ROCHEDALE STATE HIGH SCHOOL

ASSESSMENT POLICY – Updated 2026

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 v7.0. (https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook)

2. ASSESSMENT PRINCIPLES

Rochedale State High School's 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

Senior students are compulsorily required to complete the QCAA Academic Integrity course as part of achieving their Queensland Certificate of Education (QCE).

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
- planning and managing their time to meet the due dates
- arriving on time on the day for examinations, unless alternate time has been formally arranged.
- 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/AI detection 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 AARA extension with the curriculum Head of Department (Year 10) OR Deputy Principal – Senior Secondary (Year 11 - 12)
  - 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 Head of Department or Deputy Principal – Senior Secondary.

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 is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

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.

4.1.1 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 complete or near-complete 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
- develop their response to show more awareness of the intended audience or purpose
- rearranging the sequence and structure of the response to prioritise the most important points
- further investigating a concept to expand the response
- synthesising the response by editing or removing excess information
- adhering to the required response length by editing and refining the response, checking for relevance or repetition, etc.
- adhering to the referencing style required by the task and/or school.

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.

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.

Determining length of a non-written response

	Response length — duration	Notes
Inclusions	• 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	See 'After assessment is submitted'
Exclusions	Extraneous recording prior to the beginning of the response, e.g. setting up microphones, waiting for an audience to settle, talking about setting up.	The exclusions for written responses do not apply as they are not relevant to a timed response.

Determining word length and page count of a written response

	Word length	Page count
Inclusions	• 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)	• all pages that are used as evidence when marking a response
Exclusions	• 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 • appendixes† • page numbers • in-text citations	• title pages • contents pages • abstract • bibliography/reference list • appendixes† • blank pages

* For example, by-lines, banners, captions and call-outs used in genre-related written responses
†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 to 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, that is, marking from the beginning of the response up to the point where the response meets the required length, and excluding evidence after that point; 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. Redaction is not appropriate for a response that produced under exam conditions or in an assessment that requires a continuous response, such as a presentation or recording.

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 student assessment responses that are authenticated as the student's own work. 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).

To establish authorship of final responses, teachers may:

- directly compare the responses of students who have worked together in groups
- for text, analyse final student responses using plagiarism-detection software
- interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
- interview a student if their authorship of text, visual, audiovisual, performance or spoken/signed responses may have been compromised (e.g. by use of AI), to determine their understanding and familiarity with their response
- use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.

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

Schools establish the due dates for all internal assessment, including summative internal assessment. As schools are responsible for setting due dates in response to local circumstances, they can adjust dates to suit their context while meeting QCAA timelines. Due dates are made clear in advance to teachers, students and parents/carers and then consistently applied.

Students who are unable to meet the due date are required to complete the Access Arrangement and Reasonable Adjustments (AARA) process (see Section 6). ***Situations that are of the student's or parent/carer's own choosing (e.g. family holidays) are not eligible for consideration.***

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) and in the absence of an approved AARA → 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.

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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
Copying work	• deliberately or knowingly making it possible for another student to copy responses • looking at another student's work during a supervised assessment • copies another student's work during a supervised assessment
Plagiarism or lack of referencing (including use of AI)	• completely or partially copying or altering another person's work or creates/re-writes work using AI (eg ChatGPT, Grammarly), without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas) • includes the use of a translator, including an online translator, as the work produced is not the work of the student
Cheating while under supervised conditions	• beginning to write during perusal time or continuing to write after the instruction to stop work is given • using unauthorised equipment, materials, or AI • having any notation written on the body, clothing or any object brought into an assessment room • 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
Collusion	• when more than one student works to produce a response and that response is submitted as individual work by one or multiple students *(the response submitted by each student must be the student's own work)* • assisting another student to commit an act of academic misconduct • a student gives or receives a response to an assessment
Disclosing or receiving information about an assessment	• giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment • making any attempt to give or receive access to secure assessment materials
Fabricating	• inventing or exaggerating data • listing incorrect or fictitious references including false or misleading information generated from the use of AI
Contract cheating	• paying for someone or a service to complete a response to an assessment • selling or trading a response to an assessment.
Impersonation	• allowing / arranging another person or technology to complete a response to an assessment in place of the student (eg impersonating the student • student completes a response to an assessment in place of another student.
Misconduct during an examination	• distracting and disrupting others in an assessment room
Self-plagiarism	• duplicating 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

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. GENERATIVE ARTIFICIAL INTELLIGENCE (GEN AI)

Traditional AI is the ability of computers or computer-controlled robots to perform tasks commonly associated with intelligence. Basically, if a human did it, it would be classified as intelligent. Advancements in AI have led to Generative AI, where systems using machine learning have been trained using large amounts of data to perform, mimic or imitate tasks. This technology focuses on creating new content, such as text and images, from existing information.

