



Hervey Bay State High School

Senior school assessment policy

Scope

This 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 framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* available from [QCE and QCIA policy and procedures handbook v5.0](#) and applies to Applied, Applied (Essential), and General subjects, plus Short Courses and VET courses.

Purpose

Hervey Bay State High School is committed to encouraging all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment for the attainment of the QCE.

Principles

Hervey Bay 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, and
- informative of 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, and
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

Hervey Bay State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. Whole-school procedures support this endeavour.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy.</p>	<p>The school assessment policy is located on the school website at https://herveybayshs.eq.edu.au/support-and-resources/forms-and-documents/documents.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester by class teachers. Relevant processes will be outlined:</p> <ul style="list-style-type: none"> • at enrolment interviews, • during senior education and training (SET) planning, • when the assessment schedule is published, and • by class teachers when each task is handed to students.
<p>Expectations about engaging in learning and assessment. Section 1.2.4 Section 2 Section 8.2.1</p>	<p>Hervey Bay State High School has high expectations for academic integrity as well as student participation and engagement in the full learning and assessment program.</p> <p>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.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> • engage in the learning for the subject or course of study by attending all lessons in a face-to-face manner to ensure the integrity of assessment is maintained, • produce evidence of achievement that is authenticated as their own work, and • attend and participate in examinations on the date scheduled by the school, and • submit responses to non-examinations on or before the due date. <p>To emphasise the importance of sound academic practices, all staff and students must complete the QCAA Academic Integrity Courses.</p> <p>From 2025, every senior student must complete the QCAA Academic Integrity Course in full as a mandatory requirement before the QCE can be issued.</p>
<p>Due dates Section 8.2.1 Section 8.2.7</p>	<p>School responsibility Hervey Bay State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Due dates for final responses, checkpoints and drafts for non-examinations are published in the assessment schedule. Due dates for examinations are published in the assessment schedule.</p>

Students and families must ensure that students are in attendance for all examinations and all non-examination assessment is submitted. Family holidays and personal events cannot be used as a reason to re-schedule assessment, and examinations cannot be completed before or after the scheduled school date.

This schedule is emailed to students and families and is available via QParents. Teachers of senior subjects are expected to provide the **full assessment schedule (ie all due dates including drafts for every assessment instrument for the entire year)** in the first lesson of the school year so that students know the assessment types and due dates well in advance.

Queries regarding assessment due dates should be directed to class teachers in the first instance, and then to subject HODs.

The assessment schedule will:

- align with syllabus requirements
- provide due dates (plus draft dates) for all examinations and non-examinations for every internal assessment instrument for the full year, and every term. These due dates apply to all year 11 and 12 General and Applied subjects plus VET courses.
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated each semester
- consider allocation of workload.

Student responsibility

Students are required to:

- familiarise themselves with the published assessment dates for examinations and non-examinations
- record due dates in diaries
- plan and manage time to meet every due date
- ensure all work submitted is their own original work and meets the guidelines for academic integrity (this includes attending all class lessons so that teachers can verify the process of student planning and drafting towards assessment completion).

The school deadline for the submission of non-examinations (ie assignments and projects) is 5:00pm.

The school deadline for the submission of examinations is the time scheduled for the examination.

Examinations cannot be re-scheduled to accommodate family holidays, driving tests or other events that fail to meet the QCAA requirements for an adjustment.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<p>As students are notified of exams at the start of the school year, they must:</p> <ul style="list-style-type: none"> • avoid all appointments that clash with these dates, • organise all non-urgent and/or personal appointments after school. <p>Students risk losing QCE points (and potentially QCE eligibility) when they do not have an approved AARA, and fail to:</p> <ul style="list-style-type: none"> • meet assessment submission deadlines and/or, • sit a scheduled examination on the scheduled due date.
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Hervey Bay State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, must be submitted by the due date and time as per the assessment conditions. In most cases digital submission will be required, however some faculties will require another format which will be specified on the task sheet.</p> <p>Students will be able to submit their final copy up to 5:00pm of the day on which their assessment is due.</p> <p>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. HODs work with subject teachers to manage the collection and storage of assessment information. All evidence used for making judgments is stored as described in Hervey Bay State High School's faculty policies.</p>
<p>Appropriate materials Section 8.2.2</p>	<p>Hervey Bay State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

