



**DAKABIN**  
STATE HIGH SCHOOL  
*The future lies within*

# School Assessment Policy

LEARNING | DISCIPLINE | COMMUNITY

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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 Dakabin State High School community is committed to enabling opportunities where students are encouraged to achieve their best. This policy reflects student progress throughout their secondary schooling in terms of rigour and requirements for assessment. For students in years 7-10, this policy reflects the requirements and understanding of the P-12 Curriculum, Assessment and Reporting Framework available from <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>. For students in years 11 and 12, this policy reflects the requirements of Queensland Curriculum and Assessment Authority (QCAA) QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>.

## Purpose

At Dakabin State High School we aspire to be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century. All students through an Inclusive Education Plan: *Opportunity.Voice.Success*. Every one, every day! enables our students to access teaching, learning and assessment equitably.

The purpose of this document is to ensure consistency and continuity of processes horizontally (from faculty to faculty) and vertically (from year level to year level). The aim of this policy is to ensure fairness and equity is maintained across the school in Years 7-12 and is designed to build students' capacity as they progress through their schooling years and work towards obtaining their QCE/QCIA in Years 11 and 12.

## Principles

Dakabin State High School's expectations for teaching, learning and assessment are grounded in the principles of alignment, equity, evidence-based, ongoing, transparency and informative. Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the achievement standards (years 7-10) as to demonstrate the achievement standards (Years 7-10) as described in the Australian Curriculum or objectives as described by the Senior Syllabus. Assessment at Dakabin State High School is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts and is grounded in the attributes of validity, accessibility and reliability

## Promoting academic integrity

Dakabin State High School promotes Academic integrity through the expectations of students approaching their academic responsibilities in an honest, moral and ethical way. Staff, students and parents/carers who support students in their learning are responsible for promoting and maintaining academic integrity.

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| <b>Location and communication of policy</b>                   | The school assessment policy is located on Dakabin SHS's website. The school will ensure students are made aware of this policy at the start of each school year through general class instructions, assemblies and additional programs, including the SET Plan process. Parents/carers and the wider community will be made aware via cohort emails, social media communication, enrolment information, SET Plan interviews and DSHS website. Students in Years 11 and 12 undertake the QCAA Academic Integrity course in Pathways at the beginning of each year. |
| <b>Expectations about engaging in learning and assessment</b> | Dakabin SHS has high expectations for academic integrity and student participation and engagement in learning and assessment. Assessment is a vital part of the teaching and learning cycle. Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed   |

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|                              | <p>judgments about the achievement of students. Students are expected to engage in the learning of the subject or course. Students produce evidence of achievement in response to summative assessment planned for each unit, and this evidence is used to make judgements about the student's overall level of achievement against the targeted aspects of the achievement standard or unit objectives that have been taught and assessed in the reporting period in each learning area/subject provided.</p> <p>Students in Years 11 and 12 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>   |
| <b>Appropriate Material</b>  | <p>Dakabin State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff. Learning experiences will align with curriculum and syllabus objectives and provide students with opportunities to develop appropriate assessment responses.</p>   |
| <b>Assessment Completion</b> | <p><b>Years 7-10</b></p> <ul style="list-style-type: none"> <li>• Students are expected to complete all course and assessment requirements.</li> <li>• Work must be authenticated as the student's own work.</li> <li>• Teachers will use the evidence of student performance in the assessment folio to make an on-balance judgement about the student's overall level of achievement against the targeted aspects of the achievement standard that have been taught and assessed in the reporting period in each learning area/subject provided</li> </ul> <p><b>Years 11-12</b></p> <p>Units 1 &amp; 2</p> <ul style="list-style-type: none"> <li>• Students are expected to complete all course and assessment requirements.</li> <li>• Work must be authenticated as the student's own work.</li> <li>• Work must be drawn from responses to the assessments designed for reporting.</li> </ul> <p>Units 3 &amp; 4</p> <ul style="list-style-type: none"> <li>• Students are expected to complete all course and assessment requirements.</li> <li>• Work must be authenticated as the student's own work.</li> <li>• For Summative units, a student must produce evidence of a response to each summative assessment to receive a subject result.</li> <li>• In order to receive an overall subject result, a student must complete Units 3 and 4 together, providing responses to each of the summative internal assessments and the external assessment (if applicable) for the subject.</li> <li>• A student cannot repeat only one summative unit on its own.</li> <li>• Where there is a senior external exam, students must complete the Senior External Examination to receive a subject result.</li> </ul> <p><b>Short Courses</b></p> <ul style="list-style-type: none"> <li>• Students are expected to complete all course and assessment requirements.</li> <li>• There must be evidence of student responses to each summative internal assessment to achieve a course result.</li> <li>• Where a student does not complete the summative assessments by the end of the summative year, an exit result cannot be awarded.</li> <li>• A student who does not complete all summative assessments would be required to repeat the Short Course and complete all assessments to achieve an exit result.</li> </ul> |

