

School assessment policy

Pioneer State High School

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook> and applies to Year 7 to 12 at Pioneer State High School and across all faculties. Where appropriate there have been adaptations for Junior (7-9) and Senior (10-12).

Purpose

Pioneer State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

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

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

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

High-quality assessment is characterised by three attributes:

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

Responsibilities		
Teachers	Students	Parents/Guardians
<ul style="list-style-type: none"> • In school-based assessment, teachers are accountable for designing assessment programs and making judgements about the standards achieved by their students within the assessment and reporting timeframes. • Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback on their assessment and will be able to articulate reasoning behind judgements of the standards achieved. • Teachers are responsible for informing parents when students do not provide work to support a judgement of achievement and are likely to be awarded with a Not-Rated (N) level of achievement on their report card. 	<ul style="list-style-type: none"> • All students are responsible for submitting draft and assessment items on or before the due date, unless an extension has been approved no less than 3 days before, unless special circumstances have arisen. • All students are responsible for arriving on time on the day for examinations, unless special consideration has been formally arranged. • All students must show academic integrity. 	<ul style="list-style-type: none"> • Support and encourage their children to complete and submit all drafts and assessment by the due date. • Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence (including medical certificates) where necessary.

Promoting academic integrity

Pioneer State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
<p>Location and communication of policy</p>	<p>The school assessment policy is located on the school website at https://pioneershs.eq.edu.au/ and the student intranet at https://qedu.sharepoint.com/sites/2168/StudentIntranet/ . All questions regarding this policy should be directed to the Principal, Deputy Principals or Heads of Department.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each term in CARE classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> • At enrolment interviews • During SET plans • When each task is handed to students by the class teacher
<p>Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.2.1</p>	<p>Pioneer State High School has high expectations for academic integrity and student participation and engagement in learning and assessment.</p> <p>Students become eligible for their QCE (Queensland Certificate of Education) 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 their QCE and their report card.</p> <p>Students are expected to:</p> <ul style="list-style-type: none"> • Engage in the learning for the subject or course of study • Produce evidence of achievement that is authenticated as their own work • Submit responses to scheduled assessment on or before the due date <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses for all year 10, 11 and 12 students.</p>
<p>Due dates Section 8.2.1 Section 8.2.7</p>	<p>School's responsibility</p> <p>Pioneer State High School is required to adhere to QCAA (senior) 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 schedule. All students will be provided with their assessment schedule by the end of week 2 of each semester.</p> <p>The assessment schedule will:</p> <ul style="list-style-type: none"> • Align with syllabus requirements • Provide sufficient working time for students to complete the task • Allow for internal quality assurance processes • Enable timelines for QCAA quality assurance processes to be met • Be clear to teachers, students and parents/carers • Be consistently applied • Be clearly communicated by the end of week 2 each semester • Consider allocation of workload <p>Student responsibility</p> <ul style="list-style-type: none"> • Recording due dates in their diaries • Planning and managing their time to meet the due dates • Informing the school as soon as possible if they have concerns about assessment load and meeting due dates (no later than a week prior to due date) <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> • Inform the Head of Department and classroom teacher as soon as possible • Apply for an extension through the appropriate procedure and processes • Provide the school with relevant documentation, see appendix for applications • Adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school (years 7 – 10) or QCAA (years 11 and 12) <p>Drafts and feedback</p> <ul style="list-style-type: none"> • The due date of the draft requires students to submit a completed task for feedback. • If a draft is not submitted by the date, contact will be made home to notify them of not meeting assessment expectations and are not projected to pass the subject/unit. • Draft feedback is only provided to work submitted by the draft feedback.

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<ul style="list-style-type: none"> • Drafting should flag if students are outside of assessment range (word count, time etc.). <p>Final due dates</p> <ul style="list-style-type: none"> • Planned events cannot be used as a valid reason for extension (Any extracurricular activities - athletics day, JCU trip, school excursion, MECC commitments, job commitments or family holidays etc.). • If a student does not submit a final response by the due date, the school will determine whether sufficient evidence exists from checkpoints and drafts that meet syllabus conditions to award a result. If sufficient evidence does not exist, a Not-Rated (N) will be recorded. • Final responses need to be submitted by 11:59pm on the due date. Failure to submit by this time, contact home will be made and draft will be marked. • The assignment end date is set. If a student misses lessons due to absences, truancy or lateness, they will not be given lessons after the date. It is the student's responsibility to make arrangements with the teacher to catch up. <p>Exam dates</p> <ul style="list-style-type: none"> • All students are expected to complete exams within conditions specified (time/resources etc.) • If adjustments are needed to support students, these need to be reasonable in according to QCAA guidelines. • Pioneer staff can only give support in exams by re-reading questions, pointing to exam stimulus or help resources, asking students to write more, provide time and encouragement prompts. • General exam expectations for PSHS include: <ul style="list-style-type: none"> - Arriving on time ready to start with the time start of the exam - Late students will sit down and get started, won't get extra time within 10minutes of the others. Arrive before half time. - Bringing relevant equipment needed for the subject exam (pen, calculator, ruler, HB pencil, eraser). - No communication to other students (verbal or non-verbal gestures). - Independent, silent work with eyes only on their own paper for the entire exam duration. This also includes if a student finishes the exam early. - Sitting in their seat for the full exam, no walking around the room. - Phones and headphones in their bag, and bag in the bag zone. • If a student is disruptive during an exam, a prearranged HOD or buddy class will be called to remove the student and allow others the opportunity to work to the best of their ability. • A version of the exam will be given to students removed from the room for disruptive reasons, or if it is completed outside of the classroom (prearranged for Flexi or V Block). • If the school is notified of a valid unforeseen and unavoidable reason, they can prearrange for the student to complete the exam on a different day. • In years 11 and 12, if an exam day is missed, procedures and processes according to the QCAA will be followed. • In the case of an exam not being able to be completed, formative assessment evidence will be used to determine a level of achievement if available (if it was completed independently in exam conditions by the student). • Consistent refusal to complete assessment will result in an E level of achievement.
<p>Submitting, collecting and storing assessment information Section 9</p>	<p>Assessment instruments will provide information about Pioneer State High School arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and time. Final responses for all internal assessment will be collected and stored in each student's folio. Copies of drafts must be maintained until a final submission is obtained. Live performance or presentation assessments will be recorded and stored (both draft and finals) as required for making judgements and for QCAA confirmation processes in year 12.</p>
<p>Appropriate materials Section 8.2.2</p>	<p>Pioneer State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by staff and students.</p>

