



## Assessment Policy

Assessment Policy Contents:

### 1. SCOPE:

This policy will detail the expectations for assessment at Whites Hill State College. It will specifically provide detail for teachers in the development and implementation of assessment. It will also outline the responsibilities of students as they complete the assessment tasks required by their program of study.

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 Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

### 2. PURPOSE:

Assessment is a mandatory part of all curricula/work programs. It refers to any item which contributes to student levels of achievement. Assessment plays an important role in improving learning and informing teaching. This assessment policy ensures that there is consistency and equity in assessment procedures in all year levels and learning areas across the college.

At Whites Hill State College, we use assessment to:

- Promote, assist and improve learning;
- Inform teaching and learning;
- Provide feedback to students and parents about the learning that has occurred.

Further details regarding the QCAA's expectations can be found in the document [Building student success – A guide to the Queensland Curriculum, Assessment and Reporting Framework](#).

### 3. PRINCIPLES:

Whites Hill State College's expectations for learning, teaching 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 or VET training package. 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 summative 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



#### 4. POLICY STATEMENT:

##### Quality assessment

Each individual assessment piece should form the basis of planning for its corresponding unit of work. All assessment for the college is documented in our CARP which includes the 3 levels of planning. To ensure that all assessment is of appropriate standard, teachers will access the relevant curriculum/syllabus document at either the whole of college CARP, the ACARA or QCAA websites:

<https://www.qcaa.qld.edu.au/senior/senior-subjects>

<https://www.acara.edu.au/curriculum/foundation-year-10/learning-areas-subjects>

<https://www.qcaa.qld.edu.au/p-10/qld-curriculum>

<https://teams.microsoft.com/l/team/19%3aVAjkVyb4PSm2EKPI NnFU0qU75R-UBwZhL0z8hIagvQl%40thread.tacv2/conversations?groupId=b44a8433-19e9-4507-b4f1-36767d8aabfb&tenantId=6600c7c5-16b5-4baf-9e93-323bd8c01dba>

By examining the subject's standards, teachers will be able to determine:

- What do students need to know/demonstrate
- What types of assessment should be used.

The design of quality assessment is derived and informed by the Assessment and Moderation Hub, QCAA, and P-12 CARF. Assessments are to be designed using the Whites Hill State College [common assessment task sheet and marking guides](#) as demonstrated in the curriculum documents/syllabus. Teachers are to create A and C standard exemplars to guide both students and fellow teachers.

All assessment items will be submitted to the relevant Head of Department/Head of Curriculum for endorsement before the end of term, prior to commencement of the unit. Once endorsed, teachers will be able to use a moderation focus tool to develop a unit outline, and differentiate according to individual student needs (see moderation focus tool template).

[https://elearn.eq.edu.au/webapps/blackboard/content/listContent.jsp?course\\_id=\\_177659\\_1&content\\_id=\\_26110894\\_1&mode=reset](https://elearn.eq.edu.au/webapps/blackboard/content/listContent.jsp?course_id=_177659_1&content_id=_26110894_1&mode=reset)



### **NOTICE OF ASSESSMENT:**

#### **SECONDARY 11-12**

Details of assessment and notice of task in the Senior Secondary phase of learning will be provided to students as per the relevant syllabus QCAA policy guidelines.

#### **SECONDARY 7-10**

Details of assessment, in the Secondary phase of learning are provided to students no less than four weeks prior to the due date to enable them to complete work to the highest standard. In the Secondary phase, an assessment calendar, which outlines subject requirements and dates for the submission of assessment tasks, will be distributed to students and published on the College website at the start of each semester. It is expected that students record all assessment dates, including those for check points and drafts, into their student diary.

#### **PRIMARY P-6**

Details of assessment in the Primary phase of learning will be provided to students at the start of the unit of work. Primary class teachers will supply assessment task dates, as per the assessment schedule, to students at the start of the unit.