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|                                     | <p><b>Vocational Education and Training Qualifications</b></p> <ul style="list-style-type: none"> <li>• Students are expected to meet all of the academic progression requirements for the units of competency within the prescribed study period for all VET qualifications.</li> </ul>  |
| <p><b>Due Dates</b></p>             | <p>All assessment is expected to be submitted on or before the designated due dates for Years 7-12.</p> <p>If absent in Years 7-10, students must apply for an extension using the Application for Extension Form (Appendix B) and students are to submit the assessment task or complete the examination during the next lesson for the particular subject/s.</p> <p>For Years 11 and 12, Dakabin SHS is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.</p> <p>Assessment will be scheduled and communicated in a timely manner to the school community via the One School Course Assessment planners. All information relevant to a subject's assessment will be available to students and parents/carers by Week 3 of each semester.</p> <p>Assessment will align with the relevant curriculum/syllabus requirements (e.g. assessment conditions, file types etc.). Staff will ensure that sufficient working time is provided for students to complete set assessments.</p> <p>Dakabin SHS staff will ensure that the assessment schedule gives consideration to the school calendar, and provides for internal quality assurance processes (moderation) and QCAA quality assurance processes (Years 11 &amp; 12) and all expectations regarding assessment are consistently applied.</p> <p>In cases where students are unable to meet a due date, they will:</p> <p><b>Years 7-10</b></p> <ul style="list-style-type: none"> <li>• inform their classroom teacher as soon as possible and complete an Application for Extension form and submit to their classroom teacher/s</li> </ul> <p><b>Years 11-12</b></p> <ul style="list-style-type: none"> <li>• inform their classroom teacher and apply for an AARA (Access Arrangements and Reasonable Adjustments) through the Senior Schooling HOD. Relevant documentation (if applicable) for example medical certificate or QCAA confidential medical report must be submitted.</li> <li>• adhere to alternative arrangement for submission, if applicable, as decided by the school.</li> </ul> <p>Refer Dakabin SHS AARA Policy</p> <p><b>Students on Alternative Pathways</b></p> <p>School-based assessments take priority over TAFE, training, university, apprenticeship or traineeship days. It is the student's responsibility to inform the external provider/employer well in advance of assessment dates and make alternative arrangements for making up any missed time. If there are clashes with alternative pathway assessment dates, it is the student's responsibility to engage with the Senior Schooling HOD to negotiate submission of both assessments.</p> |
| <p><b>Submitting assessment</b></p> | <p>Students are required to submit all assessment evidence, including drafts, on or by the due date. This includes examinations, oral presentations, performances, assignments, role plays and folios of work. Assessment instruments will provide specific information regarding arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p><b>Method of submission:</b></p> <p>Students are required to submit their assessment in the required format (email, electronic upload, hard copy) as stated on their assessment task sheet by 3.00 pm on the due date.</p>   |

