



DECEPTION BAY
STATE HIGH SCHOOL
EMPOWERING LEARNERS
TO THRIVE

Assessment Policy and Procedures Handbook

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Introduction

This policy applies to all students enrolled at Deception Bay State High School. It details procedures and policy that inform all matters related to assessment, including academic integrity and misconduct. It is divided into separate areas to cater for all students across our Junior and Senior phases, acknowledging the differences in each phase of learning.

The content and assessment delivered in the Junior phase of learning are based on the Australian Curriculum. The Senior curriculum is developed by the Queensland Curriculum and Assessment Authority (QCAA). All Year 10, 11 and Year 12 students are enrolled in a combination of General, Applied, and VET industry specific courses. The majority of VET qualifications are delivered and assessed by Deception Bay State High School, a Registered Training Organisation (RTO). All Senior students are working towards achieving the Queensland Certificate of Education (QCE or QCIA) and some are also working towards an Australian Tertiary Admissions Ranking (ATAR). The scope and sequence of senior subjects delivered at DBSHS are outlined in the Senior Phase of Learning handbook published on the school website.

The Senior Policy requirements at Deception Bay State High School are based on Queensland Curriculum and Assessment policy requirements, which promote equity and inclusion across the State of Queensland.

Deception Bay SHS is committed to ensuring equity and inclusion in education through providing:

- Socially and culturally responsive and inclusive teaching, learning and assessment.
- Access and participation for all students, on the same basis as their peers.
- Adjustments, where required, to enhance engagement and equitable outcomes for all students.
- Acknowledgment of the diverse bodies of knowledge, backgrounds and families of all students.

Defining Assessment

Assessment is the purposeful and systematic collection of information about students' achievements. Across the school, a range of assessment instruments and items are used, ranging from VET competencies, summative and formative, internal and external, all of which are used to create a holistic reporting process.

- Formative assessment is to help students attain higher levels of performance. It is used by teachers to gauge what students have learnt and where the gaps on learning may be, with the intent of raising students' performance in summative assessment.
- Summative assessment is to indicate the standards achieved by students at particular points in their schooling. It is geared towards reporting and certification.

Reporting

Academic reporting involves communicating information to parents, carers and students about student achievement and progress for each learning area/subject undertaken, at a point in time. Deception Bay State High School reports on achievement 4 times per year; these results are based on teacher judgements on the quality of student work and how well the student is progressing in a subject at the point of time in which summative assessment occurs. These results reflect the current reporting period only.

School and Teacher Responsibilities

All year levels

It is the responsibility of the school/ teacher to:

- Develop a teaching and learning program that appropriately delivers the current syllabus.
- Provide students and parent/caregivers with access to course outlines, assessment calendars, assessment policy, referencing guidelines and extension forms, published via the school website.
- Ensure that all assessment tasks are accessible, valid and reliable and promote equity and inclusion to ensure the best outcomes for all students.
- Support students and parent/ caregivers through the processes of special provisions, access arrangements and reasonable adjustments (AARA), illness and misadventure processes and policies discussed later in this document.
- Maintain accurate records of student achievement.
- Inform students and parents of academic progress, as appropriate.
- Have a consistent school approach to academic misconduct.
- Regularly review school assessment policies and procedures.
- Ensure the school's expectations for assessment submission, academic integrity and responses to academic misconduct are communicated to students, parents, and carers.
- Deliver programs that improve students' academic self-efficacy, understanding and ethical academic conduct.
- Implement support and intervention programs as required with consultation of parents/ caregivers.
- Provide students with access to the assessment task sheet in accordance with the required working time and task conditions for the assessment item.

Years 10-12

- Meet internal school and external QCAA timelines for assessment and reporting of General, Applied and VET subjects.
- Provide students who have met submission timeframes with draft feedback in line with QCAA guidelines one week after the submission deadline.
- Provide students with assessment results 2 weeks after submission deadline and provide feedback about how best to undertake future tasks.
- Ensure publication and communication of external assessment calendars and rules and expectations for external assessment to their school community, including teachers, students and parents/carers.
- Promote, model and monitor academic integrity. This includes teaching of ethical and critical use of artificial technologies and the use of strategies for authenticating student responses including drafting and/or anti-plagiarism detection strategies or programs.

