEHAVIOURAL CONSEQUENCES FOR LATE OR NON-SUBMISSION OF ASSESSMENT

As described in the Student Code of Conduct, which state students failing to submit assessment, can expect to be given detention(s) and parental contact home. Students in Year 11 and 12 (post-compulsory) may also face Cancellation of Enrolment for failing to follow the program of instruction



## 5. MANAGING ACADEMIC MISCONDUCT

Rochedale State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. Consequences will be applied according to the school's Student Code of Conduct.

### 5.1 TYPES OF ACADEMIC MISCONDUCT

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. It is defined as taking steps to gain an unfair advantage over other students, or to create a disadvantage for other students. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
<b>Copying work</b>	<ul style="list-style-type: none"> <li>deliberately or knowingly making it possible for another student to copy responses</li> <li>looking at another student's work</li> <li>copies another student's work</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>completely or partially copying or altering another person's work without attribution (another person's work may include text, audio visual material, figures, tables, images or information)</li> <li>includes the use of a translator or artificial intelligence (eg ChatGPT), including an online translator, as the work produced is not the work of the student.</li> </ul>
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"> <li>beginning to write during perusal time or continuing to write after the instruction to stop work is given</li> <li>using unauthorised equipment or materials</li> <li>having any notation written on the body, clothing or any object brought into an assessment room</li> <li>communicating 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</li> </ul>
<b>Collusion</b>	<ul style="list-style-type: none"> <li>when more than one student works to produce a response and that response is submitted as individual work by one or multiple students (<i>the response submitted by each student must be the student's own work</i>)</li> <li>assisting another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li> <li>making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>inventing or exaggerating data</li> <li>listing incorrect or fictitious references</li> </ul>
<b>Contract cheating</b>	<ul style="list-style-type: none"> <li>paying for someone or a service to complete a response to an assessment</li> <li>selling or trading a response to an assessment.</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>allowing / arranging another person to complete a response to an assessment in place of the student</li> </ul>
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>distracting and disrupting others in an assessment room</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>duplicating work or part of work already submitted as a response to an assessment</li> </ul>
<b>Significant contribution of help</b>	<ul style="list-style-type: none"> <li>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</li> </ul>





## 5.2 PROCEDURES FOR MANAGING ACADEMIC MISCONDUCT

### ***For authorship issues***

When authorship of student work cannot be established, or a response is not entirely a student's own work, students will be given credit only on their own work OR the school will provide an opportunity for the student to demonstrate that the submitted response is their own work (conditions and setting at school's discretion).

### ***For all instances of academic misconduct***

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

### ***For instances of academic misconduct during examinations***

Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8). Where appropriate, the school's Student Code of Conduct will be implemented.

**Behavioural consequences for academic cheating and plagiarism** are described in the Student Code of Conduct, which state students caught cheating or plagiarising can expect to be given detention(s) or suspension for their behaviour.

## 6. ACCESS ARRANGEMENTS & REASONABLE ADJUSTMENTS (SENIOR)

Rochedale State High School 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 by the QCAA. The school's Deputy Principal – Senior School, HOD – Senior School, HOSSES and Guidance Officer manages all approval of AARAs for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6 of QCE & QCIA handbook) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

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 examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)

### 6.1 APPLICATIONS FOR EXTENSIONS TO DUE DATES FOR UNFORESEEN ILLNESS AND MISADVENTURE

Students and parents/carers must contact the school and submit the AARA before the due date of assessment and submit the relevant supporting documentation.

### 6.2 ABSENT FOR AN ASSESSMENT TASK (AARA - UNFORESEEN ILLNESS AND MISADVENTURE)

If a student is absent on the day of an exam (or assessment due date), students and parents/carers must contact the school and apply for AARA. The AARA application must have the relevant supporting documentation i.e. QCAA Confidential Medical Report. Students will complete a comparable assessment as negotiated with their teacher/relevant Head of Department upon their return to school.



