ASSESSMENT POLICY

2019

VERSION DATE: 6/12/19
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**SCOPE**

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment.

The scope of this policy includes subjects from year 7 to 10, Vocational Education & Training (VET) Qualifications, and Senior Applied, Applied (Essential), General, General (Extension) subjects and Short Courses across all faculties. The framework for the policy is developed from the QCE and QCIA policies and procedures handbook available from the QCAA website.

**RATIONALE**

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance.

The assessment process involves:

- Providing students with opportunities to demonstrate learning.
- To improve student learning from feedback.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students’ learning.

**PURPOSE**

This assessment policy incorporates the roles, responsibilities, processes and procedures used by Noosa District SHS to ensure academic integrity in relation to the development of assessment, the submission of work and the completion of all assessment items.

The assessment policy:

- Provides opportunities for students to improve their learning and demonstrate their knowledge and skill
- Provides information to students and parents/carers about expectations for assessment and their responsibilities
- Includes guidelines and information for staff, including teachers, Heads of Department and Administration about expectations and their roles and responsibilities
- Is communicated clearly to teachers, students and parents/carers
- Is enacted consistently across all subjects within the school
- Is based on information from the Noosa District State High School’s Mission, Vision and Values and Organisational Structure; the QCAA; QCE and QCIA policy and procedures handbook; the Australian Curriculum; QCAA Syllabuses; and VET Training Packages.

The roles and responsibilities outlined apply to all Noosa District State High School students, parents/carers and staff, and comply with the policies and procedures set down by the QCAA and Noosa District State High School. It includes procedures and processes for:

- Understanding and enforcing academic integrity and excellence
- Managing academic misconduct
- Applying for Access Arrangement & Reasonable Adjustment (AARA)
- Meeting deadlines for the submission of school based assessment instruments
- The administration of external exams
At Noosa District State High School, quality assessment is characterised by three attributes:

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

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

- Aligned with curriculum
- Equitable for all students
- Evidence based, using established standards and marking guides to make comparable judgements
- Moderated to ensure validity of task and comparability of student responses
- 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

Noosa District State High School promotes academic integrity by developing students’ skills and modelling appropriate academic practices. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the Assessment Policy and the QCAA Academic Integrity guidelines. The following whole-school procedures support this endeavour.

<table>
<thead>
<tr>
<th>QCE and QCIA policy and procedures handbook</th>
<th>Policy and procedures</th>
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<tbody>
<tr>
<td>Location and communication of policy</td>
<td>The Noosa District State High School Assessment Policy can be accessed on the school website. All questions regarding this policy should be directed to the Principal.</td>
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</table>

To ensure consistent application of the assessment policy, it will be communicated and explained in a variety of settings such as:

- when each task is handed to students
- Home Group
- at enrolment interviews
- during SET planning
- when the assessment calendar/schedule/planner is published

Noosa District State High School has high expectations for academic integrity and student engagement in learning and assessment. To emphasise the importance of sound academic practices, staff and senior students will complete the QCAA academic integrity courses.

**Student Responsibility**

Students are expected to:

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

Senior 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.
### Due dates

**School responsibility**
Noosa District State High School is required to adhere to the QCAA and Department of Education policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses, checkpoints and drafts will be published in the Assessment Planner. All students will be provided with their Assessment Planner by the end of Week 3 via email/print version. In addition, students can also access the same schedule via their OneSchool account.

The Assessment Planner will-
- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality moderation processes
- enable timelines for quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated
- give consideration to allocation of workload

### Student Responsibility

Students are responsible for:
- recording assessment due dates into their Student Diary and calendar
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about meeting due dates
- submitting assessment **on or before the due date** specified on the task sheet
- apply for extension or AARA as required

### Extensions to due dates

Extensions can only be granted where valid reasons are given and where the new date complies with QCAA and Department of Education policies and timelines.

Extensions can only be applied for using the appropriate forms, ‘Application for an extension (assignment)’ and ‘Application for an exam to be completed at a later date’, within the timeframes specified.

- Applications for extensions to assignments must be made at least two (2) school days before the due date.
- Applications for an exam to be sat at a later date must be made no later than the scheduled date of the exam.

The reason for applying for an extension cannot be of the student’s own choosing or that of their parents/carers, such as a family holiday. Medical certificate for an illness/injury. (See the section on Access Arrangements & Reasonable Adjustments - AARAs for details regarding the information required for senior students)

**Only Faculty Heads of Department are able to grant extensions.** Application forms are available on the school website. Refer to Appendix 2.

### Submitting, collecting and storing assessment information

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

All assessment evidence, including draft responses, will be submitted by their due dates and where appropriate, via the schools antiplagiarism software. This software will generate a receipt noting the time and date of submission.

Draft and final responses for all internal assessment (7 – 12) will be collected and stored in each student’s folio. Live performance assessments will be recorded and stored for Year 11 & 12 as required for QCAA processes.

- Year 7 to 10 summative assessment folios must be retained for one year following completion.
- Noosa District SHS practice for successful transition across campuses is to maintain student folios from Year 7 through to Year 9.
- Year 11 & 12 students’ assessment must be available when requested by the QCAA and must be retained for the following 6 months.
- VET student folios must be retained securely for a period of six months from the date on which the judgement of competence for the student was made. Student folios, TAS, evidence gathering tools and mapping documents must be able to be produced in full at audit if requested to do so.

All clean assessment instruments, expected responses and TLAP/TAS documents are stored in the school’s Curriculum Assessment and Reporting Plan (CARP).
Noosa District State High School is a supportive and inclusive school. Material and texts are chosen with care in this context. Teachers should:

- choose and monitor the use of texts and stimulus materials in teaching and learning and the production of work by students
- determine the appropriateness of particular topic, texts, materials and areas of study for their students

Students should consider the appropriateness of topics when using and producing materials.

Submissions provided as part of quality assurance process should not contain materials that may offend, humiliate or intimidate employees working for, or on behalf of, the QCAA or Department of Education.

ENSURING ACADEMIC INTEGRITY

Noosa District 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

<table>
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<tr>
<th>QCE and QCIA policy and procedures handbook</th>
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| **Scaffolding**<br>Section 8.2.3 | Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:  
- assist student in understanding 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, the **scaffolding will be reduced** giving students more autonomy and accountability in understanding the processes required to complete their tasks.  
The internal quality assurance processes will check to ensure that scaffolding does not lead to a predetermined response.  
Scaffolding may include:  
- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument  
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument  
- providing prompts and cues for students about the requirements for their response |

| Checkpoints<br>Section 8.2.8 | Where appropriate checkpoints will:  
- be detailed on the student task sheets  
- provide for the monitoring of student progress  
- establish student authorship  
Students will work on assessment as described on the assessment piece and show evidence of progress scheduled at checkpoints.  
Teachers will use these checkpoints to identify issues and support students to complete their assessment.  
For example:  
- clarify assessment expectations for students (e.g. task requirements, how judgments are made)  
- discuss progress towards the task completion  
- help students develop strategies to submit assessment by the due date  
- gather evidence on or before the due date  
- provide points of intervention, if needed  
- embed authentication strategies  
Parents/carers may be contacted if key checkpoints are not met. |
Drafting is a key checkpoint. Types of drafts will differ depending on the subject, for example, a written draft, rehearsal of a performance piece, or a product in development.