Ensuring academic integrity

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

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 8.2.3	<p>Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.</p> <p>To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none">• breaking a complex task, learning experience, concept or skill into discrete parts• modelling thought processes required to complete parts of an assessment instrument• pre-teaching vocabulary specific to the subject and assessment instrument• questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response• showing examples of responses and demonstrating the match to performance descriptors and the mode of response required• using visual frameworks or graphic organisers to plan responses.• provide examples of assessment responses within the required response length, i.e. word length, duration of time or page count• explicitly model how to create a draft and edit a response to an assessment in the required mode, i.e. written, spoken, multimodal, performance• explicitly model how to create a draft and edit a response to an assessment in the required mode, i.e. written, spoken, multimodal, performance• provide students with feedback at checkpoints and on the draft in the required mode if the response does not match the required length• give advice to students about how to develop ideas and synthesise information relevant to the task and objectives being assessed to meet the assessment conditions <p>Scaffolding for assessment</p> <p>When scaffolding in an assessment context, it is important to maintain the integrity of the assessment instrument so that a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.</p> <p>Scaffolding for assessment instruments in Units 3 and 4 should focus on processes or presentation of the response. It should avoid repeating cognitions or the task description.</p> <p>Scaffolding may include:</p> <ul style="list-style-type: none">• Providing a timeline or checkpoints that students can use to manage their completion of components of the assessment instrument• Guiding students to make predictions and/or reflect on their learning to complete the assessment instrument• Providing prompts and cues in the task so that students understand the requirements for the response, such as problem-solving or citation method they are required to use. <p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none">• Maintain the integrity of the requirements of the task or assessment instrument• Allow for unique student responses and not lead to a predetermined response <p>There are many ways that scaffolding can be provided. The following list of some ways:</p> <ul style="list-style-type: none">• Graphic organiser• Exemplars• Modelling• Feedback in class• Group work• Provide examples of assessment responses within the required response length, i.e. word length, duration of time or page count

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<ul style="list-style-type: none"> • Explicitly model how to create a draft and edit a response to an assessment in the required mode, i.e. written, spoken, multimodal, performance <p>Across the phase of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.</p>
<p>Checkpoints Section 8</p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> • Be detailed on student task sheets • Monitor student progress • Be used to establish student authorship <p>The purpose of feedback is to provide meaningful information about a student’s strengths and areas for improvement to support them to progress their learning. It helps the student understand where and how they are going, and where they need to go next.</p> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints.</p> <p>Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Effective feedback is:</p> <ul style="list-style-type: none"> • Ongoing • Individualised • Specific to the teaching, learning and assessment • Related to the standards or descriptions • Clear and in language students understand • Timely, so the student can act on it to adjust their learning • Collaborative, so that teachers can work with the student and their parents/carers to support the student’s learning • Supportive, so that the student is encouraged to reflect and act on the feedback and build their capacity for self-assessment. <p>Teachers provide feedback that varies throughout the teaching, learning and assessment process.</p> <p>Opportunities for feedback in the classroom may include:</p> <ul style="list-style-type: none"> • Ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way • Reviewing how students are working towards their learning goals • Working with students on classroom tasks in preparation for the assessment task • Encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing • Enabling students to practice self-assessment, such as using checkpoints – key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length, topic where appropriate. <p>In the event a student does not meet a checkpoint:</p> <ul style="list-style-type: none"> • The teacher will contact the Head of Department • Correspondence will be emailed home to parents by the teacher (Cc HOD to raise concern)
<p>Drafting Section 8.2.5</p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a presentation or performance piece, or a product in development. A full draft must include all modes and formats required by the assessment technique or syllabus – incomplete drafts will be treated as a failure to submit a draft. Teachers must keep copies of drafts (i.e. photos of practical work, video or audio recordings, written, etc.) as drafts may be used as evidence of student achievement in the case of illness or misadventure, or final non-submission for other reasons.</p> <p>Drafts may be created in a variety of formats and modes:</p> <ul style="list-style-type: none"> • A student may prepare several written drafts when developing and refining a response to the topic and then submit their best, complete or near complete draft for teacher feedback, e.g. in Ancient History • Recording of a student presenting a spoken task practises in class and receives feedback as a draft in the mode of the response, e.g. in English a spoken/signed task • Recording of a student practising a performance in class and given teacher feedback on a rehearsal, e.g. in Drama or Dance • Photographic evidence of progress for a practice product, e.g. in Industrial Skills, Engineering Skills or Art.

All draft formats (including recording and photos of evidence) must be retained if a final submission is not provided by the due date.

Junior School (years 7 – 10)

All draft and final due dates are communicated to students and parents through term on criteria sheets. Students are responsible for submitting a draft and final copy on this date. Teachers will give formal feedback to students on the submitted draft. Students should utilise the formal feedback to improve their work for academic success. Throughout the unit delivery and drafting process, teachers may provide verbal or informal feedback to students at any time, however formal feedback will be provided once upon draft submission. Students will receive formal feedback on their draft at least one week before the final due date. Drafting should flag if students are outside of assessment range (word count, time etc.).

Feedback on a draft must not:

- Compromise the authenticity of a student response
- Introduce new ideas, language or research to improve the quality and integrity of the student work
- Edit or correct spelling, grammar, punctuation and calculations
- Allocate a mark

Senior School (years 11 – 12)

Feedback on a final draft is provided in written form on a maximum of one draft of each student’s response. It is a consultative process that indicates aspects of the response to be improved or further developed. The feedback is delivered in a consistent manner and format for all students and provided within one week of a submission of a draft. Drafting should flag if students are outside of assessment range (word count, time etc.).

Feedback on a draft must not:

- Compromise the authenticity of a student response
- Introduce new ideas, language or research to improve the quality and integrity of the student work
- Edit or correct spelling, grammar, punctuation and calculations
- Allocate a mark

A copy of the feedback will be stored with a hard copy of the draft in the student’s folio.