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ASSESSMENT TASK EXTENSIONS APPLIED FOR BEFORE DUE DATE → YEAR 10 - 12	
EXTENDED FAMILY TRAVEL	ALL OTHER CIRCUMSTANCES
<p><b>Exam</b> No extension Must sit comparable prior to departure</p> <p><b>Assignment</b> No extension Must submit prior to departure or submit online by the due date</p>	<p>Complete AARA Application Form and attach documentary evidence.</p> <p>Submit to the Administration or email to <a href="mailto:assessment@rochedaleshs.eq.edu.au">assessment@rochedaleshs.eq.edu.au</a></p> <p>AARA application approval given by DP- Senior. Guidance Officer / Deputy / Faculty HOD advises classroom teacher and student of alternate arrangements.</p> <p>Extension is recorded in One School under Contacts.</p>

ABSENCE FOR EXAM / ASSESSMENT TASK → YEAR 10 - 12		
EXTENDED FAMILY TRAVEL	ADVANCED NOTICE - EXAM	UNFORESEEN CIRCUMSTANCES - EXAM
<p><b>Exam</b> No extension Must sit comparable prior to departure</p> <p><b>Assignment</b> No extension Must submit prior to departure or submit online by the due date.</p>	<p>Student advises their teacher as soon as they become aware of the absence</p> <p>Complete AARA Application Form at earliest opportunity and attach documentary evidence. Submit the completed AARA to Administration or email to <a href="mailto:assessment@rochedaleshs.eq.edu.au">assessment@rochedaleshs.eq.edu.au</a></p> <p>AARA application approval given by DP- Senior. Faculty HOD or class teacher advises student of alternate arrangements as soon as possible.</p> <p>Student will complete exam under supervised conditions. Time &amp; date to be set by Faculty HOD and/or class teacher.</p> <p>External Exams - QCAA will advise result of AARA application.</p>	<p>Student advises Administration of absence on 33400400 or text 0427 263 283</p> <p><b>ON SAME DAY OF EXAM</b> <b>Notify</b> Faculty HOD via email at <a href="mailto:assessment@rochedaleshs.eq.edu.au">assessment@rochedaleshs.eq.edu.au</a></p> <p>Include in email: Student name, grade, teacher name and subject.</p> <p><b>ON SAME DAY OF EXAM</b> Year 10, 11 and 12 students <b>MUST</b> complete the AARA Application Form and submit to administration.</p> <p>Student will complete exam under supervised conditions immediately on return to school as advised/negotiated with Faculty HOD and/or class teacher.</p> <p>External Exams - QCAA will advise result of AARA application.</p>
<p><b>ABSENT DUE DATE OF ASSESSMENT</b></p> <p>Student/parent advises Administration of absence on 3340 0400 or text 0427 263 283 <b>AND ON DUE DATE</b> emails the final copy to <a href="mailto:assessment@rochedaleshs.eq.edu.au">assessment@rochedaleshs.eq.edu.au</a> , or where required submit via Turnitin</p> <p>If <b>unable to submit</b> - Call school to record acknowledgement and provide reason. Preferably speak with the Deputy Principal – Senior.</p>	<p>Entered onto One School in Contacts.</p>	<p>Entered onto One School in Contacts.</p>



## 7. ASSESSMENT ABSENCE FORM (JUNIOR)

The Assessment Absence Form is to be used for Juniors (Yr7-9) when students are absent from assessment or require an extension. All Assessment Absence Form applications must be accompanied by the relevant supporting documentation and made as far in advance as possible.

**Documentary evidence must be supplied** for both advanced notice and unforeseen circumstances. Evidence might include: medical certificate, letter explaining reason or other suitable documentary evidence. This evidence is attached to the Assessment Absence Form

The relevant curriculum Head of Department manages all approval of Assessment Absence Form's for Year 7 – 9 students.

Students are not eligible for Assessment Absence Form 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 examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)

Failure to obtain approval via the Assessment Absence Form will result in the student being awarded a NR (No Result) for the assessment item.