### **TASK SHEETS AND MARKING GUIDES:**

For each assessment item, students will be provided with a task sheet and marking guide that is comprised of information and instructions for completing the set work, including:

- The topic and context of the task;
- A clear description of the set task;
- Steps/guided directions of what is expected to be completed to satisfy the task, including “checkpoints” and the submission of drafts as applicable;
- Specific task conditions and requirements, e.g. purpose of task, technique, time allowed, word length, text type (genre), mode, and required language features
- The task sheet and marking guide must be submitted with the assessment in the secondary phase.
- Descriptors of the standards against which the work will be judged in Years 1-12 are (A-E or Satisfactory / Unsatisfactory for VET assignments).
- **Prep Descriptors: Applying (AP)** Evidence in the student’s work typically demonstrates a depth of conceptual understanding and a sophistication of skills from the standard that are able to be transferred to new situations. **Making Connections (MC)** Evidence in the student’s work typically demonstrates that they are making connections with the conceptual understandings and skills from the standard and are able to apply them to new situations. **Working With (WW)** Evidence in the student’s work typically demonstrates that they are working with the conceptual understandings and skills from the standard and are able to apply them in familiar situations. **Exploring (EX)** Evidence in the student’s work typically demonstrates that they are still developing the required conceptual understandings and skills from the standard and are beginning to apply them in familiar situations. **Becoming Aware (BA)** Evidence in the student’s work typically demonstrates an awareness of the required conceptual understandings and skills from the standard and these can only be applied with support.



### **ASSESSMENT CHECKPOINTS AND DRAFT SUBMISSION PROCESSES:**

Checkpoints should be used by teachers during the assessment period to provide feedback to students on their progress in satisfying the task. The number of checkpoints will vary according to the word length, complexity and timeframe of the task. These are normally scheduled and are incremental within the task at points where a particular part of the scaffolded process has been completed. A checkpoint might require students to:

- Submit a written outline or plan to the teacher of their approach to the task;
- Show that they have completed the required preparation for an experiment;
- Discuss with the teacher the roles of each member of their group;
- Negotiate the presentation of their work;
- Provide other evidence demonstrating the progress they made in completing the task at that point in time.

Check-ins are used to motivate students to be organised in their work so that they meet deadlines. They also provide students with critical feedback at regular intervals in the assessment period.

A draft is a response that is a student's preliminary attempt to complete the task to a satisfactory standard in order to receive feedback for improvement. The expectation is that students aim for a completed C standard. It is likely to be the student's second or third attempt at the task. The submission of drafts is mandatory as it allows students to obtain feedback on the assessment item prior to submitting the final copy. In years 7-10 when providing feedback, teachers will follow the College's Revision and Editing processes.

Drafts are also used to provide evidence of authorship. Drafts must be completed and submitted directly to the class teacher by the due date in person, via email or via another method arranged by the teacher. Late drafts will be collected as evidence of authorship, but feedback will not be provided by the teacher. Teachers will clearly communicate the number of drafts available to students for each assessment task.

**Teachers will retain a copy of all drafts submitted.** In the case where an assessment item is not submitted on the due date and there has been no extension granted, the teacher will grade the draft and/or other evidence that has been collected prior to the due date.

### **CONSEQUENCES FOR MISSING CHECK-INS AND NON-SUBMISSION OF/ INCOMPLETE DRAFTS:**

#### **Consequences for missing check-ins and non-submission of / incomplete drafts.**

##### **Years P-6**

Students who are deemed to be behind schedule at assessment check-ins, or who do not submit completed drafts by the due date:

- Will participate in classroom-based strategies to ensure they catch up and submit the assessment task on time.

##### **Years 7-10**

- Will participate in classroom-based strategies to ensure they catch up and submit the assessment task on time e.g. lunchtime detention with class teacher or HOD.
- Will have their parents/carers contacted by the teacher by phone, email or letter. This contact will be recorded on OneSchool.
- May be referred to the Head of Department.
- May move to the next stage of the cancellation of enrolment process if the student is in the post-compulsory phase of education (i.e. the student has completed Year 10 or turned 16 years of age).
- Teachers in the Secondary Phase of learning will also contact home if submitted draft is not at a C Standard.