For Junior and Senior students, in the event they do not meet a draft due date, the teacher:

- Will notify the Head of Department
- Email correspondence home to parents (Cc HOD to raise concerns)

Managing response length
Section 8.2.6

Students must adhere to assessment response length as specified by syllabus documents or in Junior school, the assessment item conditions. The procedures below support students to manage their response length.

- All assessment instruments indicate the required length of the response
- Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task
- Model responses within the required length are available
- Feedback about length is provided by teachers at checkpoints

For Junior (7 – 10)

Junior students will not be penalised for not adhering to the recommended length. They are marked on their responses according to the criteria and standards. Word length is a guide for students.

For Senior (11-12)

After all the above strategies have been implemented, if the student’s response exceeds the word length required by the syllabus, the school will either:

- Mark only the work up to the required length, excluding evidence over the prescribed limit
- Allow a student to redact a response to meet the required length before a judgement is made on the evidence in the student response. Teachers are not to redact a student response. It is also not

<p>QCE and QCIA policy and procedures handbook</p>	<p>Policy and procedures</p>
	<p>appropriate for a student to redact a response that is produced under exam conditions or in an assessment that requires a continuous response, such as a presentation or recording.</p> <p>Students work submitted will be annotated for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p>Authenticating student responses Section 8.2.8</p>	<p>Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Pioneer State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p>In cases where a student response is not authenticated as a student’s own work, procedures for managing alleged academic misconduct will be followed.</p> <p>Gathering evidence of a student achievement:</p> <ul style="list-style-type: none"> • Schools are responsible for gathering evidence of student achievement in response to assessment on or before the due date for internal assessment instruments in all subjects for all units. Strategies may vary according to the assessment technique. • Consider the mode of the assessment and how to collect evidence that meets the conditions, e.g. for a spoken instrument, a spoken response rather than a draft of a written speech. A draft rendered by text-to-speech software is not appropriate as the student’s voice is to be recorded.
<p>Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6</p>	<p>Applications for AARA – For years 11 and 12 only</p> <p>Pioneer State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>Pioneer State High School follows the processes as outlined in the QCE and QCIA Policy and Procedures Handbook available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook</p> <p>The Principal of Pioneer SHS manages all approval of AARA for students.</p> <p>All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student’s file by the Principal or their delegate.</p> <p>Students are not eligible for an AARA on the following grounds:</p> <ul style="list-style-type: none"> • Unfamiliarity with the English language • Teacher absence or other teacher-related issues • Matters that the student could have avoided • Matters of the student’s parent’s/carer’s own choosing, i.e. holidays • Matters that the school could have avoided • School representative sport • School-based traineeship/apprenticeship or work commitments <p>Applications for extensions to due date for unforeseen illness and misadventure</p> <p>Students and parents/carers must contact the Principal’s delegate as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the student intranet and the office. The link for the student intranet is https://qedu.sharepoint.com/sites/2168/StudentIntranet/</p> <p>Special Provisions</p> <p>Special provisions exist for assessment to ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. Pioneer recognises that some students have disability and/or medical conditions that may be a barrier to their performance in assessment. Special provisions is designed to assist these students. Special provisions does not cover circumstances arising from the student’s or parent/carer’s choice. Special provisions is usually applied under these categories: cognitive, physical, sensory, or social/emotional.</p> <p>Access arrangements:</p> <ul style="list-style-type: none"> • Are available to a student with evidence of a need that is not necessarily covered by the definition of disability, for example, a temporary injury or needs resulting in inclusive educational strategies • Enable a student to access assessment and demonstrate their knowledge • Do not change the assessment conditions

Reasonable adjustments:

- Are available to a student with evidence of a need and who has disability in accordance with a legal meaning. Without reasonable adjustments, the disability results in substantial disadvantage for the student when compared to students without disability
- Allow for assessment conditions to be changed due to the barriers that may be experienced by the student with disability. The integrity of the assessment instrument is not changed
- May be unique and tailored specifically for a student's needs

Illnesses and misadventure:

- Provides for students whose ability to attend, or performance in, internal or external assessment was adversely affected by illness or an unexpected event resulting in emergent circumstances
- A student who has been approved for AARA is not eligible to apply for illness and misadventure consideration for the same condition, unless it can be demonstrated through evidence that a significant deterioration or complication of the condition occurred which diminished the student's performance in assessment
- The conditions must be 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

Special provisions are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable to Years 11 and 12 students, the Queensland Curriculum and Assessment Authority (QCAA). QCAA refers to this process for students in Years 11 and 12 as Access Arrangements and Reasonable Adjustments (AARA).

All applications for special provisions must be made as soon as possible using Pioneer State High School's application form and submitted to either the relevant subject Head of Department or Deputy Principal. All applications must be submitted with the required documentary evidence that will be retained by the school. For students in Years 11 and 12 this documentation should be completed on the school template and information and accompanying documentation and may be shared with QCAA via the School Portal for the purposes of having AARA conditions approved by QCAA where required. Applications for illness and misadventure related special provisions can be submitted up to 14 days prior to the assessment due date and no later than 7 days after the assessment due date.

For students in Years 11 and 12 - Applications to QCAA for AARA for Year 12 General subject external exams must be made by:

- End of February in Year 12 year where alternative format papers are required
- End of Term 1 in Year 12 year for existing long-term and chronic conditions
- By Week 5 in Term 3 of Year 12 year for short-term conditions or temporary injuries that are unlikely to resolve by mid-October
- By the end of Term 3 of Year 12 for AARA provisions that only require school-based Deputy Principal or Principal approval

Supporting documentation required for submission with an application for special provisions is:

Medical report that provides the following information:

- Diagnosis of disability and/or medical conditions
 - Date of diagnosis (date must cover the date of the assessment for which the application is being made)
 - Occurrence or onset of the disability and/or medical condition
 - Symptoms, treatment or course of action related to the disability and/or medical condition
 - Information about how the diagnosed disability and/or medical condition affects the student participating in assessment, particularly timed assessment when considering Years 11 and 12 external assessments
 - Professional recommendations regarding special provisions, if applicable
 - For students in Years 11 and 12 medical documentations for long term conditions must be dated no earlier than 1 January of the year of the student's Year 10 enrolment