GenAI tools are evolving incredibly quickly and their impact on education and research is significant and ongoing. While GenAI can be a tremendous aid, it's still essential to stay engaged in whatever process or activity you are undertaking. AI is a tool that can be used to enhance and supplement your efforts, but not as a replacement for critical thinking and personal understanding.

6.1 REFERENCING EXPECTATION FOR AI PLATFORMS

As generative AI produces material that is not recoverable, the material itself cannot be cited — but since it is not information communicated by a person, it cannot be treated as personal communication. The use of AI tools in assessment tasks will be considered academic misconduct unless the assessment task specifically directs students to use AI in some capacity. As with any resource, any use of Generative AI must be referenced using APA referencing (Internet sources - Generative AI (e.g., ChatGPT)).

6.1.1 Examples of text generation

In-text:

> ChatGPT was used to summarise the results of the articles, and found there was "no statistically significant difference between the two methods" (OpenAI, 2023).

In the reference list:

> Openai. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

6.1.2 Example of text-to-image generation

In-text:

> Image of robot holding a flower generated using Midjourney (2023).

In the reference list:

> Midjourney. (2023). *Midjourney* (v5) [Text-to-image model]. https://www.midjourney.com/

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6.2 Misuse of AI for Assessment

The use of AI by students for assessment must not compromise the authenticity of their response. AI tools should not encourage shortcuts or undermine the integrity of assessment processes. Students cannot ask an AI platform to write, check or improve their work for assessment (including platforms like Grammarly). Where AI is permitted to be used by students for assessment, it must not be for aspects of a task formally evaluated using the marking guide.

6.2.1 Suspected Use of AI in Draft Response

Drafts are submitted via QLearn and will be run through Turnitin for plagiarism and AI detection. Teachers will review the Similarity Report (plagiarism) and AI Detection Report for your submission. If the work is flagged on Turnitin, the teacher will:

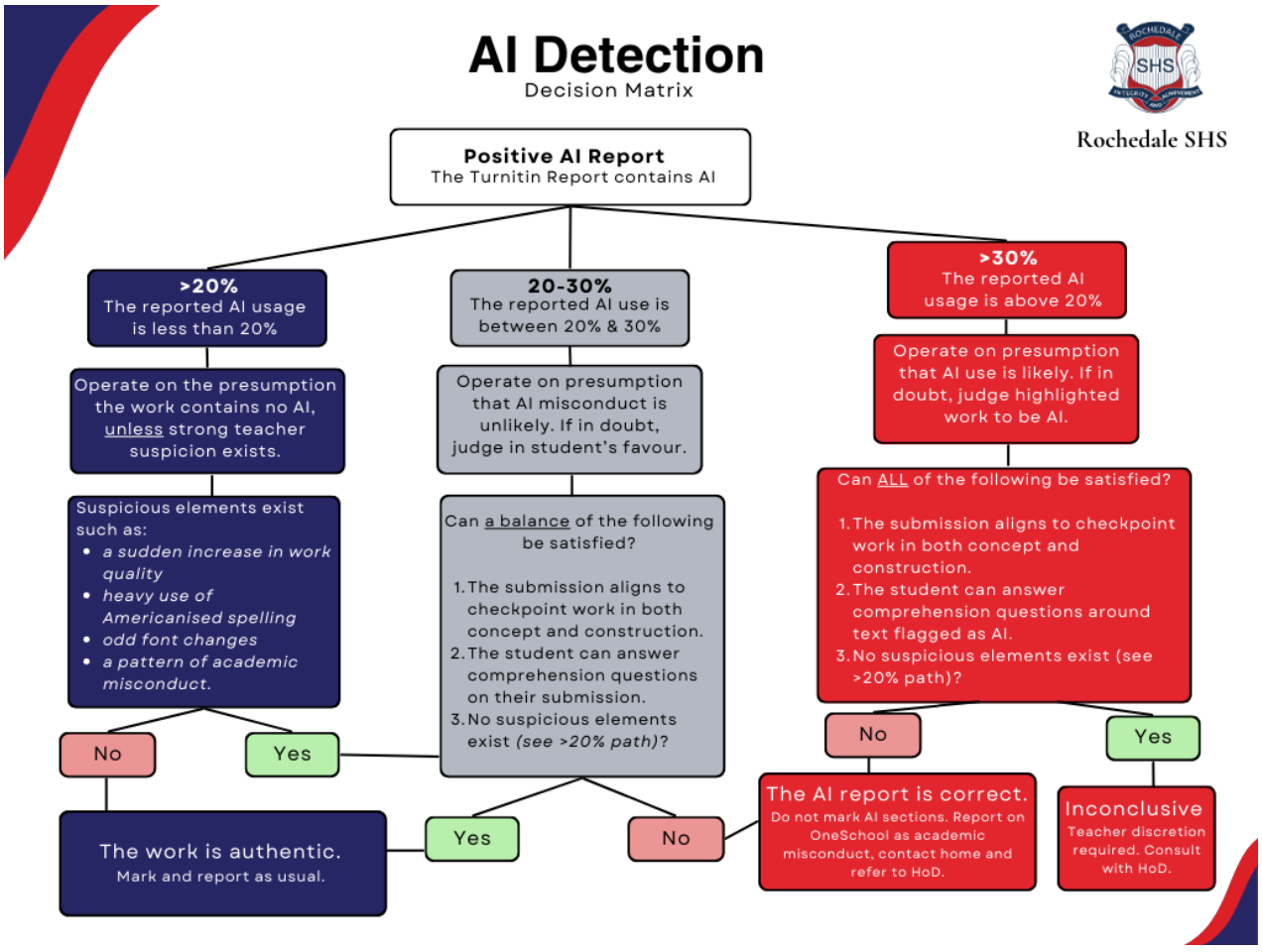
- Discuss the Turnitin report with the student and identify the parts of the submission that have been flagged.
- Issue the student with a written warning (a copy will also be sent to parents/guardians).