### Years 11 & 12

- Students in Years 11 -12 will receive an afterschool detention.
- Class teachers will record the failure to submit a draft in Oneschool as a behaviour
- The Head of Department will be notified
- The Head of Department will inform the Head of School information regarding students' failure to meet college expectations.
- Students may move to the next stage of the cancellation of enrolment process if the student is in the post- compulsory phase of education. (i.e. the student has completed Year 10 or turned 16 years of age).
- Teachers in the Senior Secondary Phase of learning will also contact home via email/ phone call or letter and record the contact in Oneschool if the draft is not at a C standard.

### **FINAL ASSESSMENT SUBMISSION PROCESSES:**

#### **Prep to Year 6**

Final copies of assessment items must be submitted by the due date either in person or via email to the class teacher.

#### **Years 7-10**

In Years 7-10 the assignment cover sheet must be attached to the assignment. The student must submit the assessment items by the due date in person or via email and must also upload an electronic copy through plagiarism checking software in Qlearn by 11:59 on, or before, the due date.

#### **Year 11 and 12 Senior Secondary Assessment Processes**

Assignments must be submitted on or before the due date. The final copy is to be submitted to the teacher via email or in person by the due date. Electronic copies must also be submitted through plagiarism checking software in Qlearn by 11.59pm on the due date. All assessment uploaded will be scanned through the academic integrity software in Qlearn to check for plagiarism.

Senior students may participate in a wide variety of school-based courses in the Senior School including General subjects, Applied subjects, Vocational Education and Training courses, Short courses, and other Queensland Curriculum and Assessment Authority (QCAA) recognised studies. Years 11-12 students may participate in internal and/or external assessment.



Internal Assessment	External Assessment
<p>Internal Assessment can include:</p> <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Extended responses</li> <li>• Investigations</li> <li>• Performances</li> <li>• Practical demonstrations</li> <li>• Products</li> <li>• Projects</li> <li>• Collection of work (Applied subjects only)</li> </ul> <p>Internal assessment is developed and administered for General and Applied subjects and Short Courses. In Units 1 and 2, assessment is formative and contributes to credit toward a student's QCE. For Units 3 and 4, the first three (general subject) / four (applied subject) assessment items are summative and contribute to the calculation of a student Australian Tertiary Admission Rank and contribute credit toward a student's Queensland Certificate of Education.</p> <p><u>Submission of Assignments (Extended Responses, Investigations, Products, Projects, Collections of Work):</u> These assessment types must be submitted by the advised due date. Checkpoints (e.g. draft) are used by subject teachers to track and provide feedback on student assessment progress.</p> <p>If final assessment is submitted late (without prior AARA or illness/misadventure being granted) the assessment will be assessed and graded for feedback purposes only.</p>	<p>External Assessment is developed by the QCAA for all General subjects. All external assessment for General subjects is summative and contributes to a QCE and ATAR calculation. VET and Applied subjects do not include external assessment.</p> <p><u>External Assessment is:</u></p> <ul style="list-style-type: none"> <li>• an examination held at the end of the course of study.</li> <li>• common to all schools.</li> <li>• administered by schools under the same conditions at the same time and on the same day.</li> <li>• marked by the QCAA according to a commonly applied marking scheme.</li> </ul> <p>The subject matter and conditions for external assessment are determined by the QCAA and based on the relevant General syllabus.</p> <p>External assessment contributes 25% of the overall subject result in most Senior subjects and generally assesses Unit 4 of the syllabus. In Mathematics and Science subjects, external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.</p>

### **Academic Integrity and Academic Misconduct**

Whites Hill State College and the QCAA promote academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/carers and others who support students in their learning must adhere to the guidelines of academic integrity. All students enrolled in General or Applied subjects are to complete the online QCAA course for Academic Integrity.