### 7.1 APPLICATIONS FOR EXTENSIONS TO DUE DATES – YEAR 7 - 9

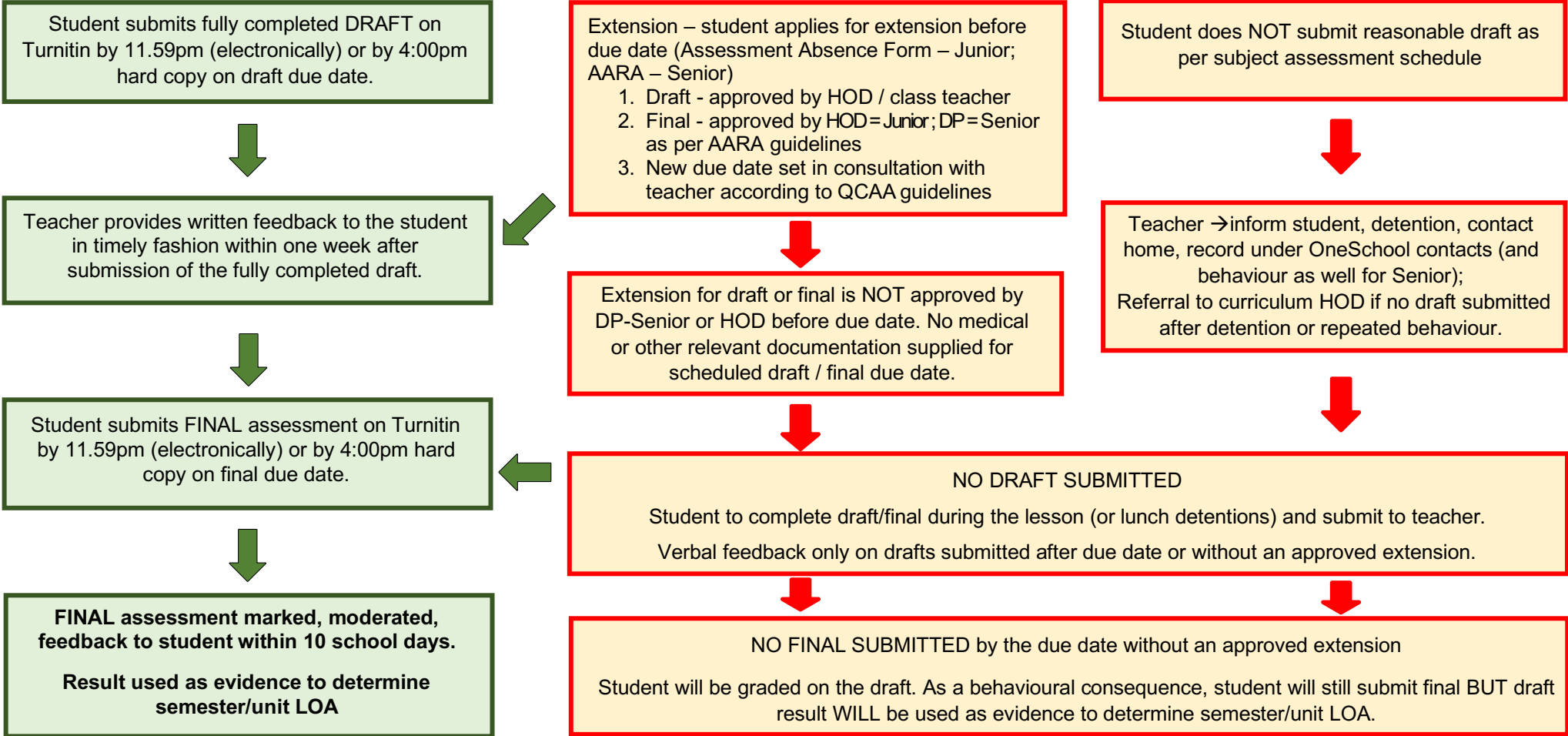
If a Junior student wishes to apply for an extension, it must be submitted where possible, 2 days prior to the assessment task due date. To apply for extension, complete an Assessment Absence Form along with any relevant supporting documentation. and submit to the relevant faculty HOD or their teacher.

ABSENCE FOR ASSESSMENT → YEAR 7 - 9		
EXTENDED FAMILY TRAVEL	ADVANCED NOTICE	UNFORESEEN CIRCUMSTANCES
<p><b>Exam</b> No extension. Must sit comparable prior to departure</p> <p><b>Assignment</b> No extension. Must submit prior to departure or submit online by the due date.</p>	<p>Student advises their teacher as soon as they become aware of the absence</p> <p style="font-size: 2em; color: #0070C0;">↓</p> <p>Complete Assessment Absence Form at earliest opportunity and attach documentary evidence. Submit the completed form to the relevant Head of Department</p> <p style="font-size: 2em; color: #0070C0;">↓</p> <p>Faculty HOD or class teacher advises student of alternate arrangements as soon as possible.</p> <p style="font-size: 2em; color: #0070C0;">↓</p> <p>Student will complete assessment under supervised conditions (Time &amp; date to be set by Faculty HOD and/or class teacher).</p>	<p>Student absence advised to Administration on 33400400 or text 0427 263 283</p> <p style="font-size: 2em; color: #0070C0;">↓</p> <p><b>ON SAME DAY OF ASSESSMENT</b> <b>Notify</b> relevant Faculty HOD or class teacher via email of the Assessment Absence Form</p> <p style="font-size: 2em; color: #0070C0;">↓</p> <p>Student will complete assessment under supervised conditions immediately on return to school as advised/negotiated with Faculty HOD and/or class teacher</p>
	Entered onto One School in Contacts.	Entered onto One School in Contacts.