Students will need to make appropriate adjustments to your work to ensure it is authentically theirs for future submissions.

6.2.2 Suspected Use of AI in Final Response

Teachers may use Turnitin AI detection to flag potential AI-generated content, and/or compare writing styles to assess discrepancies in a student's typical writing style, syntax, vocabulary, and structure. Teachers maya also notice unrealistic complexity or perfection from inconsistencies, overly sophisticated responses, or a lack of logical flow that leads to a suspicion of AI use.

If work is flagged for suspected AI use, the subject teacher reviews the flagged assessment and determines whether there is reasonable suspicion of AI use as per the matrix below. If suspicion remains, the matter is escalated to the Head of Department (HOD) with documented concerns.



The formal process of following up use of AI in final assessment is as follows:

Step 2 - Formal Notification & Evidence Collection

Informing the Student and Guardian

- If AI has been detected, the teacher will issue a formal notification outlining:
  - The nature of the concern (potential AI use).
  - The evidence gathered (AI detection reports, writing samples, inconsistencies).
  - The investigation process and the student's rights.

Student Opportunity to Provide Evidence

- The student is given 48 hours to respond with one of the following options. No response after 48 hours will defer to Option A.
  - **OPTION A - Accept the AI Report as accurate.** The teacher will only mark work NOT identified as generated by AI. A record of Academic Misconduct will be recorded on OneSchool; OR
  - **OPTION B - Dispute the AI Report**. Students will need to organise a meeting with the teacher and HOD to demonstrate evidence of authenticity with supporting evidence, such as:
    - Draft versions of their work.
    - Notes, research sources, and planning documents.
    - Proof of their writing process (e.g. draft versions, screenshots).

Step 3 - Student & Guardian Interview

Structured Interview Process

- The student attends a meeting with the HOD and/or teacher.
- A guardian may be present to observe, but not interfere.
- Key questioning strategies:
  - **Comprehension Check:** You may be asked to verbally explain key concepts in your assessment.
  - **Recreation Task:** You may be asked to write a short paragraph on a similar topic in the same style.
  - **Source Validation:** You may be asked to explain specific ideas and your research process.

Step 4 - Decision-Making Process

Teacher & HOD Assess Responses

- Compare the student's verbal explanations and impromptu writing with the original assessment.
- Consider whether discrepancies suggest AI involvement.
- Weigh the student's evidence (drafts, planning documents) in their defence.