### **Oral/multimodal presentations**

Students who refuse to present an oral/multimodal presentation will be deemed to have not completed the assessment task. Students who do not feel comfortable presenting in front of the entire class should discuss alternative presentation options with their teacher/Head of Department, such as:

- Presenting to the teacher at lunch time;
- Presenting at lunch time to the teacher and a small audience of the student's choosing;
- Submitting a video recording of the presentation;

Alternative presentation formats can only be considered if they align with the syllabus requirements for the subject.

### **Group assessment**

In the situation that one or more members are absent on the date of a group assessment, the remaining members of the group must submit the elements of the task they were responsible for and, in the case of performances/presentations, present using "fill in" group members taking on the roles of the absent students.

When the absent group member returns, the group will re-present at the soonest possible time. Students who have presented at school on the due date and followed this Assessment Policy will be assessed without penalty.

### **Late submission of assessment**

QCAA policy states, "In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date." Students who submit an assessment item late without an approved Application for Extension will be graded on their draft and/or other evidence that has been collected prior to the due date.

Unless an extension has been approved, students who fail to submit assignments on the due date are to be treated as follows:

- Parents will be notified that the student has failed to complete an assessment item;
- The student is to be given the next available lesson to write their best possible response to the assessment task. If the student has any rough notes on the topic, these may be referred to. The sheet (assignment) is to be submitted at the end of the lesson. This piece of work is to be assessed in the usual way against the assignment criteria.

### **Inadequate responses**

Students must ensure that they make a reasonable attempt on all assessment items. Students will be deemed to have made an inadequate response in situations such as:

- Failing to meet at least 50% of the required word length / time requirement.
- Failing to address the task (e.g. intentionally writing off-topic).
- Completing a limited number of components of an assessment task.
- Improvising a speech that should have been scripted.
- Writing only their name on an exam paper.
- Attempting a very limited number of questions on an exam paper.

Students who provide an inadequate response to an assessment item will be graded on the work they submit on the due date/in the exam; however, further consequences will apply. For students in Years 11 and 12, this will be considered as not participating in the course of study.



### **Non-submission of assessment**

In the case of non-submission of assessment, QCAA policy states, “A standard can only be awarded where evidence has been demonstrated. In cases of non-submission of student responses, an ‘E’ standard cannot be awarded on an assessment piece where there is no evidence for it. [...] Standards are not awarded when there is no evidence.”

Students may not be awarded a result on semester levels of achievement if there is insufficient coverage of the syllabus or inadequate assessment. The Principal has the discretion to determine the number of units of credit to be reported for a student’s course of study for Year 11 and 12.

Withdrawal from units in Year 11 and 12 may compromise QCE and ATAR eligibility.

For Years Prep to 10, in the situation where a teacher has no evidence on which to base a result, and the student does not have an approved Application for Extension, the student will be detained in the next lunch hour after the lesson to complete the assignment. The teacher will provide the student with the task sheet and writing paper. The student will have the lunch hour to complete the assessment task. The assessment task will be collected by the class teacher at the end of the lunch hour. It will then be marked and graded along with the other assignments submitted by the class. Further consequences will apply.

If a student fails to attend the agreed lunch time session or refuses to attempt the work, the matter will be referred immediately to College Administration.

### **Plagiarism and cheating**

QCAA policy states, “It is essential that judgments of student achievement be made on genuine student assessment responses. Teachers must take reasonable steps to ensure that each student’s work is their own, particularly where students have access to electronic resources and when they are preparing responses to collaborative tasks, and when they have access to others’ ideas and work.”

Plagiarism involves students submitting the work of others as their own, without appropriate acknowledgment or referencing of the original work. Examples of plagiarism include:

- Use of Artificial Intelligence to write student work
- Copying or closely paraphrasing sentences or paragraphs.
- Copying ideas, concepts, tables, designs, sounds, images, music, scripts, research data, mathematical workings etc.
- Copying or adapting another student’s work.
- “Cutting and pasting” statements gathered from a variety of sources.
- Submitting work produced by someone else on the student’s behalf.