QCE and QCIA policy and procedures handbook	Policy and procedures
	<ul style="list-style-type: none"> ○ For students in Years 11 and 12 medical documentations for short term conditions or temporary injuries, including mental health conditions such as anxiety and depression must be dated no earlier than six months prior to the assessment item that AARA is being applied for ○ For students in Years 11 & 12 the medical report must be completed on the Pioneer student intranet or the HOD of the subject area. ○ The medical report must be completed by a relevant general practitioner (GP), medical specialist, or psychologist (registered under Queensland’s Medical Practitioners Registration Act 2001 and/or Queensland’s Psychologists Registration Act 2001, and who is not related to the student or employed by the school. <p>Supporting documentation required for submission with an application for illness and misadventure related special provisions is:</p> <ul style="list-style-type: none"> ● Medical report or certificate that provides the following information: <ul style="list-style-type: none"> ○ Diagnosed illness or condition ○ Date of diagnosis, onset or occurrence (date must cover the date of the assessment for which the application is being made) ○ Symptoms, treatment or course of action related to the condition ○ Explanation of the probable effect of the illness or condition on the student participating in the assessment ● For non-medical claims, written evidence from a relevant independent professional or other independent third party including the following information: <ul style="list-style-type: none"> ○ Event details ○ Date of event occurrence or onset ○ Course of action related to the event ○ Explanation of the probable effect of the event on the student participating in the assessment
Special Consideration (Junior Students)	<p>Students who require special consideration for assessment must apply through their teacher, Head of Department and Deputy Principal for approval. Special consideration for assessment may be granted for the following reasons:</p> <ul style="list-style-type: none"> ● Illness ● Explained or approved extended absences ● Representative sport ● Unforeseen circumstances <p>Students must apply for special consideration <u>before</u> the due date of the assessment item for approval. The form for special consideration can be found at: https://qedu.sharepoint.com/sites/2168/StudentIntranet/</p>
Managing non-submission of assessment by the due date Section 8.2.7 Section 11.1.4	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and drafts. This will be recorded, photographed, copied or electronically (submitted via email or other form) stored.</p> <p>The details on the instrument-specific task sheets provide details of the evidence that will be collected at checkpoints and draft dates.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment or attend an examination, the teacher will email the parent (CC HOD) notifying that their student has not submitted. If it is an examination, other supports may be provided after discussion with the HOD and Deputy Principal.</p> <p>Where evidence of student assignment work:</p> <ol style="list-style-type: none"> a. Was provided by the student for the purpose of authentication during the assessment preparation period is available (through collected drafts), teachers make judgements based on this evidence b. Was not provided by the student on or before the due date and did not meet the assessment technique requirements, a ‘Not-Rated’ (NR) must be entered as the result <p>For Seniors (11-12)</p> <p>Students who do not attend an exam and have no grounds for an AARA will receive an NR. If a student arrives late to an exam, they are permitted to enter the exam, however, no additional time will be provided unless AARA conditions can be established prior to entering the exam conditions.</p> <p>In circumstances where a student response or exam is recorded as NR, this may impact the student’s ability to achieve a satisfactory result for the unit. Determinations will be made in accordance with QCAA policy.</p>

QCE and QCIA policy and procedures handbook	Policy and procedures
	<p>For Juniors (7 – 10)</p> <p>The teacher and HOD will collaborate to determine if any advantage has been gained due to absence and the existing examination will be sat at a time organised by the teacher – on the next day the student attends or as appropriate.</p>
Internal quality assurance processes Section 9	<p>Pioneer State High School’s quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p> <ul style="list-style-type: none"> • Quality assurance of all assessment instruments before they are administer to students using quality assurance tools provided by the QCAA • Quality assurance of judgements about student achievement • Use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort <p>All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA.</p> <p>Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.</p>
Review Section 11.1	<p>Pioneer State High School’s internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects and Short Courses is equitable and appropriate for the local context.</p> <p>Students who are not successfully demonstrating the required learning in their assessment opportunities will be required to attend a meeting with the Deputy Principal.</p> <p>Juniors (years 7 – 10)</p> <p>Teachers at Pioneer State High School consistently engage with and participate in moderation processes as outlined by the Department of Education, to ensure student results for all subjects is equitable and appropriate for the local context.</p>

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<p>External assessment is developed by the QCAA for all General and General (Extension) subjects Section 10</p> <p>See also: <i>External assessment – administration guide</i> (provided to schools each year)</p>	<p>See the <i>QCE and QCIA Policy and Procedures Handbook</i> and follow the <i>External assessment – Administration guide</i> for processes, roles and responsibilities of the school external assessment coordinator, teachers and students.</p>

Managing academic misconduct

Pioneer 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 some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on their body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student. 	<p>For authorship issues</p> <p>When authorship of student work cannot be established or a response is not entirely a student's own work, Pioneer State High School will provide an opportunity for the student to demonstrate that the submitted response is their own work.</p>
Collusion	<p>When:</p> <ul style="list-style-type: none"> • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment. 	<p>For all instances of academic misconduct</p> <p>Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.</p>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment. 	<p>For instances of academic misconduct during examinations</p> <p>All allegations of academic misconduct will be investigated in accordance with principles of procedural fairness. Students will be provided an opportunity to respond before a decision is made. Students may be awarded a Not-Rated (NR). See the <i>QCE and QCIA Policy and Procedures Handbook</i>. Where appropriate, the school's behaviour management policy will be implemented.</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment • copies another student's work during a supervised assessment. 	
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials. 	<p>For instances of academic misconduct of AI Generated responses</p> <p>Each assessment instrument will specify the permitted level of AI use, using the AI Scale. Any use beyond the permitted level constitutes Academic misconduct. Where AI use is permitted, students must acknowledge and reference AI use in accordance with school guidelines.</p>
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> • invents or exaggerates data • lists incorrect or fictitious references. 	
Impersonation	<p>A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</p> <p>A student completes a response to an assessment in place of another student.</p>	<p>Consequences for Academic Misconduct</p> <p>For dealing with cases of failure to maintain academic integrity, it must be determined whether the case represents a minor or major breach. The HOD in conjunction with the classroom teacher, are responsible for determining if a case is minor or major. The</p>
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work</p>	