Written drafts, when submitted, are to be a complete piece of work. (ie. evidence of all assessable elements) An achievement grade is not awarded for a draft.

Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.

**Failure to submit a draft**

If no draft work is submitted, the class teacher will contact the parent/carer. The class teacher will also email a ‘Notice of Failure to Submit Assessment Draft’ document to the parent/carer. The class teacher will record the ‘contact’ on OneSchool with a copy of the ‘Notice of Failure to Submit Assessment Draft’ also uploaded. The class teacher will actively encourage the student to submit their draft by the end of the next lesson.

**Teachers:**
- indicate aspects that need to be improved and give feedback allowing students to refine their responses
- provide written feedback on a draft of each student’s assessment in all year levels
- indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft
- provide written feedback only on a draft submitted by the draft due date
- provide a summary of their feedback and advice to the whole class
- return drafts within one week of the final due date
- not award a notional result or level of achievement on the draft
- keep evidence of drafts eg. copies of the draft submitted, notes on rehearsals or checkpoints, photographs of product development
- notify Parent/Carer of non-submission of drafts and the process to be followed
- record non-submission of draft on Oneschool as a ‘contact’, ‘refusal to participate in a program of instruction’ and referred to the faculty Head of Department for actioning

**Students:**
- submit draft by 9pm on the due date via the School’s preferred plagiarism-detection software.
- submit a completed draft

**Parents:**
- encourage and support their child to submit drafts on time
- read drafts
- provide oral feedback to the child on points such as spelling, grammar, punctuation and calculations
- ensure private tutors adhere to this assessment policy, with respect to academic integrity

Written feedback on drafts for Senior Applied, Applied Essential, General, General Extension and Short Courses:
- Must not compromise the authenticity of a student response by adding ideas
- Must not edit or correct grammar and spelling but note in feedback
- Is provided on a maximum of one draft for each student’s response
- Is stored as an electronic/hard copy of the draft in the student’s folio

**Managing response length**

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count. This information is provided to:
- indicate the scope and scale of the response required
- ensure equity of conditions for all students
- support students to develop skills in managing the length, scope and scale of their responses appropriately
- ensure that internal assessments developed for General, General (Extension) and Applied (Essential) subjects meet the requirements for endorsement
• ensure that internal assessments developed for Applied subjects allow students to demonstrate the syllabus objectives across the range of standards and match the conditions described in the syllabus.

Response lengths as specified by syllabus documents and guidelines must be followed.

Teachers should:

• implement strategies for when a student submits a response that exceeds the required length, such as not reading/viewing the response after they have judged that it has reached the required length, i.e.
  o teachers annotate on the student’s response where they have stopped reading/viewing and annotate on the assessment task sheet that the draft response does not match the required length
  o Teachers mark the student’s response using information up to the required length.
• develop valid assessment instruments of suitable scope and scale to allow students to produce a complete response within the required length indicated by the syllabus
• implement teaching strategies that provide students with opportunities to learn effective skills for responding to assessment instruments using genres within the subject.

Teachers may:

• provide students with examples of responses that are within the required length
• model how to create and edit a response that is relevant to the task and objectives being assessed to meet length requirements

Students:

• develop responses of the required length (neither significantly over or under the required length)
• document the length of their response using a word count, page count or time
• apply feedback about length from their drafts and edit responses to meet requirements for length

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**Authenticating student responses**

**Section 8.2.8**

Noosa District State High School uses the authentication strategies reflective of syllabus requirements. There are additional Noosa District State High School specific practices that are to be applied consistently that may include:

- Internal quality assurance processes comparing responses of students who work in groups and cross-marking in subjects with multiple cohorts
- An assessment schedule that ensures sufficient time for completion of tasks and monitoring of development of responses.
- When developing an assessment instrument
  - setting an assessment task that requires each student to produce a unique response
  - varying assessment tasks each year so students are unable to use student responses from previous years
  - provide class time for students to work on the assessment task and for teachers to monitor the development of the response
- During the assessment process
  - Monitor or collect progressive samples of each student’s work at various stages. This could be documented by checklists or photographs.
  - Interview or consult with each student at checkpoints during the development of the response
  - Use of the School’s preferred plagiarism-detection software, for drafts
- On submission of final responses
  - Directly compare responses of students who have worked together in groups
  - Use internal quality assurance processes such as cross-marking

Students at Noosa District SHS are required to demonstrate authenticity of their work including complying with processes established for the task such as:

- Completing responses during the designated class time to ensure teachers are able to observe the development of work
- Providing work required at checkpoint dates
- Using the School’s preferred plagiarism-detection software, when instructed for drafts
- Using the School’s preferred plagiarism-detection software, for final responses where directed on the task sheet
- Signing a declaration of authenticity
- Participating in interviews during and after the development of the final response

Parents/Carers of students at Noosa District SHS will support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of the guidelines for establishing authorship.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA)
Section 6, 8 & 9

Noosa District State High School is committed to reducing barriers to success for all students. Access Arrangements and Reasonable Adjustments (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.

Noosa District State High School follows the processes as outlined in the QCE and QCIA Policy and Procedures Handbook. AARAS are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA. All evidence that decisions are based on will be logged in the student’s file. All AARA applications for summative assessment in Units 3 & 4 in Year 12 require QCAA approval.

Access arrangements and reasonable adjustments (AARA) YEARS 7 – 10

Special provisions may apply to any student with specific educational needs. This is determined by school processes. Assessment criteria and standards are not modified, the intent and rigour of the syllabus is maintained.

In making a decision about the AARA, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

Access arrangements and reasonable adjustments (AARA) – Years 11-12

Long-term conditions that are unlikely to improve over time:
Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student’s Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Short-term conditions or temporary injuries:
Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including some mental health conditions is to be dated:

- for summative internal assessments in all General and Applied subjects and Short Courses, no earlier than six months prior to the relevant Units 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

A summary of AARA documentation requirements is available in the QCE & QCIA policy and procedures handbook Section 6.5.3 for Illness and misadventure and 6.4.5 for a QCAA approved AARA. Also refer to Appendix 4 Student application form.

AARA APPLICATION PROCESS

Students who have a diagnosed disability or have experienced personal injury, chronic illness, impairment, grief, loss or trauma which may be a barrier to their participation and/or performance in assessment must complete an ‘Access Arrangements and Reasonable Adjustments Application form – Years 7 – 12’ and submit it to the Guidance Officer or HOSES. Refer to Appendix 5.