Parent and Caregiver Responsibilities

- Actively support and monitor students' progress with assessment items at school and support students to submit all drafts and final assessment instruments by the due date.
- Communicate with appropriate school staff of any difficulties relating to assessment (including meeting assessment timelines, concerns raised by students with tasks and/or feedback and marking processes) and submit completed relevant documentation in a timely manner. Contact details are available on the school website or via contact through the office.
- Ensure contact details are up to date.
- Support the school by ensuring that the assessment policy is followed.

Year 7-9 Assessment

Student Responsibilities

It is the responsibility of the student to:

- Ensure all assessment tasks submitted are the original work of the student.
- Use the school wide Reference Policy (APA). A student guide is available on the school website and is provided to students.
- Drafts should be completed to an as per task requirements/nearing completion standard before submitting to teachers for feedback on or before the draft due date.
- Submit all assessment tasks by the due date - this includes due dates for draft assessment.
- Seek help early if unsure of task requirements.
- Ensure all work is 'backed up' on an electronic device and saved in another location.

Submission guidelines

- For all submissions, draft or final, the assessment needs to be submitted on the due date.
- If a draft is submitted late or is not the student's best work, students will be expected to attend detentions/compulsory Recharge sessions.
 - In the case of late or non-submission of final piece of assessment the draft or other evidence will be used by teachers to make judgments about student progress.

Assessment Absences

Planned Absences

- If an absence is known in advance of the due date for an assessment item, a new due date can be negotiated with the classroom teacher and or Junior Secondary HOD. Assessment calendars are given to students at the start of every semester.
- If you have concerns regarding a planned absence clashing with assessment, please contact the classroom teacher, Head of Department or Junior Secondary HOD.
- Students on suspension will be given the opportunity to complete any examination as scheduled during their suspension period, at the discretion of the appropriate Deputy Principal and in consultation with the relevant Head of Department.

Unplanned Absences

- Students should endeavour to submit their work on time, via email.
- When the students return to school, they should submit their assessment to the class teacher.

Year 7-9 Assessment

Procedure for submitting draft and final assessment task:

Student provided with task in week 1 of school term.

Student enters draft and due date into JS diary

DRAFT DUE: student submits and receives feedback

DRAFT DUE: student does not submit draft on due date = compulsory RECHARGE

Teacher monitors effort and engagement to improve DRAFT

Year 10-12 Assessment

Student Responsibilities

- Ensure all assessment tasks submitted demonstrate academic integrity and are the original work of the student – digital submission may be required, and assessment tasks may be checked using anti-plagiarism software.
- Submit all assessment tasks (both drafts and final) by the deadline on the due date and in the manner directed by the teacher.
- Use the School Reference Policy (APA) for in text referencing. A reference list or bibliography will be required. A guide is available on the school website.
- Drafts should be completed to a 'final copy' standard before submitting to teachers for feedback on or before the draft due date.
- If the student is away on the day draft feedback is to be returned, it is the student's responsibility to collect feedback from the classroom teacher, this may be emailed to the student.
- All submissions must meet the submission guidelines outlined in this document.
- Students are expected to demonstrate mandated requirements of the course of study (refer to task sheet for specifics for each assessment item).
- Ensure all work is 'backed up' on a computer with a hard, written copy of the assessment tasks or saved in another location (as per QCAA policy, technology failure will not be accepted as a reasonable excuse for non- submission of assessment tasks).
- Keep evidence of all electronic submission of drafts (for example, screenshot the 'sent email' of submission).

Submission guidelines

General Guidelines

- All submissions (draft or final copies) are to be submitted to the classroom teacher by 11:59pm on the due date via the method communicated by the teacher (email, hard copy or via TurnItIn)
- It is expected that all digitally produced work meets the following standards (unless otherwise specified on the task sheet for the assessment instrument):
 - Size 12 Font
 - 1.5 line spacing
 - Arial or Times New Roman font only
 - Cover page including: student's details, word count, subject and instrument details and class/teacher name
 - In-text referencing and a reference list in APA format.
- Students should refer to the specific syllabus and/or task sheet for assessment task specific instructions which must be adhered to.

Word Length & Time Limits

- The maximum word length or time limit will be provided on the task sheet for the assessment task.
- Students who exceed the maximum word length or time limit will not have extra words or time marked in line with QCAA policy.
- Students should check the task sheet and/or relevant syllabus document for what is included and not included in the word count (for example tables, titles, headings, quotes).
- Where a submission exceeds the word length or time limit the following will occur:
 - Students will be provided 30 minutes to redact their work and submit for marking.
 - For tasks completed in exam conditions the teacher will read/view up until the word/time limit has been reached and then indicate where they have stopped marking. Only work within the word/time limit will be considered in determining the grade awarded.