	Types of misconduct	Procedure
	<p>may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).</p> <p>Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.</p>	<p>following considerations can be used to assist in assessing whether the breach is major or minor:</p> <ul style="list-style-type: none"> • Extent – how much of the assessment item is in question (for example, a few sentences or several paragraphs); and what proportion of the entire unit does this assessment item represent (how important is the case to the overall level of achievement of the student)
Use of Artificial Intelligence (AI)	<p>A student uses Generative Artificial Intelligence tools in assessment tasks that do not specifically direct students to use AI in some capacity and the use of AI is not cited.</p> <p>This may include false or misleading information generated from the use of Generative AI. This includes the 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.</p>	<ul style="list-style-type: none"> • Level – at what level is the student in their course (what year level the student is in) • Knowledge – the student’s exposure to the accepted practices • Discipline – what are the accepted practices in the student’s discipline plan and the extent to which these practices have been made clear to the student
Self-plagiarism	<p>A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.</p>	<ul style="list-style-type: none"> • Repetition – whether the student has been found to have breached the principles of academic integrity in the past • Review of consequences – if students, parents or teachers feel that the case has not been dealt with fairly or consistently, they should appeal to the Deputy Principals or Principal.
Significant contribution of help	<p>A student or other person arranges for, or allows a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.</p>	<p>Major Cases</p> <p>The classroom teacher must match the appropriate standards to the sections of the assessment item that can be verified as the student’s own work, identifying the sections which have been plagiarised and disregarding them in applying the standards of the syllabus. Depending on the quantity of assessment being identified as plagiarised, the assessment piece may be recorded as NR and the respective consequences applied.</p> <p>Minor Cases</p> <p>Minor cases of failing to maintain academic integrity include, but are not limited to:</p> <ul style="list-style-type: none"> • Incidental plagiarism (inadequate, incorrect or inconsistent citation and/or referencing of sources, paraphrasing too close to the original) • Minor copying of material, such as copying up to a few sentences (note this may sometimes be inadvertent, for example, if a student mistakes a verbatim transcript in their notes as their own words) <p>Where it is determined that a minor breach has occurred, the classroom teacher must match</p>

	Types of misconduct	Procedure
		<p>the appropriate standards to the student response according to the appropriate criteria for the assessment item and provide an explanation if low marks have been given against specific criteria relating to appropriate referencing or acknowledgement of source material.</p> <p>At all stages, parents/guardians must be notified.</p> <p>All incidents will be recorded on One School and referred to HOD or DP for consequence.</p>

Related school policy and procedures

Refer to other school policies as appropriate:

- 1) Student Code of Conduct
- 2) Internal Moderation Policy (including school procedures for endorsement and confirmation)
- 3) QCE and QCIA Policy and Procedures Handbook

Guide for engaging with Generative AI

Scale Level	Description	Examples of Assessment Tasks
1. No AI	The assessment is completed under supervision, and/or handwritten, and/or under exam conditions.	<ol style="list-style-type: none"> 1. Students complete a traditional multiple-choice exam on historical events. 2. Students write an in-class essay about the impact of technology on society without the use of AI tools. 3. Students solve a series of maths problems on paper during a timed examination.
2. Brainstorming and ideas	AI can be used in the initial stages of the assessment for brainstorming and idea generation.	<ol style="list-style-type: none"> 1. Students use AI to generate ideas for a persuasive essay on the advantages and disadvantages of social media. 2. Students use AI tools to brainstorm potential solutions to an environmental problem in a group project. 3. Students collaborate with AI to develop innovative business ideas for a mock start-up pitch competition.
3. Outlining and notes	AI can be used to outline entire responses or convert notes into organised ideas.	<ol style="list-style-type: none"> 1. Students use AI tools to create an essay outline on the factors contributing to climate change based on their research notes. 2. Students use AI to convert their handwritten notes on a novel into a structured analytical essay outline. 3. Students use AI to organise their research findings on public health policies into a clear presentation outline.
4. Feedback and editing	AI can be used to provide feedback, self-assessment, or editing and revision.	<ol style="list-style-type: none"> 1. Students submit their draft essays on the ethical implications of genetic engineering to AI for feedback on structure, clarity, and persuasiveness. 2. Students use AI tools to receive instant feedback on their oral presentations and improve their delivery. 3. Students collaborate with AI to revise and edit their group research papers on the effects of globalisation on local economies.
5. Full AI	AI can be used to generate the entire output.	<ol style="list-style-type: none"> 1. Students provide AI with their research and ideas, then use the AI-generated synthesis to create a comprehensive report on the future of renewable energy. 2. Students input their group discussion notes on the challenges of urban planning into AI to generate a cohesive summary. 3. Students supply AI with their design concepts and requirements to generate a visual representation of a proposed architectural project.

Acknowledgement: Furze, L. (2022). The AI Assessment Scale: From no AI to full AI. <https://leonfurze.com/2023/04/29/the-ai-assessment-scale-from-no-ai-to-full-ai/>

Referencing Generative AI

At Pioneer State High School, the use of Artificial Intelligence tools in assessment tasks will be considered academic misconduct unless the assessment task specifically directs students to use AI in some capacity. As with any resource, any use of Generative AI must be referenced.

APA 7th - Internet sources - Generative AI (e.g., ChatGPT)

In-text citation

Template: (Author, Year)

Example: (OpenAI, 2023)

Reference List

Template: Author, A.A. (Year). Title (Version x.x) [Format/Description]. Publisher. <https://xxxxxxxx.xxx>

Example: OpenAI. (2023). ChatGPT (May 24 version) [Large language model]. <https://chat.openai.com/chat>

Images

Template:

Figure X

[AI generated image of...]