A QCAA AARA Medical Report must be attached for all Year 11 and 12 applications. The application form and Medical Report templates are available on the school website.

AARAs are applied on a case-by-case basis with both the individual student needs and the assessment technique or task taken into consideration.

Noosa District SHS must notify the QCAA, via the QCAA Portal, of Principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied, Applied (Essential), General and General (Extension) subjects, and for summative external assessment in General, General (Extension) and General (Senior External Examination) subjects.

ILLNESS AND MISADVENTURE

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

The following principles apply:

- An illness or misadventure application cannot be made for the same condition or circumstances for which QCAA approved AARA has been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred which diminished the student’s performance in external assessment.
• The illness or event is unforeseen and beyond the student’s control.
• An adverse effect must be demonstrated.
• The situation cannot be of the student’s own choosing or that of their parents/carers, such as a family holiday.
• Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

Timelines for illness and misadventure
Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances. Students complete either the ‘Application for Exam to Be Completed at a Later Date’ or ‘Application for Extension’. For Year 11 and 12 students where the illness and misadventure causes an impairment arising from a medical condition then an ‘Access Arrangements and Reasonable Adjustments Application Form – Years 7 – 12’ with the accompanying QCAA Medical Report must be submitted to the Guidance Officer or HOSES.

Illness during external assessment
A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session. An application for illness and misadventure for external assessment may be made by a student, or by the school on behalf of the student or groups of students. The Guidance Officer will manage this process. An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student’s performance in external assessment. The QCAA will seek background information and a recommendation from the principal or the principal’s delegate, observers and invigilators where relevant, to verify a student’s application for illness and misadventure.

Non-attendance at external assessment
A student who cannot attend an exam must notify the Principal’s delegate or the Senior External Assessment (SEA) Coordinator as soon as practical. Students must attend all components of the examination to receive a result in a Senior External Examination. If a student is absent from either the written or oral component of a language examination, no result is issued. No alternative arrangements can be made if a student does not attend a scheduled written examination.

Supporting documentation for illness and misadventure — internal and external assessment
To make an informed decision about an illness and misadventure application in Senior Schooling, Noosa District State High School and the QCAA require a report that includes the following details:
• Diagnosed illness, condition or event
• Date of diagnosis, onset or occurrence
• Symptoms, treatment or course of action related to the condition or event
• Explanation of the probable effect of the illness, condition or event on the student participating in the assessment
• For non-medical claims, written evidence from a relevant independent professional or other independent third party.

Managing non-submission of assessment by the due date
Section 8.1 & 8.2

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<tr>
<th>Years 7 – 9</th>
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<tbody>
<tr>
<td>Assessment tasks are to be submitted by 9pm on the due date via the School’s preferred plagiarism-detection software, or as indicated on the task sheet.</td>
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<tr>
<td>Assessment tasks are to be submitted by 9pm on the due date, using the School’s preferred plagiarism-detection software, or as indicated on the task sheet.</td>
</tr>
<tr>
<td>Students are to submit the Assessment Task Sheet which is supplied by the class teacher when issuing the assessment</td>
</tr>
<tr>
<td>Students must confer with their teacher or Head of Department for submission documentation specifications.</td>
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</tbody>
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Late and non-submission of final - Year 7 - 9
When a student submits an assessment piece after the due date set by the school, a result will be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.
Should the student not make a final or draft submission, the student will complete a relevant task under supervision at school so a result can be recorded on the student profile.
Year 7 - 9 – the class teacher will communicate with parents/carers via email, text or letter the notice of ‘failure to submit assessment’ and record in OneSchool as an ‘incident’ (refusal to participate in a program of instruction) with a referral to the faculty Head of Department to be actioned.

Submission of senior assessment – Year 10 - 12
To receive an overall subject result for a course of study in a Year 10, Year 11/12 General or Applied subject or Short Course, VET qualification, a student must complete all required assessment outlined in the respective syllabus or Training Package.

- For General subjects – In Year 11, students must complete all assessments. In Year 12, students must complete four summative assessments (three summative internal assessments and one summative external assessment).
- For Applied subjects – In Year 11, students must complete all assessments. In Year 12, students must complete four summative internal assessments. Applied Essential subjects have one summative external assessment.
- For Short Courses, a student must complete two summative internal assessments.
- For Year 10, students must complete all assessments in each subject.
- VET resubmissions are accepted, in the form described on the project task sheet and up until a final date set by the teacher.

Non-submission of Senior Assessment
Teachers will collect progressive evidence of student responses at the prescribed checkpoints. Evidence includes but is not limited to:

- Unmarked drafts
- Classwork
- Rehearsal notes
- Photographs of student work
- Teacher observations

The exact nature of the evidence is detailed in the checkpoints on the task sheets.
If a student is eligible for an extension or AARA and a provision for submission is granted, this becomes the new due date or condition for this student. 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.

- For Applied subjects, an E cannot be awarded when there is no evidence for that standard.
- For General and General (Extension) subjects, a mark of zero for the internal assessment instrument cannot be allocated if there is no evidence of that standard.
- For Short Courses, an E cannot be awarded when there is no evidence for that grade.
- In all these cases, the only result that can be awarded is Not-Rated (NR), in consultation with the faculty Head of Department
- The faculty Head of Department notifies the Deputy Principal, Senior School of the Not Rated student
- The NDSHS Responsible Behaviour Plan has processes in place for students who choose not to attempt assessment

Students are not eligible for AARA on the following grounds:

- Unfamiliarity with English language
- Teacher absence or other teacher related difficulties
- Matters that the student could have avoided
- Matters of the student’s or parent’s/carer’s own choosing
- Matters that the school could have avoided

For any of the above grounds, when a student does not submit a response to an assessment instrument on or before the due date set by the school, a result is awarded using any evidence from the preparation of the response that is available on or before the due date.

Teacher:

- within one working day, parent/carer is notified of the non-submission
- email a ‘Notice of Failure to Submit Assessment’ document to the parent/carer and will record this as a OneSchool ‘incident’ (‘refusal to participate in a program of instruction’) with the a copy of the ‘Notice of Failure to Submit Assessment’ also uploaded and listed as a contact. Refer to faculty Head of Department.