Whites Hill State College uses the authentication strategies promoted by the QCAA. The assessment conditions on an assessment item will stipulate expectations for students for authentication requirements. All students are expected to submit assessment as per the authentication strategies specified on assessment instruments. Whites Hill State College uses Education Queensland’s authentication software in Qlearn as an authentication strategy at the discretion of the Head of Department. In cases where a student response is not authenticated as a student’s own work, procedures for managing alleged academic misconduct will be followed.





### **Consequences for plagiarism**

Students cannot be graded on work that is not their own. Where plagiarism is suspected:

- Students will be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts).
- Teachers will conduct an internet search of key phrases.
- Teachers will compare the student's work to the work of past and present students.
- Teachers will consider the student's work in class and on other assessment pieces.
- Teachers may interview the student after the submission of a task to explore further, clarify or determine comprehension of the work submitted.

Where a student is found to have plagiarised significant portions of the task, only the elements of task that are their own original work will be graded. Where a student is found to have plagiarised the entire task, it will be treated as a non-submission. In both cases, consequences will be applied.

### **Consequences for cheating**

Students found to be/suspected of cheating in an exam (e.g. in possession of banned items such as notes / electronic devices or communicating with other students) will have the part of the exam already completed collected and they will continue on with the remainder of the exam. After the completion of the exam, the teacher will consult their Head of Department to make a decision regarding the results for the exam. This may involve:

- Parts of the exam in question being disregarded while grading the exam.
- The student completing an alternative exam at the soonest possible opportunity.

Other consequences will also be applied.

### **Recording of Late Submission, Non-Submission, Incomplete Assessment, Plagiarism or Cheating.**

- Parents will be notified that the student has failed to complete an item of assessment appropriately - record as INCIDENT on OneSchool ;
- INCIDENT DETAILS: parent advised by phone call or letter etc. Record subject and name of assessment piece;
- REFERRALS: Refer to College Administration;
- ATTACHMENTS: if possible, it would be helpful if a scan of assessment piece is attached;
- SAVE;
- If assessment is subsequently completed, this entry should be edited accordingly.



### Extensions

Years 7-10	Years 11-12
<p>Consideration for extensions must be arranged through the appropriate Head of Department (HOD), <b>prior to the due date</b> via the Application for Extension form.</p> <p>It is not school policy to allow extensions beyond the due date; however, extensions may be given in some circumstances to students who:</p> <ul style="list-style-type: none"> <li>• Are suffering from a chronic illness with medical certificates as evidence.</li> <li>• Have an extenuating family situation that has been discussed with the Head of School or Guidance Officer.</li> <li>• Enrolled in the school / subject late and missed some of the drafting time.</li> </ul> <p>Extensions may not be granted to students who have not met deadlines for check-ins or drafts for the assessment item. This will be a consideration when determining whether a student will be granted an extension due to a lost or corrupted USB or other technology difficulty. Note: It is the student's responsibility to ensure they have multiple backups of assessment items e.g. USB, stored on school computer or a cloud and emailed to themselves.</p>	<p>Consideration for extensions must be arranged through the school's Guidance Officer.</p> <p><b>Applications for extensions to due dates for unforeseen illness and misadventure</b></p> <p>Students and parents/carers must contact the Principal's delegate (QCAA school moderator) as soon as possible and submit the relevant supporting documentation.</p> <p>Copies of the confidential medical report template and student statement documentation are available from the school website. Students and/or parents access AARA application forms via the school website including the medical report form (required) and student statement form (optional) for an AARA application.</p> <p>During Senior School, the Principal or their delegate determines AARA for Units 1-2. AARA for Units 3-4 is Principal reported to the QCAA or determined by the QCAA. Students must submit a complete AARA application for Units 3-4, whereby the school, if the application is deemed suitable, will submit the AARA application to the QCAA.</p> <p>For each AARA application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject.</p> <p>The school will:</p> <ul style="list-style-type: none"> <li>• check the accuracy of information supplied in the AARA application (see Section 6.5: Application and notification process)</li> <li>• consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required</li> <li>• complete the online application and submit supporting documentation by the due date via the QCAA Portal</li> <li>• advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.</li> </ul>