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|  | <p><b>Non-submission of a final response, unless an extension has been granted (excluding exams)</b></p> <p><b>Years 7-10</b></p> <ul style="list-style-type: none"> <li>• Where students do not submit a final response to an assessment (other than unseen examinations) teachers make judgments based on evidence from the preparation of the response that is available on or before the due date (e.g. drafts, responses to work at checkpoints, classwork, teacher observations, proficiency scales, formative assessment, rehearsal notes).</li> <li>• For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, a result of Not Rated will be recorded.</li> <li>• Where assessment pieces include a performance, practical component or multimodal aspect, students will be required to deliver only the minimum requirement of the assessment task on the first day they are present at school on/after the due date has passed using any previous drafting and/or classwork evidence available which aligns to the assessment piece</li> </ul> <p><b>Years 11-12</b></p> <ul style="list-style-type: none"> <li>• Where students do not submit a final response to an assessment, unless an AARA is in place (other than unseen examinations) teachers make judgments based on evidence from the preparation of the response that is available on or before the due date (e.g. drafts, responses to work at checkpoints, classwork, teacher observations, rehearsal notes).</li> <li>• For students who are enrolled in a subject, but do not produce evidence on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management System.</li> <li>• In circumstances where a student response is judged as NR, the student may not meet the requirements for that subject and not achieve QCE credit.</li> <li>• Students must complete external assessment on the date published by the QCAA.</li> </ul> |
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## Ensuring academic integrity

Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Dakabin SHS staff will ensure that processes and high expectations regarding academic integrity are part of our school culture. School leaders and subject teachers will ensure consistent application of this policy.

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| <b>Scaffolding</b> | <p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>• Maintain the integrity of the requirements of the task or assessment instrument;</li> <li>• Allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks, supporting students to develop their independence in completing assessment. Scaffolding may be provided to individual students or the whole class. Scaffolding may include:</p> <ul style="list-style-type: none"> <li>• breaking a complex task, learning experiences, concepts or skill into discrete parts;</li> <li>• modelling thought processes required to complete parts of an assessment task;</li> </ul> |
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|                                 | <ul style="list-style-type: none"> <li>• pre-teaching vocabulary specific to the subject and assessment tasks;</li> <li>• questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response;</li> <li>• showing examples of responses and demonstrating the match to performance descriptors;</li> <li>• using visual frameworks or graphic organisers to plan responses</li> </ul>  |
| <b>Checkpoints</b>              | <p>Checkpoints (including draft due date/s) will be provided to students to assist them to manage the completion of the assessment task.</p> <p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>• be detailed on assessment instruments;</li> <li>• enable student progress to be monitored;</li> <li>• be used to establish student authorship.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Teachers and Heads of Department may make contact with parents/carers following scheduled checkpoints regarding student progress in assessment.</p>   |
| <b>Drafting</b>                 | <p>Drafts are to be submitted <b>on or before the due draft date</b> in the format required as stated on the assessment. <b>All students must submit a draft.</b> Drafts allow teachers to monitor student work in development. Before submitting a close-to-final draft for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher. Types of drafts differ depending on the subject, for example written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Teachers may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning. (See Appendix A)</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>• Delivered in a consistent manner and format for all students;</li> <li>• A consultative process that indicates aspects of the response to be improved or further developed;</li> <li>• Provided within a reasonable timeframe from submission of draft and before final submission;</li> <li>• Provided on a maximum of one draft of each student's response in Years 11 to 12.</li> </ul> <p>Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work.</p> <p><b>Non-submission of drafts</b></p> <p>Parents and carers will be notified about non-submission of drafts and the process to be followed. This contact will be recorded on One School.</p> |
| <b>Managing response length</b> | <p>Students must adhere to assessment response lengths as specified in the task. For Years 11 and 12, assessment conditions including word length are specified by syllabus documents. The procedures below support students to manage their response length:</p> <ul style="list-style-type: none"> <li>• All assessment instruments indicate the required length of the response;</li> <li>• Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task;</li> <li>• Model responses within the required length are available;</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the task/syllabus, the school will use the following process:</p> <ul style="list-style-type: none"> <li>• Allow a student to redact their response to meet the required length, before a judgement is made on the student work.</li> <li>• If a student decides not to redact or does not do so in the time allocated by the teacher, the teacher will mark only the work up to the required length, excluding evidence over the prescribed limit. Teachers annotate any such student work submitted for confirmation purposes (Years 11/12 Units 3 &amp; 4) to clearly indicate the evidence used to determine a mark.</li> </ul>   |
| <p><b>Authenticating student responses</b></p>  | <p>Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. So as to ensure the originality of student responses, teachers will make use of a number of authentication strategies as promoted by the QCAA. These may vary across a range of subjects. Strategies may be utilised throughout the teaching and learning process and/or in assessment design and may include:</p> <ul style="list-style-type: none"> <li>• Teacher observations and supervision of students completing their work</li> <li>• Requirements for submitting a draft</li> <li>• Requiring part/all work to be completed in class</li> <li>• Signing an authorship declaration</li> <li>• Interview a student if their authorship of text, visual, audio-visual, performance or spoken/signed responses may have been compromised by, for example use of generative AI, to determine student understanding and familiarity of a draft and/or response.</li> </ul> <p>Authentication strategies will be indicated on assessment instruments. In cases where a student response is not authenticated as their own work, academic misconduct consequences may follow.</p>  |
| <p><b>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Years 11-12</b></p> | <p>All students are entitled to demonstrate their knowledge, understanding and skills in response to assessments. Dakabin 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, including submission on or before the due date.</p> <p><b>Access Arrangements and Reasonable Adjustments (AARA) Years 11-12</b><br/> Dakabin SHS and the QCAA recognise that some students have a disability and/or medical conditions that may make them eligible for AARAs to assessment conditions for assessment. Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARA 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.</p> <p>For students in Years 11 and 12, the school follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from <a href="https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook">https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</a></p> <p>The QCAA or the Principal's Delegate – Senior Schooling HOD manages all approval of AARA for students in Years 11 and 12. 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. All evidence used to make decisions is recorded in the student's file by the Principal's delegate – Senior Schooling HOD.</p> <p>Students are not eligible for AARA on the following grounds:</p> |