Ensuring academic integrity

Hervey Bay State High School has procedures to ensure that there is consistent application of the assessment policy, and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3	<p>Scaffolding for assessment helps students understand the process for completing the task.</p> <p>Scaffolding will:</p> <ul style="list-style-type: none">• maintain the integrity of the requirements of the task or assessment instrument, and• allow for unique student responses and not lead to a predetermined response. <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
Checkpoints Section 8	<p>Checkpoints will:</p> <ul style="list-style-type: none">• be detailed on student task sheets,• monitor student progress,• be used to establish student authorship, and• verify academic integrity. <p>Students must work on assessment during designated class lessons and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use the class lessons and checkpoints to identify and support students to complete their assessment and to:</p> <ul style="list-style-type: none">• implement support strategies connected to the relevant criteria,• contact parents/carers, and• work with the subject HOD to support student achievement. <p>The school's Academic Good Standing (AGS) policy will be applied should a student fail to fulfil their responsibilities, which includes:</p> <ul style="list-style-type: none">• attendance at all subject lessons,• engagement in the assessment during class lessons to demonstrate the authorship at key points, and• meeting defined checkpoint due date/s. <p>Refer to the AGS Practice for further detail.</p>

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>Drafting Section 8.2.5</p>	<p>Drafting 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. Drafts might be used as evidence of student achievement where students fail to meet final submission deadlines. For this reason, it is vital that all drafts are a complete attempt at the assessment and meet all aspects, including word length, and referencing.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> • 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, and • provided within one week of a submission of a draft. <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> • 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, and/or • allocate a mark. <p>The school's Academic Good Standing (AGS) policy will be applied should a student fail to fulfil their responsibilities as these relate to the draft process including:</p> <ul style="list-style-type: none"> • attendance at all subject lessons, • engagement in the drafting process during class lessons to demonstrate authorship, • submission of a complete draft, and • adherence to the draft submission deadlines. <p>Refer to the AGS Practice for further detail.</p>
<p>Managing response length Section 8.2.6</p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> • All assessment instruments indicate the required length of the response. • 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. <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the class teacher will either:</p> <ul style="list-style-type: none"> • mark only the work up to the required length, excluding evidence over the prescribed limit, <p>or</p> <ul style="list-style-type: none"> • allow a student to redact their response to meet the required length, before a judgment is made on the student work.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<p>Teachers need to annotate student work that exceeds the required response length to clearly indicate the evidence used to determine a mark.</p> <p>The QCE and QCIA Handbook section 8.2.6 on managing response length provides guidelines about the length of response, including a comprehensive table that gives specific guidance on inclusions for word count and exclusions for word count, e.g. in text citations, appendices, title pages etc.</p> <p>Students need to ensure they are familiar with the requirements on task sheets and work with class teachers to manage response lengths.</p>
<p>Authenticating student responses Section 8.2.8</p>	<p>Hervey Bay State High School is a face-to-face learning institution and students are expected to work in every class lesson rather at home than via online modalities to ensure teachers can consistently verify the authenticity of student responses.</p> <p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as the student's own work. For this reason, students must attend all class lessons and fully participate by undertaking all planning, drafting in these allocated lessons.</p> <p>Hervey Bay State High School also uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments. Plagiarism detection tools are also available via QLearn.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. This will involve subject HODs and class teachers identifying the sections of assessment that can verified as the student's own work because students have been observed by teachers completing the work in lessons, and basing judgments on these aspects only.</p> <p>Where student work cannot be authenticated and/or AI tools have been used, the subject HOD will action the AGS Policy and other consequences to manage the misconduct.</p>
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA</p> <p>Hervey Bay 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.</p> <p>The school follows the processes as outlined by the QCAA in the QCE and QCIA policy and procedures handbook available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines.</p>