Determining the Outcome

- **Scenario 1: AI Use Confirmed**
  - Only the sections deemed to be the student's own work are graded. If 100% AI generated, the draft is marked. If no draft, the student will be issued with an 'N'.
  - Academic Misconduct is recorded on OneSchool - further misconduct may result in escalation.
- **Scenario 2: AI Use Inconclusive**
  - If doubt remains, the teacher will operate on the presumption that academic misconduct is unlikely and mark student work.
  - A warning is issued, and future assessments may be monitored more closely.

Step 5 - Documentation & Reporting

- A formal report is written by the HOD, summarizing:
  - The concern raised and initial detection.
  - Evidence presented by both the school and student.
  - Interview findings and decision.
  - Any consequences or actions taken.
- The report is stored for future reference in case of repeated misconduct.
- Parent/Guardians and Student are notified of the final decision
- Record of Academic Misconduct lodged on OneSchool

7. 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, HOSES 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)

7.1 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.

7.2 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.

<table>
<tr><th colspan="2">ASSESSMENT TASK EXTENSIONS APPLIED FOR BEFORE DUE DATE → YEAR 10 - 12</th></tr>
<tr><th>EXTENDED FAMILY TRAVEL</th><th>ALL OTHER CIRCUMSTANCES</th></tr>
<tr><td>Exam
No changes to the exam date.
If AARA approved - sit comparable exam as negotiated by school

Assignment
No extension
Must submit prior to departure or submit online by the due date</td><td>Complete AARA Application Form and attach documentary evidence.

Submit to the Administration or email to assessment@rochedaleshs.eq.edu.au
↓
AARA application approval given by DP- Senior.
Guidance Officer / Deputy / Faculty HOD advises classroom teacher and student of alternate arrangements.
↓
Extension is recorded in One School under Contacts.</td></tr>
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ROCHEDALE STATE HIGH SCHOOL

<table>
<tr><th colspan="3">ABSENCE FOR EXAM / ASSESSMENT TASK → YEAR 10 - 12</th></tr>
<tr><th>EXTENDED FAMILY TRAVEL</th><th>ADVANCED NOTICE - EXAM</th><th>UNFORESEEN CIRCUMSTANCES - EXAM</th></tr>
<tr><td>Exam
No changes to the exam date.
If AARA approved - sit comparable exam as negotiated by school

Assignment
No extension
Must submit prior to departure or submit online by the due date.</td><td rowspan="2">Student advises their teacher as soon as they become aware of the absence
↓
Complete AARA Application Form at earliest opportunity and attach documentary evidence.
Submit the completed AARA to Administration or email to assessment@rochedaleshs.eq.edu.au
↓
AARA application approval given by DP- Senior.
Faculty HOD or class teacher advises student of alternate arrangements as soon as possible.
↓
Student will complete exam under supervised conditions.
Time & date to be set by Faculty HOD and/or class teacher.

External Exams - QCAA will advise result of AARA application.</td><td rowspan="2">Student advises Administration of absence on 33400400 or text 0427 263 283
↓
ON SAME DAY OF EXAM
Notify Faculty HOD via email at assessment@rochedaleshs.eq.edu.au

Include in email: Student name, grade, teacher name and subject.
↓
ON SAME DAY OF EXAM
Year 10, 11 and 12 students MUST complete the AARA Application Form and submit to administration.
↓
Student will complete exam under supervised conditions immediately on return to school as advised/negotiated with Faculty HOD and/or class teacher.

External Exams - QCAA will advise result of AARA application.</td></tr>
<tr><td>ABSENT DUE DATE OF ASSESSMENT
Student/parent advises Administration of absence on 3340 0400 or text 0427 263 283
AND ON DUE DATE emails the final copy to assessment@rochedaleshs.eq.edu.au , or where required submit via Turnitin

If unable to submit - Call school to record acknowledgement and provide reason. Preferably speak with the Deputy Principal – Senior.</td></tr>
<tr><td></td><td>Entered onto One School in Contacts.</td><td>Entered onto One School in Contacts.</td></tr>
</table>

8. ASSESSMENT ABSENCE FORM (JUNIOR)

The Assessment Absence Form is to be used for Juniors (Yr7-9) when students are absent from assessment or require and 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.

8.1 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.