Faculty Head of Department:
### Internal quality assurance processes

**Section 9**

- consult with the Senior School Deputy Principal
- prepare the ‘Notice of withdrawal of credit’
- Inform the student of the consequences of non-submission of the assessment item

#### Deputy Principal, Senior School

- email the ‘Notice of withdrawal of credit’ document to the parent/carer and record this as a ‘contact’ in OneSchool with a copy of the ‘Notice of withdrawal of credit’ also uploaded and listed as a contact
- inform the student and parent of the consequences of multiple non-submission of assessment items

#### Non-submission of VET

Prior to the uploading of VET data to SMS the teacher will inform the student and email to the parent/carer the ‘Notice of competencies not completed’ document and will record this as a ‘contact’ in OneSchool with a copy of the ‘Notice of competencies not completed’ also uploaded. Students who are behind in the completion of VET competencies will be required to attend the Senior Exam Block as instructed by their teacher. The teacher is responsible for informing the student and parent/carer of these arrangements.

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**Noosa District State School’s quality management system includes two points of quality assurance in the assessment workflow. These are:**

- Quality assurance of all assessment instruments before they are administered to students. In the case of senior internal assessment instruments for units 3 & 4 prior to submission to the QCAA. Using quality assurance tools are provided by the QCAA and Department of education.
- Quality assurance of judgments about student achievement contributing to results and reporting prior to results being provided. Faculties are free to choose the type of quality assurance processes, this will depend on the size of the cohort and number of classes. (see school moderation processes)

Internal processes that may occur before students’ results are provided are clearly communicated when assessment tasks are handed out. Students are also made aware of the external processes that may occur before their results are provided, for example in senior – all marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed through the confirmation process – results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.

#### Moderation

Refer to school based moderation process

#### Exam expectations

Refer to school exam protocols

---

**External assessment administration**

<table>
<thead>
<tr>
<th>QCE and QCIA policy and procedures handbook</th>
<th>Policy and procedures</th>
</tr>
</thead>
</table>

**External assessment is developed by the QCAA for all General and General (Extension) subjects**

Section 10

See also: *External assessment* —

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and Applied Essential subjects. All external assessment for General and Applied Essential subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. External assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In mathematics and science subjects, external assessment contributes 50% of the overall subject result.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website. Applied subjects (excluding Applied Essential) do not include external assessment.

**External assessment is:**

- common to all schools
• administered by schools under the same conditions at the same time and on the same day
• developed and marked by the QCAA according to a commonly applied marking scheme.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

External assessment timetable clashes
If a student has a timetable clash for two QCAA subjects, one of the assessments will be rescheduled by the QCAA to a subsequent session. When an external assessment is rescheduled by the QCAA for another day, the students and the Senior External Assessment (SEA) coordinator are required to sign a declaration that the students will not engage in behaviour that would constitute academic misconduct.

Late Arrival to an Examination
If a student arrives late for an external assessment, they must report to the external assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment. No extra time is granted.

Rules for External Assessment
At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the External assessment student rules to students.

Responsibilities – Examinations
School External Assessment (SEA) coordinators:

• adhere to and manage external assessment processes outlined in this handbook and the External assessment — directions for administration
• communicate to school staff, students and parents/carers the
  ▪ External assessment timetable
  ▪ External assessment student rules
  ▪ approved equipment list
• apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash
• allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
• manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

Teachers:
• comply with and supervise external assessment according to the external assessment guidelines
• allow a student suspected of academic misconduct to complete the external assessment
• inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct
• report an alleged incident of academic misconduct to the SEA coordinator
• adhere to external assessment processes outlined in this handbook and the External assessment — directions for administration
• supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
• report incidents when they suspect or observe an act of academic misconduct by a student

Students
• read and comply with the External assessment student rules and external assessment information that is made available on the QCAA website and provided to schools each year
• read the information provided by schools, including the
  ▪ External assessment timetable
  ▪ External assessment student rules
  ▪ approved equipment list
• attend external assessment in which they are enrolled

Parents
• read the External assessment timetable and External assessment student rules on the QCAA website
• support students to participate in the external assessment in which they are enrolled
Noosa District 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. The following are examples of academic misconduct.

<table>
<thead>
<tr>
<th>Types of misconduct</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collusion</strong></td>
<td></td>
</tr>
<tr>
<td>When:</td>
<td></td>
</tr>
<tr>
<td>• More than one student works to produce a response; and that response is submitted as individual work by one or multiple students</td>
<td></td>
</tr>
<tr>
<td>• A student assists another student to commit an act of academic misconduct</td>
<td></td>
</tr>
<tr>
<td>• A student gives or receives a response to an assessment.</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• Begins to write during perusal time or continues to write after the instruction to stop writing is given</td>
<td></td>
</tr>
<tr>
<td>• Brings into the exam room and/or uses unauthorised equipment or materials (e.g. Mobile phone, smart watch)</td>
<td></td>
</tr>
<tr>
<td>• Has any notation written on the body, clothing or any object brought into the assessment room</td>
<td></td>
</tr>
<tr>
<td>• Communicates with any person other that a supervisor during an examination, eg. Through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</td>
<td></td>
</tr>
<tr>
<td><strong>Group work</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• Pays for a person or a service to complete a response to an assessment</td>
<td></td>
</tr>
<tr>
<td>• Sells or trades a response to an assessment.</td>
<td></td>
</tr>
<tr>
<td><strong>Cheating while under supervised conditions</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• Begins to write during perusal time or continues to write after the instruction to stop writing is given</td>
<td></td>
</tr>
<tr>
<td>• Brings into the exam room and/or uses unauthorised equipment or materials (e.g. Mobile phone, smart watch)</td>
<td></td>
</tr>
<tr>
<td>• Has any notation written on the body, clothing or any object brought into the assessment room</td>
<td></td>
</tr>
<tr>
<td>• Communicates with any person other that a supervisor during an examination, eg. Through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</td>
<td></td>
</tr>
<tr>
<td><strong>Contract cheating</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• Pays for a person or a service to complete a response to an assessment</td>
<td></td>
</tr>
<tr>
<td>• Sells or trades a response to an assessment.</td>
<td></td>
</tr>
<tr>
<td><strong>Copying work</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• Deliberately or knowingly makes it possible for another student to copy responses</td>
<td></td>
</tr>
<tr>
<td>• Looks at another student’s work during an exam</td>
<td></td>
</tr>
<tr>
<td>• Copies another student’s work during an exam.</td>
<td></td>
</tr>
<tr>
<td><strong>Disclosing or receiving information about an assessment</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• Gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</td>
<td></td>
</tr>
<tr>
<td>• Makes any attempt to give or receive access to secure assessment materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• Evidence of the misconduct is to be recorded by the supervisor.</td>
<td></td>
</tr>
<tr>
<td>• The teacher will make reasonable adjustments to prevent any further misconduct.</td>
<td></td>
</tr>
<tr>
<td>• Student will be instructed to continue with the exam.</td>
<td></td>
</tr>
<tr>
<td><strong>Fabricating</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• Invents or exaggerates data</td>
<td></td>
</tr>
<tr>
<td>• Lists incorrect or fictitious references.</td>
<td></td>
</tr>
<tr>
<td><strong>Impersonation</strong></td>
<td></td>
</tr>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>• Arranges for another person to complete a response to an assessment in their place, eg.</td>
<td></td>
</tr>
<tr>
<td>Misconduct during an exam</td>
<td>A student distracts and/or disrupts others in an assessment room.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Plagiarism or lack of referencing</td>
<td>A student completely or partially copies or alters another person’s work without attribution (another person’s work may include text, audio or audio-visual material, figures, tables, design, images information or ideas).</td>
</tr>
<tr>
<td>Self-plagiarism</td>
<td>A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.</td>
</tr>
<tr>
<td>Significant contribution of help</td>
<td>A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.</td>
</tr>
</tbody>
</table>

- The Teacher/Supervisor will notify the faculty Head of Department.
- As determined by the Head of Department, the results will be awarded using any evidence from the exam that has not been influenced by the misconduct.
- The faculty Head of Department will notify the Parent/Carer and include parent contact.