[IMAGE]

Note. Image generated using [name of GenAI tool/software], year (URL)

Example:

Figure 1



[AI generated image of a kitten sleeping on a cushion surrounded by books]

Note. Image generated using Microsoft Copilot, 2024 (<https://copilot.microsoft.com/>)

Documenting Prompts and Outputs

Template:

I acknowledge the use of insert AI system(s)/tool(s) [add link] to add how the AI was used. The prompts entered into AI system(s)/tool(s) on date include:

- List the prompts.

Example:

I acknowledge the use of ChatGPT [<https://chat.openai.com/>] to generate ideas and material for background research and project planning in the drafting of this assignment. The following prompts were entered into ChatGPT on 30th March 2023:

- Explain the evidence for the existence of life outside of our solar system.

Failure to meet a checkpoint or draft – template

Dear Parent/Guardian

Today **Tuesday 10/5** your child had an **assignment checkpoint/draft** for **General Mathematics** due. **Checkpoints/drafts** are essential as they allow the teacher to give students quality feedback on their progress so far and how to improve their assignment answers, thus getting the best possible outcome.

Your child did not complete sufficient work for this **checkpoint/draft** and as such I cannot give the intended feedback to them.

This assignment task was given in class on **Friday 29 April** and is available on the students One Note. Students have been given **3 Lessons** in which to work on the assignment already.

The **assignment checkpoint/draft** and final copy dates are as follows:

Issue Date: **29 April 2026**

Part 1 Checkpoint: **Excel Data/measures of spread/centre and Hypothesis** →**4/5/2026**

Part 2 Checkpoint: **800 word report** →**10/5/2026**

Draft Date: Entire Assignment →**17/5/ 2026**

DUE DATE: **20 May 2026**

If your child is having difficulties, I have asked that they see me during the lunch break during the week. Alternatively, students can email me on **_____@eq.edu.au** and I will endeavour to respond in a timely manner (usually within 24 hrs).

If you have any further questions/queries, please do not hesitate to contact me here at the school or via email.

Kind regards

Teacher Name

Non-Completion of Assessment - Failure to Attend an Exam

Dear

I am writing to inform you that **student name** has failed to attend the exam for **subject** on or before the set date, being **due date**. Additionally, your student has failed to negotiate an alternative time to sit the test.

If the appropriate AARA documentation and medical certificate is provided and approved, **Student name** will be required to sit the exam during the next day/lesson **he/she** is present without penalty.

Without suitable documentation, your students' failure to attend the exam may impact their QCE and ATAR eligibility. For more information regarding the Pioneer State High School Assessment Policy, please visit the school's website.

Please contact the Senior School Deputy Principal, _____ on _____ or via email _____@eq.edu.au to arrange a meeting to discuss your child's senior schooling pathway.

Kind regards

NAME

Teacher

NAME

HOD – Subject Area

Non-Completion of assessment – failure to submit an Assignment

Dear Parent / Caregiver

I am writing to inform you that **CHILD NAME** has failed to submit their assignment for **SUBJECT** on or before the set date, being **DUE DATE**. Additionally, your student has failed to negotiate an alternative date to submit the assessment piece.

As a result, I will now be using **CHILD NAME's** draft copy as the final assessment copy and be grading it accordingly.

Without suitable documentation, your students' failure to submit assessment may impact their QCE and ATAR eligibility. For more information regarding the Pioneer State High School Assessment Policy, please visit the school's website.

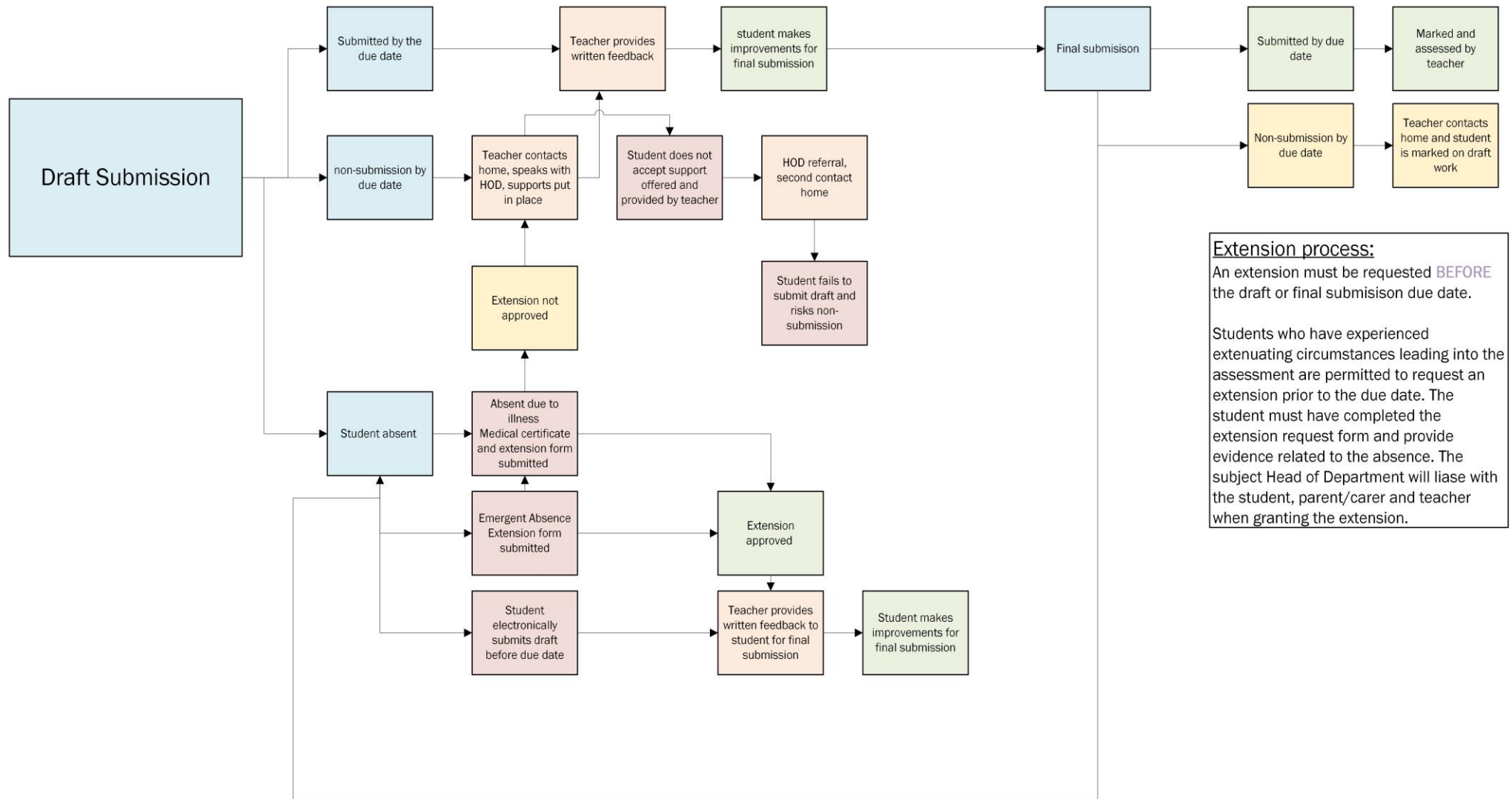
Please contact the Senior School Deputy Principal, _____ on _____ or via email _____@eq.edu.au to arrange a meeting to discuss your child's senior schooling pathway.