**APPENDIX 1 SUMMARY → AARA APPLICATION PROCEDURES – SENIOR (YEAR 10-12)**

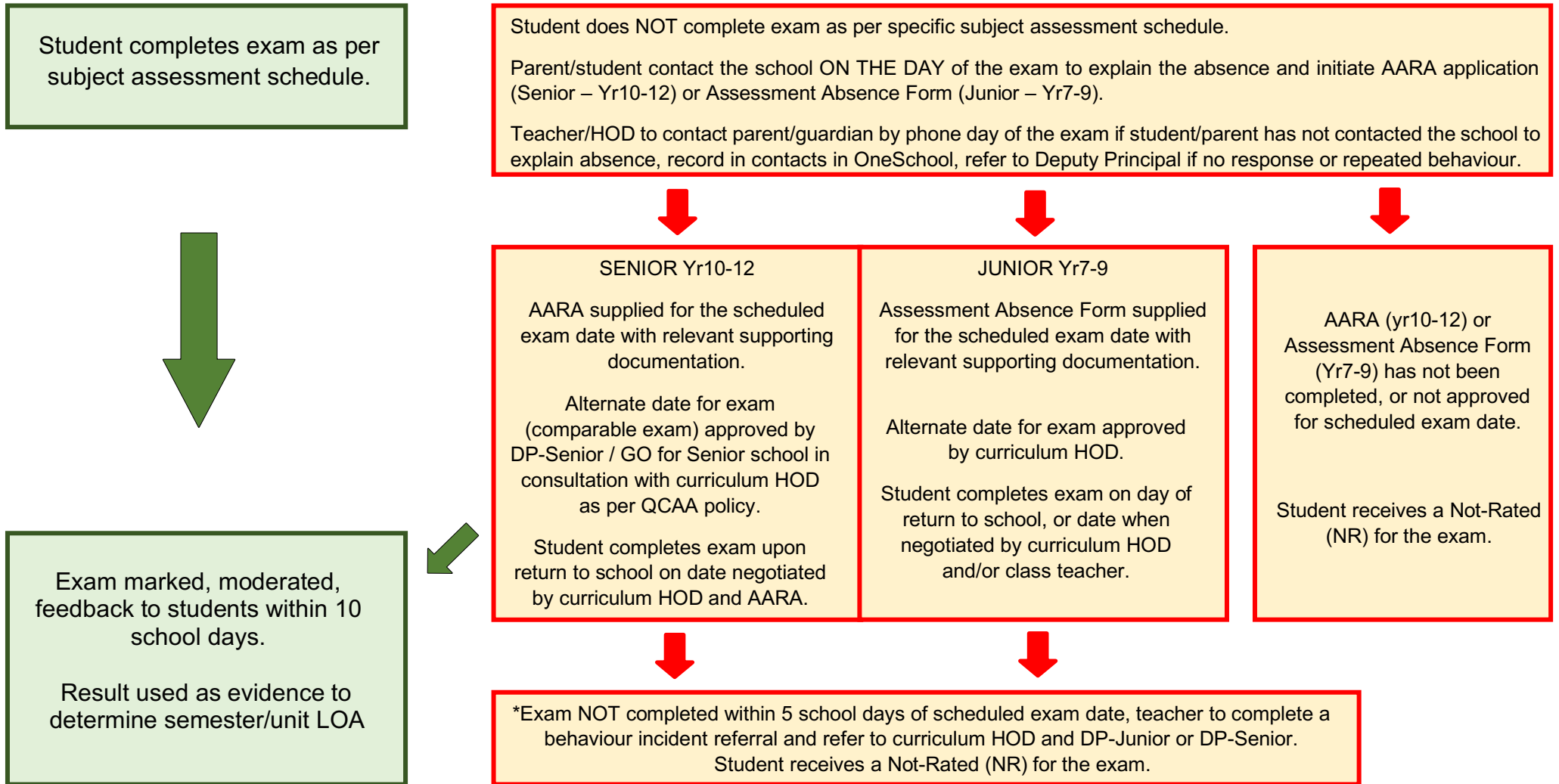
Absent on due date – Unexpected medical condition or accident	Absent on due date – Unexpected emergency (eg. Family death, DV, trauma)	Ongoing medical condition or disability (including mental health)	Known conditions that impact learning (has an ISP in place on OS or is on AIMS) eg ADHD, Dyslexia, ID, ASD, SLI, dyspraxia, complex learning difficulties.	Extenuating circumstances (recent family hardship, family separation, eviction, etc.) that is significantly impacting student.	Family holiday
<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation – <b>QCAA Confidential Medical Report or Medical Certificate</b> must be provided that includes the following details:</p> <ul style="list-style-type: none"> <li>Diagnosed illness or condition</li> <li>Date of diagnosis, onset or occurrence</li> <li>Symptoms, treatment or course of action related to the illness or condition</li> <li>Explanation of the probable effect of the illness or condition on the student participating in the assessment</li> </ul> <p>Student to sit original exam or comparable exam on arranged alternative date.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by DP-Senior in consultation with curriculum HOD.</p>	<p>Extension for exams and assignments allowed under <b>illness and misadventure.</b></p> <p>Documentation – <b>QCAA Student Statement</b> and any of the following written evidence from relevant independent professional, parent or other independent third party to be provided that includes:</p> <ul style="list-style-type: none"> <li>Event</li> <li>Date of event</li> <li>Course of action related to the event</li> <li>Explanation of the probable effect of the event on the student participating in the assessment</li> </ul> <p>Police reports or official notices are accepted. In the event of a death or significant trauma, an email from parent will also suffice.</p> <p>Student to sit original exam or comparable exam on arranged alternative date.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by DP-Senior or GO.</p>	<p>Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional.</p> <p>Documentation – <b>QCAA School Statement</b> completed by the staff member most familiar with the needs of the student in relation to their medical condition or disability.