**Technology**
Prior to entry into an exam, digital devices that enable students to communicate and/or interact with the web will be removed.
<table>
<thead>
<tr>
<th>Assessment technique</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>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.</td>
</tr>
<tr>
<td>Extended response</td>
<td>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.</td>
</tr>
<tr>
<td>Investigation</td>
<td>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.</td>
</tr>
<tr>
<td>Performance</td>
<td>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.</td>
</tr>
<tr>
<td>Product</td>
<td>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.</td>
</tr>
<tr>
<td>Project</td>
<td>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.</td>
</tr>
</tbody>
</table>
APPENDIX 2 – Extension application forms

NOOSA DISTRICT STATE HIGH SCHOOL

Application for an extension (assignment)

Applications must be made at least two (2) school days before the due date on this document, ‘Application for an extension on due date for an assignment’.

If the reason for the extension is due to illness, a medical certificate will be required. Technical and/or equipment issues are not usually considered a valid reason for failing to submit an assignment on the due date.

Instructions

1. Student and Parent/Carer to complete Section A only and email or hand the document to the teacher.
2. Class Teacher is to complete Section B and email or hand the document to the Head of Department.
3. Head of Department to complete Section C and email the completed document to the Parent/Carer, Student and Teacher. The Head of Department is to record this as a OneSchool contact and upload this document.
4. Student is to submit the completed assignment by the new due date for submission of assignment.

<table>
<thead>
<tr>
<th>SECTION A – TO BE COMPLETED BY STUDENT and PARENT/CARER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student name</td>
</tr>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Assignment name/topic</td>
</tr>
<tr>
<td>Assignment stage</td>
</tr>
<tr>
<td>Reasons for extension request</td>
</tr>
<tr>
<td>Teacher name</td>
</tr>
<tr>
<td>Parent/Carer name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION B – TO BE COMPLETED BY THE TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment on student work effort to date on this assignment</td>
</tr>
<tr>
<td>Extension supported (yes or no)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION C – TO BE COMPLETED BY HEAD OF DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension approved? (yes or no)</td>
</tr>
<tr>
<td>New date for submission of assignment</td>
</tr>
<tr>
<td>Head of Department name</td>
</tr>
<tr>
<td>Head of Department signature</td>
</tr>
</tbody>
</table>
NOOSA DISTRICT STATE HIGH SCHOOL

Application for an exam to be completed at a later date
Year 10 - 12

Exams are to be sat on the due date.
If for medical reasons an exam date is missed, a medical certificate must be attached to the application.

Instructions
1. On the day of the exam, student or parent/carer to notify the school that an exam will be missed.
2. Student and parent/carer complete Section A only and email or hand the document to the teacher no later than the scheduled date of the exam.
3. Head of Department to complete Section B and email the completed document to the parent/carer, student and teacher. The Head of Department is to record this as a ‘contact’ in OneSchool and the document uploaded.
4. Student is to sit the exam on the new due date.

<table>
<thead>
<tr>
<th>SECTION A – TO BE COMPLETED BY STUDENT and PARENT/CARER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student name</td>
</tr>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Exam topic</td>
</tr>
<tr>
<td>Reasons for request</td>
</tr>
<tr>
<td>Attach medical certificate</td>
</tr>
<tr>
<td>Teacher name</td>
</tr>
<tr>
<td>Parent/Carer name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION B – TO BE COMPLETED BY HEAD OF DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of test date supported?</td>
</tr>
<tr>
<td>Teacher notified</td>
</tr>
<tr>
<td>New date for exam</td>
</tr>
<tr>
<td>Head of Department name</td>
</tr>
<tr>
<td>Head of Department signature</td>
</tr>
</tbody>
</table>
## Guidelines about the length of a response

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

<table>
<thead>
<tr>
<th>Inclusions</th>
<th>Exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word length</strong></td>
<td><strong>Page count</strong></td>
</tr>
</tbody>
</table>
| • 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  
  • raw or processed data in tables, figures and diagrams  
  • bibliography  
  • reference list  
  • appendixes*  
  • page numbers  
  • in-text citations | • title pages  
  • contents pages  
  • abstract  
  • bibliography  
  • reference list  
  • appendixes* |

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

QCE and QCIA policy & procedures handbook (Section 8.2.6)
## Summary of AARA documentation requirements

<table>
<thead>
<tr>
<th>Eligibility category</th>
<th>Examples of possible AARA</th>
<th>Supporting documentation required</th>
<th>Currency of supporting documentation for AARA applications — Units 3 and 4 Summative internal assessment</th>
<th>Summative external assessment and SEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>• Computer&lt;br&gt;• Extra time&lt;br&gt;• Reader&lt;br&gt;• Rest breaks&lt;br&gt;• Scribe</td>
<td>• Medical report or EAP verification covering Unit 3 and 4 assessments&lt;br&gt;• School statement</td>
<td>• No earlier than Year 10</td>
<td>• No earlier than Year 10</td>
</tr>
<tr>
<td>Physical</td>
<td>• Assistance&lt;br&gt;• Computer&lt;br&gt;• Extra time&lt;br&gt;• Rest breaks</td>
<td>• Medical report or EAP verification covering Unit 3 and 4 assessments&lt;br&gt;• School statement</td>
<td>• Long-term conditions: No earlier than Year 10&lt;br&gt;• Temporary conditions: dated within six months preceding the relevant assessment event</td>
<td>• Long-term conditions: No earlier than Year 10&lt;br&gt;• Temporary conditions: No earlier than 30 April of the assessment year. An additional, updated medical report may be required.</td>
</tr>
<tr>
<td>Sensory</td>
<td>• Alternative format papers&lt;br&gt;• Assistance&lt;br&gt;• Assistive technology e.g. amplification system, magnification applications&lt;br&gt;• Extra time&lt;br&gt;• Individual instructions&lt;br&gt;• Rest breaks</td>
<td>• Medical report or EAP verification covering Unit 3 and 4 assessments&lt;br&gt;• School statement</td>
<td>• Long-term conditions: No earlier than Year 10&lt;br&gt;• Temporary conditions: dated within six months preceding the relevant assessment event</td>
<td>• Long-term conditions: No earlier than Year 10&lt;br&gt;• Temporary conditions: No earlier than 30 April of the assessment year</td>
</tr>
<tr>
<td>Social/emotional</td>
<td>• Alternative venue&lt;br&gt;• Varied seating&lt;br&gt;• Assistance&lt;br&gt;• Rest breaks</td>
<td>• Medical report or EAP verification covering Unit 3 and 4 assessments&lt;br&gt;• School statement</td>
<td>• Anxiety and depressive conditions: dated within six months preceding the relevant assessment event&lt;br&gt;• Other conditions: No earlier than Year 10</td>
<td>• Anxiety and depressive conditions: No earlier than 30 April of the assessment year. An additional, updated medical report may be required.&lt;br&gt;• Other conditions: No earlier than Year 10</td>
</tr>
</tbody>
</table>