Kind regards

NAME
Teacher

NAME
HOD – Subject Area

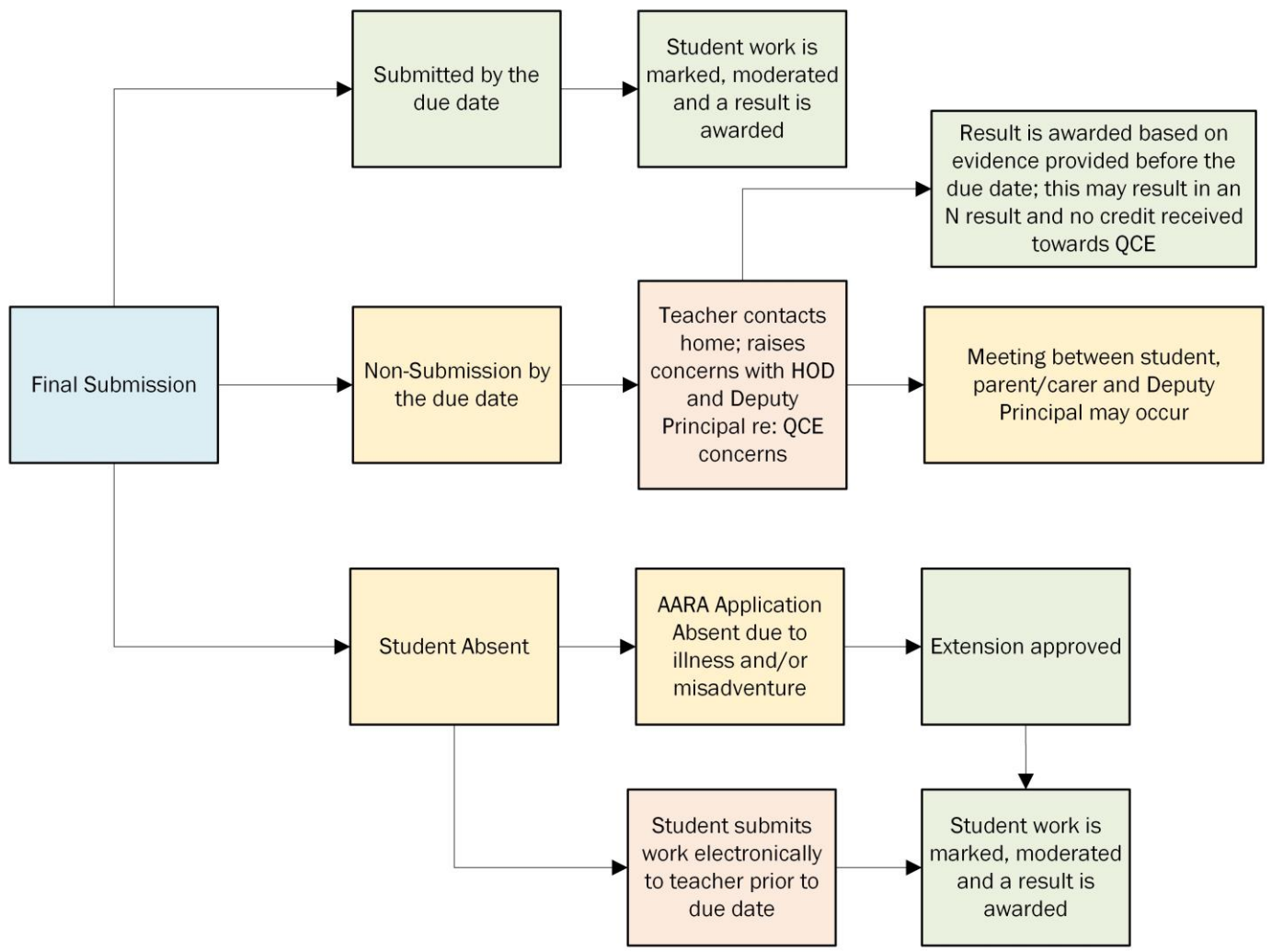
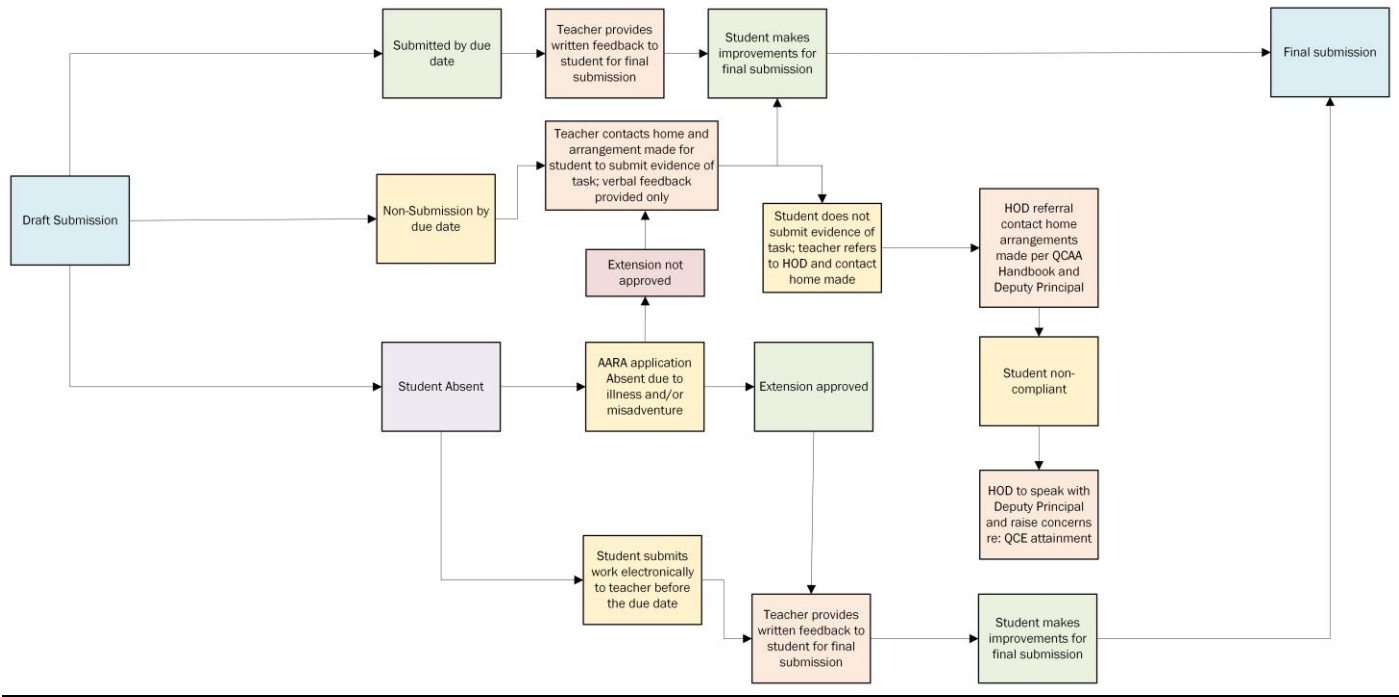
Assessment policy flow chart – years 7 – 10