<table>
<tr><th colspan="3">ABSENCE FOR ASSESSMENT → YEAR 7 - 9</th></tr>
<tr><th>EXTENDED FAMILY TRAVEL</th><th>ADVANCED NOTICE</th><th>UNFORESEEN CIRCUMSTANCES</th></tr>
<tr><td rowspan="2">Exam
No changes to the exam date.
If Assessment Absence Form approved - sit comparable exam as negotiated by school

Assignment
No extension.
Must submit prior to departure or submit online by the due date.</td><td>Student advises their teacher as soon as they become aware of the absence
↓
Complete Assessment Absence Form at earliest opportunity and attach documentary evidence.
Submit the completed form to the relevant Head of Department
↓
Faculty HOD or class teacher advises student of alternate arrangements as soon as possible.
↓
Student will complete assessment under supervised conditions (Time & date to be set by Faculty HOD and/or class teacher).</td><td>Student absence advised to Administration on 33400400 or text 0427 263 283
↓
ON SAME DAY OF ASSESSMENT
Notify relevant Faculty HOD or class teacher via email of the Assessment Absence Form
↓
Student will complete assessment under supervised conditions immediately on return to school as advised/negotiated with Faculty HOD and/or class teacher</td></tr>
<tr><td>Entered onto One School in Contacts.</td><td>Entered onto One School in Contacts.</td></tr>
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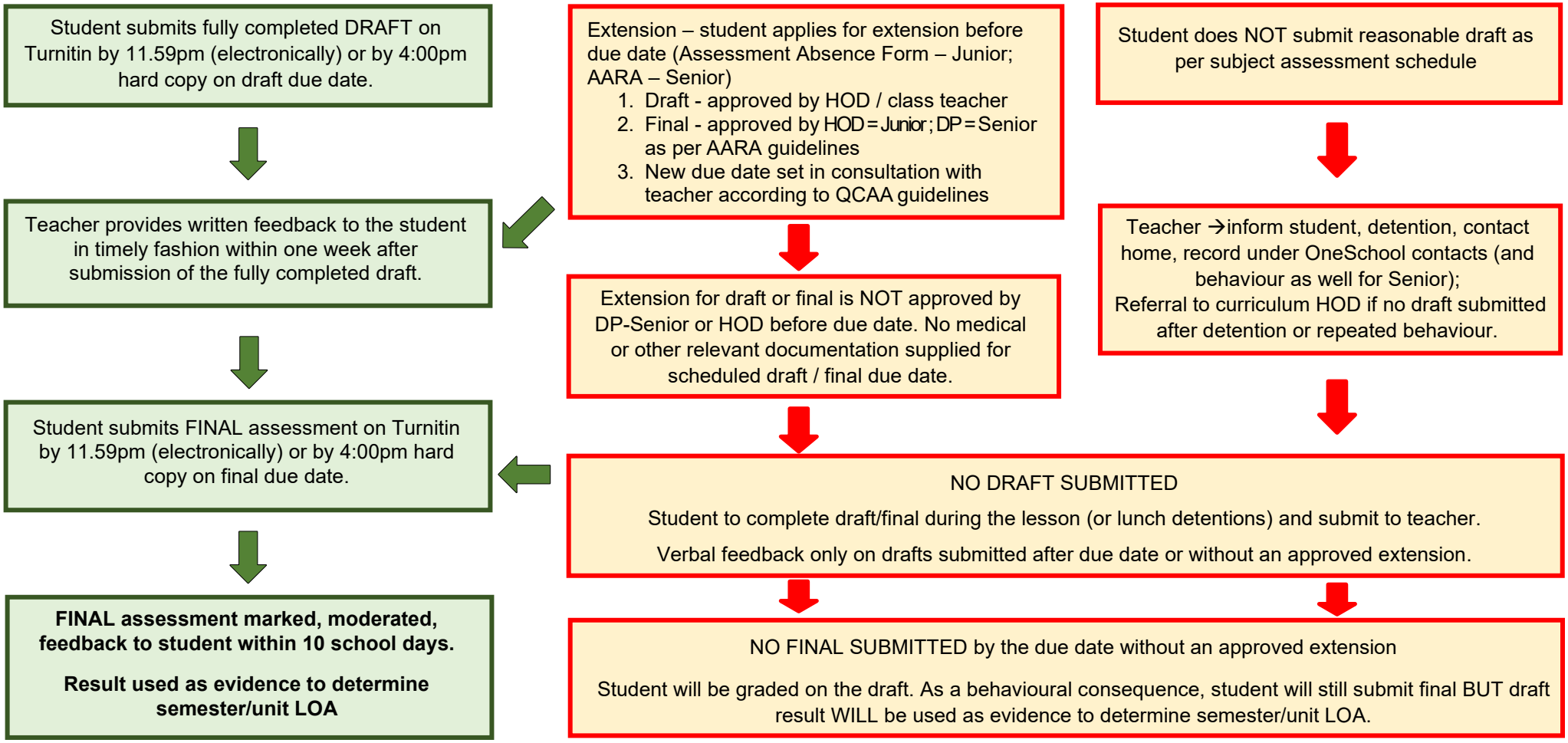
APPENDIX 1 SUMMARY → AARA APPLICATION PROCEDURES – SENIOR (YEAR 10-12)