### Exemptions

In rare situations, students may be exempted from completing an assessment task. An exemption may be appropriate where a student has missed an assessment instrument due to illness or because of some other legitimate absence, and completing the assessment would place an unreasonable burden on the student. Exemption is not an option where reasonable adjustment is appropriate i.e. removing barriers to a student's access to learning and assessment opportunities.

An exemption can only be allowed when there is sufficient alternative evidence on which to make a judgment about an exit level of achievement without the student having to complete a particular assessment instrument. An exemption is inappropriate if it results in insufficient evidence being available to make a judgment about the student's exit level of achievement, or the student being unable to meet the mandatory requirements stated in a syllabus or study area specification.

Exemptions can only be granted by a Head of Department in consultation with the Head of School and Guidance Officer.

### N Ratings Primary to Year 10

In exceptional circumstances, when there is no summative assessment or insufficient summative assessment available, schools may use the formative assessment that has been gathered against the achievement standards, to inform reporting to parents. This practice is a school based decision and should only be applied to individual students in circumstances agreed to at the school level and in consultation with parents. It is important to align to the appropriate scale for reporting and the formative assessment evidence needs to be judged using a marking guide aligned to the Australian Curriculum achievement standards. An 'N' is used only when there is insufficient evidence to make a judgment about their achievement in the reporting period. This usually occurs when the student has recently arrived in the school or they have had extended absences.

### Special provisions

QCAA policy states, "Special provisions means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances."

Special provisions may be particularly relevant for students with specific educational needs, including, but not limited to:

- Students with disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature;
- Students with educational needs arising primarily from socioeconomic, cultural and/or linguistic factors where there may be some form of educational disadvantage, such as students:
  - of Aboriginal and/or Torres Strait Islander backgrounds
  - with language backgrounds other than English
  - who are migrants or refugees
  - in low socioeconomic circumstances
- Students who have short-term impairments such as glandular fever, fractured limbs, etc.

Special provisions involve the application of relevant syllabus criteria and standards against which achievement is judged. Assessment criteria and standards are not modified to suit particular students. The school is required to maintain the intent and rigour of the course and any other requirements or components that are inherent or essential to the course of study. Special provisions do not involve compensating for what the student does not know or cannot do.



Reasonable adjustments for students with specific educational needs must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course of study requirements.

The school must consult and involve the student (and, where appropriate, the student's parents/carers and other relevant school personnel) in the decision-making process concerning special provisions. The school must take into account the student's specific educational needs and balance the interests of all parties affected, including those of the student, the school, staff and other students. Each case will be considered on an individual basis.

Reasonable educational adjustment involves varying the conditions under which assessment occurs in order to enable students to have opportunities to demonstrate their learning in a course of study.

Examples of reasonable adjustments include, but are not limited to:

- Permitting signing instead of speaking for students with hearing impairments, and computer simulation instead of laboratory work for students with physical impairments.
- Allowing the use of specialised equipment to accommodate a student's disability or impairment (e.g. keyboarding rather than handwriting).
- Providing a reader to communicate a text where reading is not the skill being assessed, or providing a scribe to produce an exact transcription of student responses to assessment items where a physical impairment does not permit a student to write.
- Providing assistance with the interpretation and comprehension of assessment items for students with language difficulties (e.g. students with language backgrounds other than English) as long as this assistance occurs for assessment items that are not designed to assess those language skills.
- Allowing additional time for students to complete assessable tasks (e.g. written tests or assignments) to give them the opportunity to demonstrate their knowledge and skills.