</p> <p>And/or</p> <p><b>Medical report (use QCAA template)</b> completed by medical practitioner (GP, psych, etc). Report should include:</p> <ul style="list-style-type: none"> <li>Diagnosis of condition</li> <li>Date of diagnosis</li> <li>Date of occurrence or onset</li> <li>Symptoms, treatment or course of action related to the condition</li> <li>Information about the diagnosed condition affects the student participating in assessment</li> <li>Professional recommendations regarding AARA</li> </ul> <p>Adjustments can include (depending on condition): extension, comparable exam on alternative exam date, extra time or rest breaks on exam, pre-recorded oral response for a class presentation, use of a scribe or reader .</p>	<p>Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional.</p> <p>Documentation – <b>QCAA School Statement and QCAA Medical report and/or Education Adjustment Program (EAP)</b></p> <p>Other evidence such as teacher's observations or results from standardised academic testing can also be included.</p> <p>Adjustments can include (depending on condition): extension, alternative exam date, extra time or rest breaks on exam, pre-recorded oral response for a class presentation, use of a scribe or reader, use of assistive technology.</p>	<p>Extension for exams and assignments allowed under illness and misadventure.</p> <p>Documentation – <b>QCAA School Statement and QCAA Student Statement</b> plus Written evidence from relevant independent professional, parent or other independent third party providing details of circumstances and identifying the level of impact the event has the student's ability to complete assessment/exam.</p> <p>Student to sit comparable exam on arranged alternative date to be determined by DP-Senior in consultation with curriculum HOD.</p> <p>Student to submit assignment on alternative date – length of extension to be determined by GO or DP-Senior in consultation with curriculum HOD</p>	<p><b>Exam</b> No extension Must sit comparable prior to departure</p> <p><b>Assignment</b> No extension Must submit prior to departure or submit online by the due date.</p>

**APPENDIX 2- ROCHEDALE HIGH SCHOOL ASSESSMENT POLICY FLOWCHART - ASSIGNMENTS**



- Teachers → contact home regarding all non-completion of assessment, record on OneSchool, refer to HOD for repeated behaviours or no response
- Applications for extensions are approved by the HOD of subject areas for drafts and DP-Senior for final (AARA); Assessment Absence Form approved by relevant faculty HOD.
- Non-submission of assessment by due dates, including drafts, could lead to the cancellation of enrolment in the senior school

## APPENDIX 3 - ROCHEDALE HIGH SCHOOL ASSESSMENT POLICY FLOWCHART - EXAMS



- Teachers are to contact home regarding no attendance to exam with no contact from home, record on OneSchool, refer to HOD for no response
- AARA Applications for to sit comparable exam on new date are approved by DP-Senior; Assessment Absence Form approved by relevant faculty HOD.
- Non-submission of exams, could lead to the cancellation of enrolment in the senior school