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|  | <ul style="list-style-type: none"> <li>• unfamiliarity with the English language.</li> <li>• teacher absence or other teacher-related difficulties.</li> <li>• matters that the student could have avoided (for example misreading an examination timetable, misreading instructions in examinations).</li> <li>• timetable clashes.</li> <li>• matters of the student's or parent's/carer's own choosing (for example family holidays or sporting events).</li> </ul> <p><b>Illness and Misadventure</b></p> <p>Students whose ability to attend or participate in assessment is adversely affected by illness or an unexpected event (misadventure) may be eligible for provisions. The following principles apply:</p> <ul style="list-style-type: none"> <li>• The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation for example summons/subpoena to appear in court or close family members' death/funeral.</li> <li>• An adverse effect must be demonstrated.</li> <li>• The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.</li> <li>• Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure (Years 11 and 12).</li> <li>• 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 (Years 11 and 12).</li> <li>• When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA (Years 11 and 12). For further information refer to Dakabin SHS AARA Policy and Procedures.</li> </ul> |
| <p><b>Internal quality assurance processes</b></p> | <p>Dakabin State High School's quality management system ensures valid, accessible and reliable assessment of student achievement.</p> <p>School Responsibility</p> <ul style="list-style-type: none"> <li>• all assessment is checked prior to implementation to ensure validity, accessibility and reliability.</li> <li>• all assessment is moderated after delivery to ensure consistency and alignment of teacher marking to achievement standards.</li> <li>• in the Senior Phase, all assessment is also checked prior to delivery, by the QCAA.</li> <li>• in the Senior Phase, all assessment results for General subjects are also validated by the QCAA. For this reason, these results are considered provisional until the outcome of this process is determined.</li> </ul>   |
| <p><b>Review</b></p>                               | <p>Internal moderation processes are systematically and consistently applied across the school and include:</p> <ul style="list-style-type: none"> <li>• cross marking;</li> <li>• folio reviews;</li> <li>• moderation;</li> <li>• calibration.</li> </ul>   |