Students are NOT eligible for AARA on the following grounds:

- unfamiliarity with the English language,
- teacher absence or other teacher-related issues,
- matters that the student could have avoided (misunderstanding exam instructions, misreading due dates or exam timetables, not saving work properly, failing to keep electronic back-ups of work),
- matters of the student's or parent's/carer's own choosing (family holiday, non-urgent medical appointments, driving tests)
- matters that the school, student or family could have avoided.

Note: the above principles apply to all AARA applications across Years 11 and 12.

AARA – disability or impairment

Students whose ability to participate in an assessment is adversely affected by a disability or impairment may be eligible for AARA (access arrangements and/or reasonable adjustments). These applications are managed by the HOD Inclusion.

The following process applies to these applications:

- relevant supporting documentation are provided to the school, and as far in advance as possible to meet published QCAA timelines.
- documentation reviewed and applications made to assess the functional impact on a student's access to assessment for some or all subjects.
- submission to the QCAA for approval.

The QCAA communicates decisions via the QCAA Portal. All subject HODs have access to the QCAA AARA tile to periodically review the reasonable adjustments that have been approved and need to be implemented in assessment. Once approved subject HODs will work with students, families and teachers to action the adjustments.

AARA - illness and misadventure

Students whose ability to attend or participate in assessment is adversely affected by an unforeseen illness or an unexpected event may be eligible for access and/or reasonable adjustments via the **AARA - illness and misadventure application** process.

When approving **AARA - illness and misadventure** applications the school must be:

- reasonably satisfied the need for AARA exists
- able to use evidence to justify the decision.

AARA - illness and misadventure approval decision-making is based on the current, functional impact of the condition or adverse event for the student and the specific assessment instrument. **AARA - illness and misadventure** generally has a time limit and cannot extend for months at a time or excuse students from completing examinations or non-examinations.

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event, may be eligible if:

- the medical condition has an adverse impact on the completion of assessment,
- the event is unforeseen and beyond the student's control (eg death of a family member),
- it is not of the student's own choosing or that of their parents/carers (eg family holiday, driving tests, misreading an exam timetable)
- it has an adverse effect on the student's ability to attend or participate in assessment (ie has a functional impact)

The following documents must be submitted before an **AARA - illness and misadventure** adjustment can be considered.

- **AARA application – illness and misadventure**
- **QCAA confidential medical report** – to be completed by a doctor, specialist etc who is not a relation of the student. NB: this is not a medical certificate. The medical professional MUST state the exact condition the student is experiencing that is preventing them from attending and participating in assessment, including the exact functional impact of the illness.
- **QCAA student statement** – a statement from the student outlining the illness or event and the reasons why the examination or non-examination requires an adjustment (usually this will be an extension).
- Other evidence if the AARA request is not illness – such as funeral notice, police report, official notice connected with the event, statutory declaration.

AARA - illness and misadventure applies to final submission deadlines for non-examinations and scheduled examinations only. Teachers and submit HODs make decisions about extensions to checkpoints and draft deadlines.

AARA - illness and misadventure may vary from subject to subject, depending on assessment requirements, and the timing and context of the task and the nature of the illness or misadventure and the evidence provided to the school.

For full details and requirements as specified by the QCAA AARA policy, please refer to the QCAA website using this link:

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara/6.5-illness-misadventure>

Please note the following procedure for all applications for **AARA - illness and misadventure**.

Year 11 students

The illness or event **MUST** be unforeseen, and an adverse impact must be demonstrated:

- consider whether the illness or event is unforeseen, significant and severe enough to warrant **AARA – illness and misadventure** and the extent to which a functional impact can be demonstrated,
- complete the form **AARA application – illness and misadventure** and submit along with the **QCAA medical report** (or a medical certificate that clearly states the severity of the illness and its functional impact on attendance at and completion of examination or non-examination) and **QCAA student statement** and submit to Senior Student Services,
- the application will be reviewed, along with the supplied evidence.