Year 10-12 Assessment

Drafting

- Students who have submitted in accordance with the submission guidelines will be provided formal feedback on a maximum of one draft.
 - This feedback may include teacher/student interviews (which may be recorded by the student), written/digital/verbal feedback.
- Checkpoints may be used to allow point in time feedback throughout the drafting process.
- Feedback is a consultative process, not a marking process.
 - Teachers cannot introduce new ideas, language, or research to improve the quality of student responses.
 - Teachers can indicate areas that require more careful editing.
 - Teachers cannot correct or edit textual errors in the draft (editing and proofreading for spelling, grammar and punctuation does not form part of the drafting feedback process as required by QCAA).
- Students who do not submit a draft to a 'final copy' standard by the submission deadline will be supported with detentions, mandatory recharge or internal suspension to rectify their work.

Assessment Absences

Planned Absences

- The school strongly discourages planned student absences in Years 10-12, for example due to holidays.
- In Years 10-12 all students will be guided by QCAA policy.
- If a student is absent due to planned holidays, all assessment must be handed in on or before the due date (early submission may be required).
- Early exams will not be permitted for the purpose of students completing assessment before holidays (medical reasons may be accepted).
- Absences may impact a student's ability to achieve a Queensland Certificate of Education (QCE) or an Australian Admissions Tertiary Ranking (ATAR).
 - Students involved in TAFE or school-based apprenticeships and traineeships who have an assessment due on the day of their study/ work placement must submit on/before the due date.

Unplanned Absences

- Students should endeavour to submit their work on time, via email.
 - If the absence is owing to illness or another circumstance outside of the student's control, students must complete the Illness and Misadventure Process outlined below.
 - If the absence is due to exceptional circumstances, contact must be made to the Guidance officers, Deputy Principal of Pathways or the Head of Senior Schooling. These situations will be addressed on a case-by-case basis.
 - When parents/carers contact the school to advise of the unexpected absence of their student, they are encouraged to inform the school that the absence coincides with an assessment due date and provide the name of the class teacher.

Year 10-12 Assessment

Late and non-submission of Assessment

- If a student does not submit the completed assessment item on or before the due date, without an approved extension, then only work completed by the student up to and including the due date will be graded.
 - This is in accordance with current QCAA policy.
 - Only work completed on or before the due date will be provided with a grading.
 - Students may not be awarded credit in semester units in which there is insufficient coverage or inadequate assessment completed.
- Students should plan for equipment failure (computers or printers) by using the file security devices programmed into most software packages, including the use of e-mail to send the assessment item to school or by using an alternative storage device to back up the assessment.
 - Electronic equipment failure is not an acceptable excuse for non-submission of work.
- Unexplained absences at a scheduled exam are considered a non-submission.
- There can be no exemptions for non-submission of assessment in VET.
 - VET teachers are able to make reasonable adjustments to support students although students must be able to demonstrate the skills and knowledge required by the course.
 - VET resubmissions are accepted up until a final date set by the teacher.

Illness and Misadventure Process

- Students who have missed an assessment due date, or a scheduled exam or assessment session must follow the Illness and Misadventure Process.
- Students should inform the relevant teacher as soon as practicable. This may be before, during or immediately after the assessment session.
- The following guidelines apply for illness and misadventure:
 - A student who has been approved for access arrangements and reasonable adjustments (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 condition or situation must be unforeseen and beyond the student's control. An adverse effect must be demonstrated (a harmful impact must be able to be shown).
 - The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday or a scheduled appointment.
- Students are responsible for initiating an application for illness and misadventure through communicating absence to the appropriate school staff. The following information must be supplied to the school:
 - diagnosed illness, condition, or event
 - date of diagnosis, onset, or occurrence
 - symptoms, treatment, or course of action related to the condition or event
 - explanation of the probable effect of the illness, condition or event on the student participating in the assessment
 - For non-medical claims, written evidence from a relevant independent professional or other independent third party.
- To apply for consideration for illness or misadventure, students can complete the application form available on the school's website.

Year 10-12 Assessment

Procedure for submitting an illness and misadventure form

Student requests an illness misadventure form

These can be obtained from teachers, YLLs, HODs, the school website and the school administration.

Student completes the illness and misadventure form

Students complete 'Step 1' the Student Statement

Student arranges verifying evidence

Evidence may include a medical report, funeral notice, third party signed statement (such as a police report). A medical certificate is not sufficient evidence.