# External assessment administration

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| <b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b> | <p>External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General and General (Extension) subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. The QCAA determines the timing of external assessments. External assessment in 2023 occurs in Term 4, from 23 October – 14 November. The Exam Schedule will be released to students during Term 3. Students must complete the external assessment on the dates published by the QCAA website. Applied and Vocational subjects do not have external assessment.</p> <p><b>Year 12 – Rules for External Assessment</b><br/>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.</p> <p><b>School Responsibilities</b></p> <p><i>Students</i></p> <ul style="list-style-type: none"><li>• 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</li><li>• read the information provided by schools, including the<ul style="list-style-type: none"><li>• External Assessment Timetable</li><li>• External assessment student rules</li><li>• Approved equipment list</li></ul></li><li>• attend external assessment in which they are enrolled</li><li>• provide required approved equipment for scheduled exams and ensure electronic devices such as smart phones, smart watches and equipment that allows internet access must be stored out of access for the period of the examination.</li></ul> <p><i>Teachers</i></p> <ul style="list-style-type: none"><li>• supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year.</li><li>• comply with and supervise external assessment according to the external assessment guidelines.</li><li>• report incidents when they suspect or observe an act of academic misconduct by a student.</li></ul> |
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# Managing academic misconduct

Dakabin SHS is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent. The following are some examples of academic misconduct along with the procedures for managing them.

|   | <b>Types of misconduct</b>   | <b>Procedure</b>   |
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| <b>Cheating while under supervised conditions</b> | <p>A student:</p> <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment or materials</li> <li>has any notation written on the body, clothing or any object brought into an assessment room</li> <li>communicates with any person or tool other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul> | <p>Concerns about academic misconduct will be managed by:</p> <ol style="list-style-type: none"> <li>Concern/incident reported to teacher or identified by teacher;</li> <li>Curriculum Head of Department informed and investigates to establish the extent of incident;</li> <li>Junior Secondary or Senior Schooling HOD and Year Level DP informed of the incident to discuss appropriate consequence in line with DSHS Student Code of Conduct and QCAA policies and procedures.</li> <li>Principal informed as appropriate.</li> </ol> |
| <b>Collusion</b>                                  | <p>When:</p> <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment.</li> </ul>  | <p>For authorship issues 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>  |
| <b>Contract cheating</b>                          | <p>A student:</p> <ul style="list-style-type: none"> <li>pays for a person or a service to complete a response to an assessment</li> <li>sells or trades a response to an assessment.</li> </ul>   | <p>For all instances of academic misconduct Results will be awarded using any evidence from the preparation of the response that is verifiably the student's own work and that was gathered in the conditions specified by the task/syllabus, on or before the due date.</p>   |
| <b>Copying work</b>                               | <p>A student:</p> <ul style="list-style-type: none"> <li>deliberately or knowingly makes it possible for another student to copy responses</li> <li>looks at another student's work during an exam</li> </ul>  | <p>For instances of academic misconduct during examinations students will be awarded a Not-Rated (NR).</p>   |

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|  | <ul style="list-style-type: none"> <li>copies another student's work during an exam.</li> </ul>  |   |
| <b>Disclosing or receiving information about an assessment</b> | <p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>makes any attempt to give or receive access to secure assessment materials.</li> </ul>   | For instances of academic misconduct students will be awarded a Not-Rated (NR). |
| <b>Fabricating</b>   | <p>A student:</p> <ul style="list-style-type: none"> <li>invents or exaggerates data</li> <li>lists incorrect or fictitious references.</li> <li>This may include false or misleading information generated from the use of generative AI.</li> </ul>  | For instances of academic misconduct students will be awarded a Not-Rated (NR). |
| <b>Impersonation</b>   | <p>A student:</p> <ul style="list-style-type: none"> <li>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</li> <li>completes a response to an assessment in place of another student.</li> <li>This includes use of generative AI to alter images or recordings to adapt unreferenced material or adopt identities of other presenters or performers for audio, visual and audio-visual assessment responses.</li> </ul> | For instances of academic misconduct students will be awarded a Not-Rated (NR). |
| <b>Misconduct during an examination</b>                        | A student distracts and/or disrupts others in an assessment room.  | For instances of academic misconduct students will be awarded a Not-Rated (NR). |
| <b>Plagiarism or lack of referencing</b>                       | A student completely or partially copies or alters another person's work or creates work using generative AI tools without attribution (this may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).   | For instances of academic misconduct students will be awarded a Not-Rated (NR). |