Consideration for special provisions must be arranged through the appropriate Head of Department prior to the due date.

### **Special Provisions for EALD/International Students Years 7-10**

EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency. These students may include:

- Aboriginal and Torres Strait Islander students
- students with Maori or Pacific Islander backgrounds
- students of Australian South Sea Islander background
- immigrants to Australia and temporary visa holders from non-English speaking countries
- students with a refugee-background
- children born in Australia of migrant heritage where English is not spoken at home
- Australian citizens or residents returning from abroad having lived for extended periods of time in countries where their schooling was not in English
- children of deaf adults who use English as their first language
- International students from non-English speaking countries.

Not all students from these backgrounds will require additional support to meet the curriculum expectations for their age cohort.



Students requiring support will be identified through the enrolment process and their names will be shared with relevant teachers.

Teachers are expected to liaise with the school EALD teacher during the planning phase to ensure tasks are appropriately differentiated and that special provisions are provided in the conditions of assessment.

Special provisions in assessment are made through the way the assessment is presented, the way students are allowed to respond, the physical conditions and/or the time allocated for the assessment tasks.

Special provisions in the conditions of assessment may include:

- presentation – changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.
- response – allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed
- setting – changing location including the physical or social conditions in which the assessment is completed
- timing – allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.

### Senior EALD students 11-12

For Senior EALD students, the College complies with all expectations as set by the QCAA.

### Applications for Access Arrangements and Reasonable Adjustments (AARA) - Year 11-12

Whites Hill State College 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.

Whites Hill State College follows the processes as outlined in the *QCE and QCIA Policy and Procedures Handbook* (<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>).

The Principal or their delegate (QCAA school moderator/s), as per the school AARA policy, manages all approval of AARA for students.

All AARA applications must be accompanied by the relevant supporting documentation (outlined in [Section 6.5.1 of the QCE/QCIA Handbook](#)) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided

**External Course participants** e.g. TAFE, School Based Apprenticeship do not meet the requirements for AARA and are expected to attend school assessment as the school is the main learning provider. Students are expected to make appropriate arrangements with external providers to complete assessment where a clash exists.



### **Ineligible students**

The school is responsible for quality assurance of assessment practices. It will determine whether it is appropriate to apply approved strategies for assessment completion e.g. submit before/on due date or sit comparable assessment.

### **Assessment folios**

Evidence of student achievement is to be collected and safely stored for reporting and moderation purposes. The assessment folio:

- provides evidence about learning from the reporting period
- includes evidence compiled over time from a variety of summative assessment types
- indicates patterns within the evidence from the opportunities students have had to demonstrate the elements of the achievement standard.

Folios are to be stored in a space negotiated with the Head of Department.

### **Moderation**

Moderation is iterative and cyclical, and supports the alignment between curriculum, pedagogy, assessment and reporting — it ideally takes place at multiple junctures. Schools support teachers to use strategies to engage in moderation processes at multiple junctures and undertake activities to:

- match evidence in student work to the relevant achievement standard and related assessable elements;
- award an overall level of achievement for the summative assessment task using the appropriate reporting scale; and
- award an overall level of achievement on assessment folios for academic reporting at the end of each semester, using the appropriate reporting scale.

### **Student feedback on assessment post final submission.**

Teachers will explicitly build time for assessment feedback into their Semester planning. Feedback to students should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils. This descriptive feedback can be in written or oral form, but should reference the task outline, criteria and the associated unit's WALTs and WILFs.