Extension process:
 An extension must be requested **BEFORE** the draft or final submission due date.

Students who have experienced extenuating circumstances leading into the assessment are permitted to request an extension prior to the due date. The student must have completed the extension request form and provide evidence related to the absence. The subject Head of Department will liaise with the student, parent/carer and teacher when granting the extension.

Assessment submission flow chart – years 11 and 12



Reporting

The end of term and semester reports should provide timely advice to parents and guardians about how students in years 7 – 11 are settling into their new work and/or schooling life and how well students in year 12 are resuming their studies. Academic achievement (A-E) is determined solely by evidence against syllabus standards. Behaviour and effort are reported separately and do not influence academic results.

Subject teachers must pay close attention to the descriptors provided in the matrix for guidance to achieve an accurate match of evidence when making calls on categories such as behaviour and effort. Parents and guardians who have specific concerns are invited to arrange an interview with the appropriate teacher/s.

	Behaviour Choices	Effort Choices
A	<ul style="list-style-type: none"> • I always follow teacher instructions straight away. • I treat everyone with respect and kindness. • I help others to make good choices. • I take responsibility for my actions. • I set a good example for others. • I come to school every day I can (max 3 days off a term) 	<ul style="list-style-type: none"> • I stay focused and use my time wisely. • I take responsibility for my learning and ask questions to improve. • I complete all tasks to the best of my ability. • I keep going even when the work is hard. • I change my strategies when something isn't working.
B	<ul style="list-style-type: none"> • I arrive on time to class and am seated when the class starts • I follow class rules and routines most of the time. • I speak and act respectfully towards others. • I control my behaviour and make good choices. • I listen to feedback and respond positively. • I stay focused and avoid distractions. 	<ul style="list-style-type: none"> • I usually stay on task and complete my work on time. • I try to solve problems before asking for help. • I join in class discussions and activities. • I keep trying when things get difficult. • I come prepared for class and bring what I need.
C	<ul style="list-style-type: none"> • I usually arrive on time to class and am seated when the class starts • I keep my hands to myself • I use my laptop for schoolwork, not games. • I usually listen and follow instructions. • I try to make good choices but sometimes need reminders. • I try to stay respectful, even when things are difficult. • I stop and fix my behaviour when asked. • I usually come to school (max 5 days off a term) 	<ul style="list-style-type: none"> • I usually try to complete my work, even if I need a reminder. • I keep track of my work and bring my equipment. • I give things a go, even if I'm unsure. • I take part in most class activities. • I sometimes ask for help when I need it. • I sometimes try new ways of learning when stuck.
D	<ul style="list-style-type: none"> • I start moving to class on the second bell (arriving regularly late by 3-10 minutes, disrupting the class). • I need reminders to keep my hands to myself. • I sometimes don't follow instructions or class rules. • I need multiple instructions behave appropriately • I get distracted and distract others. • I play games or go off-task when I should be learning. • I don't always show respect in my words or actions. • I only come to school sometimes (av.1 day off a week) 	<ul style="list-style-type: none"> • I often lose sheets/work or forget my equipment. • I sometimes get distracted and need help staying focused. • I don't always finish my work. • I give up when work feels too hard. • I often wait for help instead of trying first. • I rarely try new strategies when I'm stuck.
E	<ul style="list-style-type: none"> • I usually go to class late or truant (skip classes). • I often choose not to follow rules or instructions. • I disrupt the class and distract others frequently. • I say or do things that are not respectful to others or safe. • I usually ignore teacher direction • I refuse to acknowledge/fix a behaviour or argue and deflect to other students' actions. • I need multiple parent contacts, One Schools and/or suspensions. • I need a lot of support to manage my behaviour. • I walk other people to class and/or go to other teacher's rooms. 	<ul style="list-style-type: none"> • I often choose not to try or complete work. • I don't bring my equipment or keep track of my work. • I am usually off task and need lots of reminders. • I often distract others or myself during learning time to avoid work. • I need help to stay focused and participate. • I usually only work if someone works with me personally. • I put my head down or completely ignore the lesson.