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| <b>Self-plagiarism</b>                  | A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.             | For instances of academic misconduct students will be awarded a Not-Rated (NR). |
| <b>Significant contribution of help</b> | 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. | For instances of academic misconduct students will be awarded a Not-Rated (NR). |

## Roles and Responsibilities

### *Student*

- To participate in the program of instruction and demonstrate all mandated requirements of study.
- To be aware of all Assessment Due Dates (incl. drafts/checkpoints) and plan accordingly for success.
- To access and download the Course/Assessment planner from One School.
- To use any class-time provided for assessment work effectively.
- To complete and provide a full and complete submission of ALL TASKS by the stipulated due date (incl. drafts/checkpoints).
- To be aware of and understand the implications for non-submission of ALL TASKS.
- To demonstrate Academic Integrity by submitting work that is authentic and appropriately referenced etc.
- To keep evidence of all assessment submitted (receipts/'screen captures'/files etc.).
- To apply - if required - for an Assessment extension (Years 7-10), or AARA (Years 11-12), with supporting documentation in a timely manner.
- To communicate with the Teacher/HOD/DP/Guidance Officer if there are concerns with my progress.
- To ensure all assessment and classwork is backed up. IT failure is not a 'valid reason' for a student to request an extension to an assessment date.
- Seek feedback and guidance from the classroom teacher throughout the assessment period.
- To read Academic Report Cards and engage in Parent Teacher Interviews where required or requested.

### *Parent*

- To support the student in the program of instruction to then demonstrate all mandated requirements of study.
- To note all Assessment Due Dates (incl. drafts/checkpoints) to help students plan accordingly for success.
- To monitor school correspondence - including from classroom teacher - re assessment/exams etc.
- To contact the student's YLC/HOD/DP/Guidance Officer if there are concerns regarding progress and/or learning.
- To support - if required - an application for Extension/AARA, by providing supporting documentation in a timely manner.
- To support the school in the function of the Assessment Policy; including the application of consequences for non-submission or non-completion of assessment/coursework.
- To read Academic Report Cards and engage in Parent Teacher Interviews where required or requested.

### ***Classroom Teacher***

- To develop a Unit Plan (7-10), Teaching Learning and Assessment Plan (11-12), Study Plan (11-12) or Training Assessment Strategy (VET) that merits the requirements of the Australian Curriculum or QCAA.
- To complete Course/Assessment planners on One School for students to access
- To design and administer quality summative assessment to correlate with year or band plans that provide for equitable access for all students to the assessment, making any adjustments necessary for individual students.
- To plan and document adjustments to assessment as detailed in the DSHS Whole School Approach to Pedagogy, Inclusion Policy and AARA process.
- To implement any differentiation or adjustments to assessment in accordance with the approved Personalised Learning Plan (PLPs) or AARA.
- To consult with Inclusion Teachers regarding suitable differentiation and adjustments.
- To clearly outline the submission requirements and deadlines to students.
- To contact parents/carers (phone/email) when there are concerns about student progress. Ensure that records are logged on One School and referred - if necessary - to the relevant HOD/DP. This includes through the teaching/learning, drafting, draft, feedback and final submission phases of the assessment instrument
- To engage in faculty led moderation; ensuring accuracy and alignment of the awarding of achievement standards or competencies.
- To provide appropriate class-time for assessment, including formative and timely feedback on student progress to students through proficiency scales.
- To support and adhere to the Assessment Policy.
- To assist students to complete missed assessment with HOD Junior Secondary.
- To follow school and faculty guidelines for the submission, storage and achievement recording of student responses (assessment); whilst meeting timelines for Academic Reporting.