QCE and QCIA policy & procedures handbook (Section 6.4.5)
COMPLETE THIS FORM IF YOU HAVE A DIAGNOSED DISABILITY OR HAVE EXPERIENCED PERSONAL INJURY, CHRONIC ILLNESS, IMPAIRMENT, GRIEF, LOSS OR TRAUMA WHICH MAY BE A BARRIER TO YOUR PARTICIPATION AND/OR PERFORMANCE IN ASSESSMENT.

AARAS ARE REVIEWED ANNUALLY AND WILL REQUIRE A NEW VERIFICATION EACH YEAR.

INSTRUCTIONS
1. Student and Parent/Carer to complete Section A and submit application to the Guidance Officer
2. Guidance Officer or HOSES to complete Section B. Guidance Officer to forward the application to the Principal or Principal’s Delegate for review.
3. Guidance Officer in consultation with the Principal or Principal’s Delegate to complete Section C.
4. Guidance Officer to complete Section D. Notification of all parties involved. OneSchool entry. File original application.
5. Senior School Deputy Principal informed when QCAA reporting and approval is complete.

SECTION A

Applicable assessment item/s and/or Period of time

STUDENT STATEMENT
1. I have (please tick where relevant)
   ○ A verified learning, sensory, physical, psychological or other disability or disorder
   ○ A long term or recurrent medical or psychiatric condition or disability
   ○ A serious, short term medical or psychiatric condition
   ○ Experienced recent significant grief, loss or trauma
2. Name of my condition, disability or significant event causing grief, loss or trauma:
3. The school is already aware of my condition, disability or significant event.
   ○ Yes
   ○ No
   ○ Unsure
   If yes, who is aware:

SUPPORTING EVIDENCE

Only applications with supporting evidence will be considered. Tick where evidence is supplied:
   ○ Current verified disability as listed in OneSchool with endorsed Educational Adjustments Plan (EAP).
   ○ Medical report from a general practitioner, medical specialist or psychiatrist who is not related to me.
   The QCAA Medical Report Template must be used for Year 11 and 12 students. This includes illness and misadventure. Available for download from the school website.
   QCAA FORMS\Confidential Medical report.docx
   ○ A funeral notice demonstrating impact on the due dates. A statutory declaration must be included if the students name is not included in the funeral notice or if a funeral notice is not available.
   ○ At third party signed statement (not the student/parent/carer) stating the nature of the event and how the event and subsequent grief, loss or trauma affects the student participating in assessment.
   ○ Student statement using the QCAA template. Available for download from the school website.
   QCAA FORMS\Confidential student statementq.docx
   ○ Other, please specify:

Student Signature: ___________________________ Date: ____________

Parent/Carer Name: ___________________________ Signature: __________________ Date: ____________
Application received: _____ / _____ / ______
- Completed AARA School statement template attached. (Confidential)
- QCAA FORMS\Confidential school statement.docx
- Interview with the student and parent/carer.  Date of interview: _____ / _____ / _____

This application will impact on assessment in:
- General/Applied Subjects Units 1 and/or 2
- General/Applied Subjects Units 3 and 4
- Short Courses
- VET Qualifications
- Australian Curriculum Subjects

This will also require:
- Principal Report to QCAA via the portal
- QCAA Application for approval via the portal
- Reasonable adjustment recorded on VET evidence gathering tool

**SECTION C**

**SCHOOL DECISION**

NOTE: NDSHS is unable to make the final decision when the AARA impacts General Subjects in Units 3 and 4 where QCAA approval is required.

- Supported  Expiry/Review date: _____ / _____ / _____
- Not supported  
  Reason:

**AARA DETAILS**

- Readers / speech to text
- Assistive technology
- Time allowed – 5 min per 30 min
- Diabetes management
- The mode eg. audience / alternative presentation
- Font size and colours
- Physical environment
- Scheduling eg. Rest breaks / session break up

**SECTION D - OFFICE USE**

Regardless of the outcome the following are to be notified via email:

- Student
- Parent/Carer
- Teachers

**ONESCHOOL ENTRY**

**SUPPORTED**

- Documented as ‘Support/Support Provision’
  Provision Name: AARA
  Provision Type: School
  Provision Target Area: Curriculum
  Contact Person: Person who made the decision
  Contributors: All involved in considering the information
  Not Restricted
  Upload application and attach to Support Provision
  Verifying evidence saved under Support/Referral

  *Report with restriction Level 1 or 2 depending on potential sensitive nature of information*

- OneSchool entry complete
- Original application in student file
- Reported to QCAA (if applicable)
- QCAA Approval (if applicable)

**NOT SUPPORTED**

- Documented as ‘Contact’

Deputy Principal Signature:  Date:
NOTICE OF FAILURE TO SUBMIT ASSESSMENT DRAFT (7 – 10)

Date:

<table>
<thead>
<tr>
<th>Student:</th>
<th>Home group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Assessment Task:</td>
<td>Draft Due Date:</td>
</tr>
</tbody>
</table>

Dear Parent/Carer

This notice is to inform you that your child has failed to submit the assessment draft outlined above. A draft must be submitted to guarantee academic integrity through authorship of the work and to gain feedback to ensure that work is progressing satisfactorily. Written drafts, when submitted, are to be a complete piece of work.

The school and teacher have supported students with this task by:
- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to complete the task.
- Setting homework activities related to the assessment task, for students to complete.
- Providing a scaffold / guide / checklist / exemplar, to students for this task.
- Providing assessment task resources for students in the Virtual Library.
- Providing extra assistance to students, on request, at break times and/or via email.

The student’s responsibility is to record the assessment dates from their Student Assessment Planner into their Student Diary and calendar and adhere to these due dates, to plan and manage their time to meet the due dates and to apply for an extension where there are valid reasons.