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**
Extension for exams and assignments allowed under illness and misadventure. Documentation – **QCAA Confidential Medical Report or Medical Certificate** must be provided that includes the following details: • Diagnosed illness or condition • Date of diagnosis, onset or occurrence • Symptoms, treatment or course of action related to the illness or condition • Explanation of the probable effect of the illness or condition on the student participating in the assessment Student to sit original exam or comparable exam on arranged alternative date. Student to submit assignment on alternative date – length of extension to be determined by DP-Senior in consultation with curriculum HOD.	Extension for exams and assignments allowed under **illness and misadventure.** Documentation – **QCAA Student Statement** and any of the following written evidence from relevant independent professional, parent or other independent third party to be provided that includes: • Event • Date of event • Course of action related to the event • Explanation of the probable effect of the event on the student participating in the assessment Police reports or official notices are accepted. In the event of a death or significant trauma, an email from parent will also suffice. Student to sit original exam or comparable exam on arranged alternative date. Student to submit assignment on alternative date – length of extension to be determined by DP-Senior or GO.	Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional. Documentation – **QCAA School Statement** completed by the staff member most familiar with the needs of the student in relation to their medical condition or disability. And/or **Medical report (use QCAA template)** completed by medical practitioner (GP, pysch, etc). Report should include: • Diagnosis of condition • Date of diagnosis • Date of occurrence or onset • Symptoms, treatment or course of action related to the condition • Information about the diagnosed condition affects the student participating in assessment • Professional recommendations regarding AARA 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 .	Adjustments and extensions allowed under AARA – cognitive, physical, sensory, or social/emotional. Documentation – **QCAA School Statement** and **QCAA Medical report** and/or **Education Adjustment Program** (EAP) Other evidence such as teacher's observations or results from standardised academic testing can also be included. 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.	Extension for exams and assignments allowed under illness and misadventure. Documentation – **QCAA School Statement** and **QCAA Student Statement** 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. Student to sit comparable exam on arranged alternative date to be determined by DP-Senior in consultation with curriculum HOD. Student to submit assignment on alternative date – length of extension to be determined by GO or DP-Senior in consultation with curriculum HOD	**Exam** No extension Must sit comparable prior to departure **Assignment** No extension Must submit prior to departure or submit online by the due date.

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

Student completes exam as per subject assessment schedule.

Student does NOT complete exam as per specific subject assessment schedule.

Parent/student contact the school ON THE DAY of the exam to explain the absence and initiate AARA application (Senior – Yr10-12) or Assessment Absence Form (Junior – Yr7-9).

Teacher/HOD to contact parent/guardian by phone day of the exam if student/parent has not contacted the school to explain absence, record in contacts in OneSchool, refer to Deputy Principal if no response or repeated behaviour.

SENIOR Yr10-12

AARA supplied for the scheduled exam date with relevant supporting documentation.

Alternate date for exam (comparable exam) approved by DP-Senior / GO for Senior school in consultation with curriculum HOD as per QCAA policy.

Student completes exam upon return to school on date negotiated by curriculum HOD and AARA.

JUNIOR Yr7-9

Assessment Absence Form supplied for the scheduled exam date with relevant supporting documentation.

Alternate date for exam approved by curriculum HOD.

Student completes exam on day of return to school, or date when negotiated by curriculum HOD and/or class teacher.

AARA (yr10-12) or Assessment Absence Form (Yr7-9) has not been completed, or not approved for scheduled exam date.

Student receives a Not-Rated (NR) for the exam.

*Exam NOT completed within 5 school days of scheduled exam date, teacher to complete a behaviour incident referral and refer to curriculum HOD and DP-Junior or DP-Senior. Student receives a Not-Rated (NR) for the exam.

Exam marked, moderated, feedback to students within 10 school days.

Result used as evidence to determine semester/unit LOA

- 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