### ***Head of Department***

- To lead the teaching and learning within the curriculum areas they manage and oversee; ensuring it meets the stipulated requirements of the relevant curriculum area or external authority (QCAA etc.)
- To lead the entry of all assessment dates in One School Course/Assessment planners as requested by the Deputy Principal.
- To ensure a consistent range of Formative Assessment.
- To oversee the delivery of quality assessment; ensuring its fairness across multiple class cohorts.
- To investigate suspected Academic Misconduct through the Student Code of Conduct.
- To support staff and ensure they are following due process by contacting parents/carers re concerns of student progress/learning or failure to meet submission deadlines (drafts/checkpoints and final).
- To support and adhere to the Assessment Policy and where required, follow up with students re concerns referred to them by the classroom teacher.
- To work with the classroom teacher and inclusion teachers - where required - to implement or support the PLR, ICP, Extension or AARA.

- To establish and communicate faculty guidelines for the submission, storage and achievement recording of student responses (assessment).

### ***Deputy Principal***

- To lead the teaching and learning within the curriculum areas they manage and oversee; ensuring it meets the stipulated requirements of the relevant curriculum area or external authority (QCAA etc.)
- To oversee and manage the collation of Assessment Due Dates and coursework requirements.
- To oversee the delivery of quality assessment; ensuring its fairness across multiple class cohorts.
- To investigate, in collaboration with the Curriculum HOD, suspected Academic Misconduct.
- To support and adhere to the Assessment Policy and where required, follow up with students re concerns referred to them by the Head of Department
- To work with the Head of Department - where required - to implement or support the ICP, Extension or AARA.
- To oversee the management and implementation of faculty guidelines for the submission, storage and achievement recording of student responses (assessment).

### ***Related school policy and procedures***

- Whole School Curriculum Plan – CARP
- AARA Policy and Procedures
- Student Code of Conduct
- VET Student Handbook
- Feedback Policy (Appendix A)
- Application for Assessment Extension Form Years 7-10 (Appendix B)

# Appendix A - Non-Negotiable Feedback Protocols

## ***Timely feedback:***

- All drafts will receive feedback.
- Drafts that are late will still be given feedback. The type of feedback will be at the teacher's discretion.
- Draft feedback must be given to students at least five school days before the final assessment piece is due.

## ***Explicit feedback to students linked to Marking Guides***

- Feedback to Years 7-10 linked to 4C Marking Guide
- Built in checkpoints in all assessment tools in Years 7-10
- CASW meeting times scheduled to align with feedback junctures
- Feedback to Years 11 and 12 is aligned to ISMGs/Marking Guides
- VET Competencies ongoing feedback

## ***Variety of modes of feedback***

- Understand differences between formal/informal feedback.
- Written, verbal, visual, whole class, peer, individual.



# Appendix B – Application for Assessment Extension



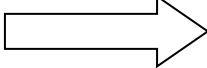
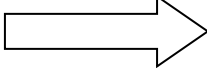
**DAKABIN**  
STATE HIGH SCHOOL  
*The future lies within*

## APPLICATION FOR ASSESSMENT EXTENSION Year 7-10

The Application for Assessment Extension must be submitted when emergent or exceptional circumstances occur – documentation is required.

**Date Received by Teacher:**

**(Process to take no longer than 48 hours)**

|                                   |   |   |
|-----------------------------------|---|---|
| <b>Student to Complete</b>        | Student Name: _____ Year: _____<br>Subject: _____ Assessment Type: _____<br>Reason for Application: (Please attach documentation)<br>_____<br>_____<br>Request eg. Extension period: _____<br>Parent/Carer Signature: _____ Date: _____ |   |
| <b>Teacher to Complete</b>        | Teacher Name: _____ Date Received: _____<br><input type="checkbox"/> Recommendation to Approve <input type="checkbox"/> Recommendation – Not approved<br>Comments:<br>_____<br>_____<br>Teacher Signature: _____                        |  |
| <b>Curriculum HOD to Complete</b> | HOD Name: _____ Date Received: _____<br><input type="checkbox"/> Approved      New Submission Date <input type="text"/> <input type="checkbox"/> Not Approved<br>Comments:<br>_____<br>_____<br>HOD Signature: _____                    |  |

Copy to: Student, Teacher and HOD – recorded on One School by class teacher  
 Original: Attached to Assessment Item