Your child’s situation is noted below.

- ASSIGNMENT
- FOLIO
- PERFORMANCE
- PRODUCT

- A draft was not submitted to receive feedback.
- No evidence of work has been sighted by the teacher. (Classwork, rehearsal notes, photographs, teacher observations)
- A draft of insufficient scope was submitted for the teacher to provide feedback.
- An application for extension or AARA was not sought or granted.

It is a priority for all students at Noosa District State High School to meet their learning outcomes. When a student does not submit a draft response to an assessment instrument on or before the due date they will be directed to complete the draft by the end of the next lesson. The teacher will keep a copy of the late draft as evidence. It should be noted that failure to complete mandatory aspects of a course will result in a Not Rated (NR) result.

You can assist by talking to your child about the situation, contacting me to find out about your child’s progress and encouraging the completion of the draft tonight to be submitted by the end of the next lesson.

Yours sincerely
Teacher

Head of Department

NOOSA DISTRICT STATE HIGH SCHOOL ASSESSMENT POLICY 06/12/2019
NOTICE OF FAILURE TO SUBMIT ASSESSMENT DRAFT (11 - 12)

Date:

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<tr>
<th>Student:</th>
<th>Home group:</th>
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<tbody>
<tr>
<td>Teacher:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Assessment Task:</td>
<td>Draft Due Date:</td>
</tr>
</tbody>
</table>

Dear Parent/Carer

This notice is to inform you that your child has failed to submit the assessment draft outlined above. A draft must be submitted to guarantee academic integrity through authorship of the work and to gain feedback to ensure that work is progressing satisfactorily. Written drafts, when submitted, are to be a complete piece of work. It should be noted that failure to complete mandatory aspects of a course will result in a Not Rated (NR) result. For senior students this will result in loss of QCE credit and possible ATAR eligibility.

The school and teacher have supported students with this task by:
- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to complete the task.
- Setting homework activities related to the assessment task, for students to complete.
- Providing a scaffold / guide / checklist / exemplar, to students for this task.
- Providing assessment task resources for students in the Virtual Library.
- Providing extra assistance to students, on request, at break times and/or via email.

The student’s responsibility is to record the assessment dates from their Student Assessment Planner into their Student Diary and calendar and adhere to these due dates, to plan and manage their time to meet the due dates and to apply for an extension where there are valid reasons.

Your child’s situation is noted below.

- ASSIGNMENT
- FOLIO
- PERFORMANCE
- PRODUCT

- A draft was not submitted to receive feedback.
- No evidence of work has been sighted by the teacher. (Classwork, rehearsal notes, photographs, teacher observations)
- A draft of insufficient scope was submitted for the teacher to provide feedback.
- An application for extension or AARA was not sought or granted.

It is a priority for all students at Noosa District State High School to meet their learning outcomes. When a student does not submit a draft response to an assessment instrument on or before the due date they will be directed to complete the draft by the end of the next lesson. The teacher will keep a copy of the late draft as evidence.

You can assist by talking to your child about the situation, contacting me to find out about your child’s progress and encouraging the completion of the draft tonight to be submitted by the end of the next lesson.

Yours sincerely

Teacher

Head of Department
NOTICE OF FAILURE TO SUBMIT ASSESSMENT (7 – 10)

Date:

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<th>Student:</th>
<th>Home group:</th>
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<tr>
<td>Teacher:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Assessment Task:</td>
<td>Due Date:</td>
</tr>
</tbody>
</table>

Dear Parent/Carer

This notice is to inform you that your child has failed to submit the assessment item outlined above. To receive an overall subject result for a course of study, a student must complete all required assessment outlined in the syllabus.

When a student does not submit a response to an assessment instrument on or before the due date, a result is awarded using any evidence from the preparation of the response that is available on or before the due date.

The school and teacher have supported students with this task by:
- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to complete the task.
- Setting homework activities related to the assessment task, for students to complete.
- Providing a scaffold / guide / checklist / exemplar, to students for this task.
- Providing assessment task resources for students in the Virtual Library.
- Providing extra assistance to students, on request, at break times and/or via email.

The student’s responsibility is to record the assessment dates from their Student Assessment Planner into their Student Diary and calendar and adhere to these due dates, to plan and manage their time to meet the due dates and to apply for an extension where there are valid reasons.

Your child’s situation is noted below.

☐ ASSIGNMENT  ☐ FOLIO  ☐ PERFORMANCE  ☐ PRODUCT

☐ A draft was submitted to receive feedback.
☐ A draft was not submitted to receive feedback.
☐ Some evidence of work has been sighted by the teacher. (Classwork, rehearsal notes, photographs, teacher observations, unmarked draft)
☐ No evidence of work has been sighted by the teacher.
☐ Your child was absent for a group presentation/performance.
☐ An application for extension or AARA was not sought or granted.

It is a priority for all students at Noosa District State High School to meet their learning outcomes. Students who fail to complete mandatory aspects of their studies will be awarded a not rated (NR) result and effort comments that reflect poorly on their report card. Please contact the school if you have any further queries in regard to this assessment item.

Yours sincerely

Teacher                                 Head of Department

Deputy Principal
NOTICE OF FAILURE TO SUBMIT ASSESSMENT (11 - 12)

Date:  
Student:  | Home group:  
Teacher:  | Subject:  
Assessment Task:  | Due Date:  

Dear Parent/Carer

This notice is to inform you that your child has failed to submit the assessment item outlined above. To receive an overall subject result for a course of study, a student must complete all required assessment outlined in the syllabus. For senior students this will result in loss of QCE credit and possible ATAR eligibility. When a student does not submit a response to an assessment instrument on or before the due date, a result is awarded using the submitted draft evidence.

The school and teacher have supported students with this task by:
- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to complete the task.
- Setting homework activities related to the assessment task, for students to complete.
- Providing a scaffold / guide / checklist / exemplar, to students for this task.
- Providing assessment task resources for students in the Virtual Library.
- Providing extra assistance to students, on request, at break times and/or via email.

The student’s responsibility is to record the assessment dates from their Student Assessment Planner into their Student Diary and calendar and adhere to these due dates, to plan and manage their time to meet the due dates and to apply for an extension where there are valid reasons.

Your child’s situation is noted below.

☐ ASSIGNMENT  ☐ FOLIO  ☐ PERFORMANCE  ☐ PRODUCT

☐ A draft was submitted to receive feedback.
☐ A draft was not submitted to receive feedback.
☐ Your child was absent for a group presentation/performance.
☐ An application for extension or AARA was not sought or granted.

Students who fail to complete mandatory aspects of their studies will be awarded a not rated (NR) result. Your child has now received a not rated result and is therefore no longer eligible for the following QCE credits.
- Unit 1 – 1 QCE credit
- Unit 2 – 1 QCE credit
- Unit 3 & 4 – these units are combined to attain two QCE credits

Please contact the school if you have any further queries in regard to this assessment item.