If approved, a revised deadline will be provided.

If not approved, the subject HOD will discuss the decision with the parent/carer.

Year 12 students

The illness or event **MUST** be unforeseen, and an adverse impact must be demonstrated:

- consider whether the illness or event is unforeseen, significant and severe enough to warrant **AARA – illness and misadventure** and the extent to which a functional impact can be demonstrated,
- complete the form **AARA application – illness and misadventure** and submit along with the **QCAA medical report** and **QCAA student statement** to Senior Student Services,
- the application will be reviewed, along with the evidence.

If approved, a revised deadline will be provided by the HOD Senior Schooling.

For examinations, the subject HOD will organise the development of a comparable instrument and organise arrangements for the student to undertake the assessment, including supervision of the examination.

The HOD Senior Schooling will formalise the application in the QCAA portal.

If not approved, the subject HOD will discuss the decision with the parent/carer.

QCAA external examinations

For the QCAA external examinations the HOD Senior Schooling will:

- liaise with students and parents in the event there is an application for Illness and misadventure, and
- complete the online application and submit supporting documentation to meet QCAA deadlines.

Note:

There are very strict requirements for assessment conditions in years 11 and 12 and the school applies the policies of the QCAA strictly to ensure there is transparency, consistency and equity in decision-making.

- Parents and carers are strongly encouraged to use the QCAA medical report template to ensure that sufficient evidence on the functional impact is detailed to enable the school to be reasonably satisfied the need for AARA exists.
- Medical certificates stating 'unfit for duty' are not sufficient to allow the school to make this determination. Medical Certificates should clearly describe the severity of the illness and how it is having an adverse impact on the completion of assessment.
- Documentation must be provided by a medical practitioner who is not a relative of the student.
- It is expected students fulfill attendance and participation requirements and in doing so engage fully in all lessons, and meet all checkpoint, draft and final submission deadlines which will mitigate the need for *AARA – illness and misadventure* in many cases.
- *AARA – illness and misadventure* for non-examinations should be rare because of the significant amount of lesson time dedicated to the completion of assessment and the expectation that a full and complete draft is submitted. Approval for non-examination extensions applies for urgent and/or adverse situations only.
- It is expected that students are in attendance for examinations and only applications that demonstrate a direct functional impact on the student's ability to attend and participate in an examination can be approved.
- Examinations **cannot** be rescheduled to accommodate family holidays or personal events.
- Non-attendance at examinations will require that students complete a comparable examination that is completed under the same conditions as the cohort.
- There is no guarantee an application for AARA will be approved at a school or QCAA level. Students and families should make every effort to fulfil assessment requirements and only in extreme circumstances, submit applications for ***AARA - Illness and misadventure.***

External Course participants

Students attending TAFE, Axiom, school-based apprenticeships or traineeships are expected to attend school assessment as the school is the main learning provider. Students are expected to make appropriate arrangements with external providers to complete assessment where a clash exists.

Managing non-submission of assessment by the due date
[Section 8.2.7](#)
[Section 11.1.4](#)

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.

The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.

In circumstances where students are enrolled in a subject but do not submit a final response to a non-examination, teachers must adhere to the following policy:

- use the work available on or before the due date (ie checkpoint and/or draft, project completed to date) and make judgments linked to the relevant ISMG.
- draft submissions MUST reflect mandatory specifications for the non-examination e.g. in General English, if an assessment instrument specifies a speech, then the draft must also require that the students submits a speech.
- if no evidence is available, a Not-Rated (N) will be assigned.
- determine a result for a student at reporting junctures based on an 'on balance' judgment using the reporting standards in the syllabus (NOT marks or raw scores).
- ongoing and proactive intervention and application of the AGS policy by teachers and subject HODs is required throughout the assessment cycle to ensure that evidence is available at key junctures to assign marks.