### Submission length in Years 7-10

In the case where a student submits a response that exceeds the required length the teacher is to mark the response using the information up to the required length. Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

	Word length	Page count
<b>Inclusions</b>	<ul style="list-style-type: none"><li>• all words in the text of the response</li><li>• title, headings and subheadings</li><li>• tables, figures, maps and diagrams containing information other than raw or processed data</li><li>• quotations</li><li>• footnotes and endnotes (unless used for bibliographical purposes)</li></ul>	<ul style="list-style-type: none"><li>• all pages that are used as evidence when marking a response</li></ul>
<b>Exclusions</b>	<ul style="list-style-type: none"><li>• title pages</li><li>• contents pages</li><li>• abstract</li><li>• raw or processed data in tables, figures and diagrams</li><li>• bibliography</li><li>• reference list</li><li>• appendixes*</li><li>• page numbers</li><li>• in-text citations</li></ul>	<ul style="list-style-type: none"><li>• title pages</li><li>• contents pages</li><li>• abstract</li><li>• bibliography</li><li>• reference list</li><li>• appendixes*</li></ul>

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

### Absent on due date

The assignment or class work evidence should be forwarded through email, family or friends or other suitable arrangements, otherwise the assignment will be considered to be late. If students cannot make any of these arrangements, their parent/carer must contact the Head of Department/Head of Curriculum on the due date to discuss the situation.



### Absence from exams/performances/presentations Years 7-10

Acceptable Reasons for Absence	Evidence Required	Action Required
Illness	Medical certificate for the exam date  For Year 11 & 12 students must complete QCAA medical template documentation available from the Guidance officer	Parent/carer contacts school on the date of exam to advise of illness. Immediately upon return to school, student to negotiate alternative exam time with teacher/ HOD and provide a copy of the medical certificate.
Undergoing medical procedure	Medical certificate for the exam date	Student to negotiate alternative exam time with teacher / HOD at least one week prior to exam date
Funeral or bereavement	Contact from parent / carer prior to exam date	Student to negotiate alternative exam time with teacher / HOD asap prior to exam date
Selection in regional/state/national team	Written evidence of selection	Student to negotiate alternative exam time with teacher / HOD at least one week prior to exam date
Excursion	Nil	Student to negotiate alternative exam time with teacher / HOD at least one week prior to exam date

### Consequences for unacceptable non-attendance at exams

**Unacceptable reasons** for missing an exam include:

- Family holiday;
- School based apprenticeship or TAFE
- Truancing;
- Non-urgent appointments e.g. dental check-ups, sitting a Drivers Licence test;
- “Forgetting” or misreading the Assessment Block schedule;

If students are absent from an exam for an **unacceptable reason**, this will be considered a refusal to participate in the program of instruction. Students will be required to complete the exam at the next available lesson.





### **Assessment review**

All assessment tasks are to be reviewed annually as a part of the school's quality assurance model. Heads of Department and Heads of Curriculum will nominate specific teachers or teams of teachers to take responsibility for assessment tasks and units of work. This review process will include checking:

- Compliance with curriculum/syllabus requirements;
- Appropriate rigour;
- Relationship to local context at WHSC;

Where possible, quality assurance and moderation meetings will be organised with teachers from other schools within the Eastern Alliance.

## **4. RESPONSIBILITIES:**

### **School Responsibilities:**

- publish all draft and final assessment due dates on the School Assessment Calendar for each Unit of work.
- provide students and parents with access to the school's Assessment Policy.
- provide access to relevant documents regarding applications for extension and/or Access Arrangements and Reasonable Adjustments (AARA).
- provide students with assessment instruments in an appropriate time frame.
- provide support and adjustments where appropriate.
- provide appropriate opportunities for feedback and completion of assessment.

### **Student Responsibilities:**

- present only their work for all assessment instruments ensuring they meet the guidelines for academic integrity as published by the Queensland Curriculum and Assessment Authority (QCAA).
- make full use of the class time provided to work on the assignment.
- present their draft and final copies of assignments by the due dates to a satisfactory standard.
- use an appropriate system of referencing.
- communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension or AARA within an appropriate time frame.

### **Parent Responsibilities:**

- encourage students to submit all drafts and final assessment by the due date.
- inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date.
- provide documentary evidence where necessary.