Yours sincerely
Teacher  Head of Department  Deputy Principal
NOTICE OF FAILURE TO SIT AN EXAM

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<th>Date:</th>
<th>Student:</th>
<th>Home group:</th>
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<th>Teacher:</th>
<th>Subject:</th>
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<tr>
<th>Assessment Task:</th>
<th>Exam Date:</th>
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Dear Parent/Carer

This notice is to inform you that your child has failed to complete an examination. To receive an overall subject result for a course of study, a student must complete all required assessment outlined in the syllabus.

The school and teacher have supported students with this task by:

- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to revise.
- Setting homework activities related to the examination, for students to complete.
- Providing resources for students in the Virtual Library.
- Providing extra assistance to students, on request, at break times and/or via email.

The student’s responsibility is to record the assessment dates from their Student Assessment Planner into their Student Diary and calendar and adhere to these due dates, to plan and manage their time to meet the due dates and to apply for the ‘exam to be completed at a later date’ or AARA where there are valid reasons.

Your child’s situation is noted below.

- [ ] SUPERVISED WRITTEN EXAM
- [ ] PRACTICAL EXAM

  - [ ] Student was absent on the exam date.
  - [ ] No parent/carer contact was made on the date of the exam.
  - [ ] A medical certificate has not been sighted.
  - [ ] An application for the exam to be completed at a later date or AARA was not sought or granted.

It is a priority for all students at Noosa District State High School to meet their learning outcomes. Any absence must be justified by a medical certificate and parental contact with the school on the date of the absence. (For Year 12 students the QCAA medical report template must be used for General and Applied subjects.) Students who are absent without prior knowledge and who have a valid reason will have the exam rescheduled where possible by the Head of Department, prior to returning to school. In the event of the absence of one student in a group practical exam, the teacher will support attending students to complete the task.

Students who fail to complete mandatory aspects of their studies students will be awarded a not rated (NR) result and effort comments that reflect poorly on their report card. For senior students this will result in no result for Unit 1 or unit 2 or units 3 & 4, loss of QCE credit and possible ATAR eligibility. Please contact the school if you have any further queries in regard to exam.

Yours sincerely

Teacher                                 Head of Department                                 Deputy Principal
NOTICE OF VET COMPETENCIES NOT COMPLETED

Date:

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<th>Student:</th>
<th>Home group:</th>
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<tbody>
<tr>
<td>Teacher:</td>
<td>Subject Code:</td>
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<tr>
<td>Qualification name and code:</td>
<td></td>
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Dear Parent/Carer
This notice is to inform you that your child has failed to submit evidence towards VET competencies and is at risk of not completing the full qualification. The following competencies have been started but as yet a range of evidence has not been submitted/completed:

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<tr>
<th>Code</th>
<th>Competency name</th>
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Because of the nature of competency based assessment, it is essential that students demonstrate competence in a range of situations. Students may resubmit work until competence is demonstrated.

The school and teacher have supported students by:
- Issuing an assessment calendar to students at the beginning of term, to plan for assessment deadlines.
- Allocating ample time, both class time and home time, for students to complete tasks.
- Setting homework activities for students to complete.
- Providing scaffolding / guides / checklists / exemplars to students.
- Providing resources for students in the Virtual Library.
- Providing extra assistance to students, on request, at break times and/or via email.

The student’s responsibility is to record the assessment dates from their Student Assessment Planner into their Student Diary and calendar, to plan and manage their time to meet the due dates and to respond to feedback and resubmit work where directed.

It is a priority for all students at Noosa District State High School to meet their learning outcomes. Failure to complete competencies will result in your child not achieving the full certificate qualification. For senior students this will result in loss of QCE credit and possible ATAR eligibility.

Your child will be required to attend a catch-up session:

You can assist by talking to your child about the situation, contacting me to find out about your child’s progress and ensuring that your child completes the work.

Yours faithfully

Teacher | Head of Department | Deputy Principal

NOOSA DISTRICT STATE HIGH SCHOOL ASSESSMENT POLICY

06/12/2019
NOTICE OF RISK OF FAILURE

Date:

Student: 
Home group: 
Teacher: 
Subject: 

Dear Parent/Carer

This notice is to inform you that your child is at risk of failing this subject.

Based on information provided from the class teacher, your child is experiencing difficulty in the subject indicated above and unless improvements are made, may fail to achieve the required outcomes.

Reasons for your child’s risk of failure are outlined below with dates and notes:

☐ Failure to complete practical activities __________________________________________

☐ Failure to complete assignments _______________________________________________

☐ Failure to complete homework tasks ___________________________________________

☐ Failure to complete VET competencies __________________________________________

☐ Unsatisfactory performance in test(s) __________________________________________

☐ Lack of attention/poor attitude to class work _____________________________________

☐ Difficulty with the level of unit ________________________________________________

☐ Difficulty with completing classroom work _______________________________________

☐ Problems with attendance ____________________________________________________

It is a priority for all students at Noosa District State High to succeed. Our aim is to ensure all students meet the required standards in their studies throughout the year.

Please contact the teacher as soon as possible to discuss how your child can improve and prevent failure. Your input into this process is much valued. If you have any further queries in regard to this please do not hesitate to call us.

Yours faithfully,

Teacher 
Head of Department
NOTICE OF NON-RATING & WITHDRAWAL OF CREDIT (Senior)

Date: 

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<th>Student:</th>
<th>Home group:</th>
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<td>Teacher:</td>
<td>Subject:</td>
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<tr>
<td>Assessment Tasks:</td>
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</table>

Dear Parent/Caregiver

In the Senior School, the Queensland Curriculum and Assessment Authority (QCAA) determines specific requirements for subjects in terms of hours studied, class work completed and assessment submitted.

Your child’s failure to complete assessment tasks has resulted in them not meeting the QCAA syllabus requirements for this subject. As a result your child cannot be rated for this Unit.

Letters to inform you of failure to complete assessment have been forwarded previously. Consequently,

- ☐ 1 QCE credit for Unit 1 has been withdrawn from your child’s Senior Statement
- ☐ 1 QCE credit for Unit 2 has been withdrawn from your child’s Senior Statement
- ☐ 2 QCE credits for Units 3 & 4 has been withdrawn from your child’s Senior Statement

This may impact on achievement of a Queensland Certificate of Education (QCE) and, if your child is eligible, may affect ATAR calculations at the end of Year 12.

Multiple incidents of non-rating leading to withdrawal of credit is considered non-engagement in a course of study and may lead to cancellation of enrolment.

Please contact us with any queries.

Yours sincerely

Ms Stacey Daveson
Head of Department

Mr Brett Burgess
Deputy Principal - Senior School
Principal