Subject HODs are expected to explicitly review all year 11 and 12 student attendance and progress through each stage of the assessment cycle (distribution of assessment, checkpoint/s, draft and final submission) and ensure that the school AGS policy is enacted for all absence and/or participation to ensure students are progressively working on assessment.

Where evidence of student achievement is insufficient for the given unit, 'Not Rated' (NR) must be entered in the Student Management System (SMS).

It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission, as evidence is to be matched to the relevant syllabus marking guides or standards.

Students who receive a 'Not Rated' on a single piece of assessment may also receive a 'Not Rated' for their semester credit. The implication(s) of this for students in Years 11 and 12 could include impact QCE eligibility or ATAR eligibility.

Subsequent tertiary study could also be jeopardised. It is essential for a student having trouble with a piece of assessment, to approach the class teacher for support before the due date.

Students who do not meet subject requirements will be supported by class teachers, subject HODs and/or the school via the AGS policy.

Internal quality assurance processes

Marking and returning results
[Section 9](#)

Hervey Bay State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA, and
- quality assurance of judgments about student achievement.

Subject HODs supervise teachers to implement the full assessment program:

- planning assessment instruments, and
- monitoring assessment stages – teaching, drafting, final submission, marking and moderation practices, reporting (including data submission and checks).

Teachers and subject HODs should carefully plan the due dates for all assessment taking account of QCAA and school deadlines on the school calendar housed in Compass. There should be sufficient time between the submission of a draft and a final copy to allow students to receive feedback before the final assessment deadline.

Subject HODs supervise teachers to ensure the following:

- every due date for every assessment instrument for the entire year is outlined to students in the first lesson of the school year, provided to parents/carers and revisited at key junctures each term.
- proactive communication with students and families to ensure attendance at examinations as scheduled.
- teachers use the qualities in student scripts to make an appropriate match to the relevant descriptors in the ISMG.
- moderation meetings are undertaken where teachers review a range of samples of student work to ensure the judgments of all teachers is appropriately matched to the correct ISMG descriptor and there is consistency of teacher judgments across the cohort.
- moderation occurs within the school's community of practice only and student work samples are not emailed or provided in any format to a person or persons outside of the school unless as part of QCAA Confirmation or VET Validation.
- student results, the script with annotations, and the highlighted ISMG must be returned by class teachers to students within 2 weeks of the assessment submission deadline.
- feedback on strengths, limitations and areas of improvement is provided to every student to allow them an opportunity to improve their knowledge, skills and marks.
- teachers communicate the provisional nature of results until the Confirmation process is finished (General subjects – Units 3-4 only) and result decisions are published in the QCAA Portal.
- only reporting standards (not raw marks) are used to determine a report result or the Satisfactory or Unsatisfactory result for upload in Student Management.
- QCAA spreadsheets are accurately completed, reconciling student enrolment and result data matched with ISMGs.

Note:

- All marks for summative internal assessment for General and subjects are provisional until they are confirmed by the QCAA.
- Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Review Section 11.1</p>	<p>Hervey Bay State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and VET, is equitable and appropriate for the local context.</p>
<p>Academic misconduct</p>	<p>Hervey Bay 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.</p> <p>Students must be in attendance for all lessons to ensure that teachers can consistently confirm the authenticity of their work and to avoid any allegations or perceived issues of academic misconduct. As a face-to-face school, students cannot work from home using digital platforms or avoid completing assessment obligations during lesson time because teachers must verify all work that is completed, and assessment is generated by the student.</p> <p>Teachers must collect evidence of student work at each stage of the assessment cycle – checkpoint, draft and final submission. In the case of practical subjects, teachers should take photographs and use other subject HOD-sanctioned processes to maintain academic integrity and evidence of student progress. In the event a student is alleged to have falsely present work as their own, evidence collected in the assessment cycle will be used to determine what is the student’s work and how judgements will be applied.</p> <p>All senior students must complete the QCAA Academic Integrity Course to understand the importance of fulfilling their responsibilities. From 2025, a QCE will not be awarded to students who have not completed the QCAA Academic Integrity Course in full.</p> <p>Teachers must closely follow the school’s Academic Good Standing policy and assign NPs for every absence and where required, action the loss of good standing. Clear alignment with this practice will ensure timely intervention in the assessment cycle and support measures actioned with the student to avoid non-submission or academic misconduct.</p> <p>Subject HODs have a role in supervising the timely intervention of the AGS policy as well as monitoring where students are progressing throughout an assessment cycle. This includes ensuring relevant evidence is collected at the checkpoint, and draft stages and a there is an ongoing focus on continuous improvement through feedback on drafts and results, including the provision of annotated scripts and the ISMG.</p> <p>Refer to the table on the following pages for examples of academic misconduct.</p> <p>Subject HODs are responsible for managing all aspects of academic misconduct, including working with teachers to mitigate and proactively manage these at a class level. In the event academic misconduct occurs, the subject HOD will manage the consequence from an academic perspective as well as a behavioural one.</p>

The following are some examples of academic misconduct.

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment 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, making gestures or sharing equipment with another student. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work, the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p> <p>For all instances of academic misconduct</p> <p>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. Teacher should ensure they fulfil these requirements consistently in lessons.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment. 	<p>Subject HODs will work with class teachers to review the work that is verified as the students. They will make decisions based on evidence from teachers and students about work that can be verified and allow for that component of the assessment instrument to be marked.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	<p>Subject HODs will clearly identify on the script what is verified as the student's work and being marked against the ISMG and what is not.</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment. 	<p>For instances of academic misconduct during examinations</p> <p>Students will be awarded a Not-Rated (NR). See the <i>QCE and QCIA policy and procedures handbook</i> (Section 8.1.2 and Section 8.2.1). Where appropriate, the subject HOD will apply consequences including suspension after investigating the alleged misconduct.</p>
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials. 	

	Types of misconduct	Procedure
Fabricating	A student: <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	A student 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. A student completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.	
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.	
Use of Artificial Intelligence	A student uses Artificial Intelligence programs such as AI Chatbox, ChapGTP to complete part or all of a response.	

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p>	<p>See the <i>QCE and QCIA policy and procedures handbook</i> (Section 10) and follow the <i>External assessment — administration guide</i> for processes, roles and responsibilities of the EA coordinator, teachers and students.</p>
<p>Academic misconduct</p>	<p>Hervey Bay State High School implements the QCAA's <i>Directions for Administration (DFA)</i> throughout the external assessment operation. There is strict compliance with the DFA to ensure the security of the papers is always upheld, and academic integrity is maintained throughout.</p> <p>For every exam, students must adhere to the required equipment and prohibited items specifications to ensure that only permitted material is available in the examination rooms. These processes are monitored before students enter the examination room and throughout the full exam period. Table arrangements reflect the distances as detailed in the DFA and every student must take care to ensure they do not cheat or enable another person to cheat from them.</p> <p>All incidents, regardless of how minor are reported to the QCAA for investigation through the processes outlined. If academic misconduct is found to have occurred, a student risks having their results withheld and may have jeopardise their QCE and ATAR eligibility.</p>

Appendix 1 – General / Applied assessment techniques

Assessment technique	Purpose
Examination	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
Extended response	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
Investigation	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
Performance	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
Product	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
Project	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.
Collection of work (Applied only)	A collection of work assesses a response to a series of tasks relating to a single topic in a module of work. The student response consists of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
Practical demonstration (Applied only)	A practical demonstration assesses the practical application of a specific set of teacher-identified production skills and procedures. Responses are completed individually and in a set timeframe.

Appendix 2 – Assessment policy flowchart