Student submits form to Senior School Head of Department

The student submits the form to negotiate the outcome.

Decision is made and student is notified of new due date

A copy of the form is provided to the Senior Schooling Office to be documented on student's profile.

Year 10-12 Assessment

AARA (Access Arrangements and Reasonable Adjustments)

- Extensions to due dates may be granted in circumstances where a student meets access arrangements and reasonable adjustments (AARA) guidelines.
- If you believe your student may be eligible, please contact school Guidance Officers, Head of Special Education, Head of Senior Schooling or the Deputy Principal of Pathways.

AARAs are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the Queensland Curriculum and Assessment Authority (QCAA).

There are four broad application categories for AARA eligibility (conditions may be long term or temporary):

- Cognitive
- Physical
- Sensory
- Social/emotional.

Guidelines that inform procedures and decisions for AARA include: complying with the Commonwealth's Disability Discrimination Act 1992, Queensland's Anti-Discrimination Act 1991 and the Australian Government's Disability Standards for Education 2005.

All decisions regarding the length of extensions are at the teacher's discretion. Decisions are made in consultation with the student and considering timelines for assessments further down the line.

- Students with approved AARAs are provided with an Assessment Schedule at the beginning of each term. It is the student's responsibility to take this schedule to his/her teachers in Week One to negotiate due dates throughout the term. By following this process, further extensions should only need to be granted in extenuating circumstances. Students who choose not to follow this process should not expect extensions to be immediately granted to them.
- Extension requests, without reasonable grounds, will not be granted if the application is made less than 24 hours prior to the assessment due date.
- An extension for a draft assignment does not automatically extend the final due date. It is an expectation that students will continue to work towards published submission dates.
- Extensions are granted for individual subjects. An extension in one subject does not automatically guarantee an extension in others.
- If a student has a valid reason to request an extension, the following timeframes will apply:

Assessment Type	Time of request	Extension Period
Assignment (without additional supporting evidence to that already provided in the original AARA application)	1 week before due date	Up to 3 school days
	3-4 days before due date	Up to 2 school days
	2 days before due date	1 school day
Assignment (with additional supporting evidence – see below)	Presentation of evidence (e.g., medical certificate)	Up to 5 school days
Exams (excluding those requiring QCAA approval) Additional supporting evidence is required to defer exam dates.	Presentation of evidence	This will vary depending on the circumstances described in the supporting evidence. Maximum time = 1 week (the exception to this is Essential subject CIA exams, as dates are set by the QCAA)



Managing Access Arrangements and Reasonable Adjustments in the Senior Phase of Learning

Step 1- Identification of Students

Student requiring AARA is identified by staff and referred to relevant HOD or GO. HOD or GO prepares an Applicant Pack to provide to parent/carer and student.

Applicant Pack is provided and discussed in detail.

Parents/Carers told that it is their responsibility to return all required forms to the school. One follow-up call ONLY will be made by the school when necessary, and this will be recorded on OneSchool. Additional actions may be required but this will be at the discretion of the AARA team.

School arranges for a suitable staff member to complete the School Statement.

Step 2- Evidence Gathering

HOD or GO meet with student and his/her parent/carer. An

Step 3- School Review of Evidence and Options

Completed Applicant Pack is returned to the Senior Schooling AO to add to the student's One School Support Tab - restricted to HOD and above level.

AARA team meet to review the student's application and recommend AARA based on QCAA requirements (if eligible).

Where appropriate, feedback regarding recommended AARA is obtained from relevant HoDs.

The team's recommendations regarding Principal-Reported AARA are forwarded to the principal for final approval.

Step 4- QCAA Reporting and Approval

Applications requiring QCAA approval are made via the QCAA portal.

Principal-reported AARA are uploaded to the QCAA portal.

School waits to receive notification regarding outcome of QCAA-approved AARA.

Principal-reported AARA are implemented when required.

Step 5- Communicate Decisions

The outcome of the AARA application is communicated to the student and his/her parents/carers by the relevant team member.

The student's teachers are informed and all details are entered onto the AARA spreadsheet on Teams.

A record of all communications is entered onto OneSchool.

Members of the AARA Team

- Year 11 and 12 Deputy Principal
- HOD- Senior Schooling
- Guidance Officers
- HOD - AIMS

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 for academic integrity. Responsibilities are outlined at the beginning of this document.

The school promotes academic integrity through:

- Teacher and student training.
- Drafting and student checklists.
- Referencing.
- Digital submission.
- Anti-plagiarism software.

Academic Misconduct

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning.

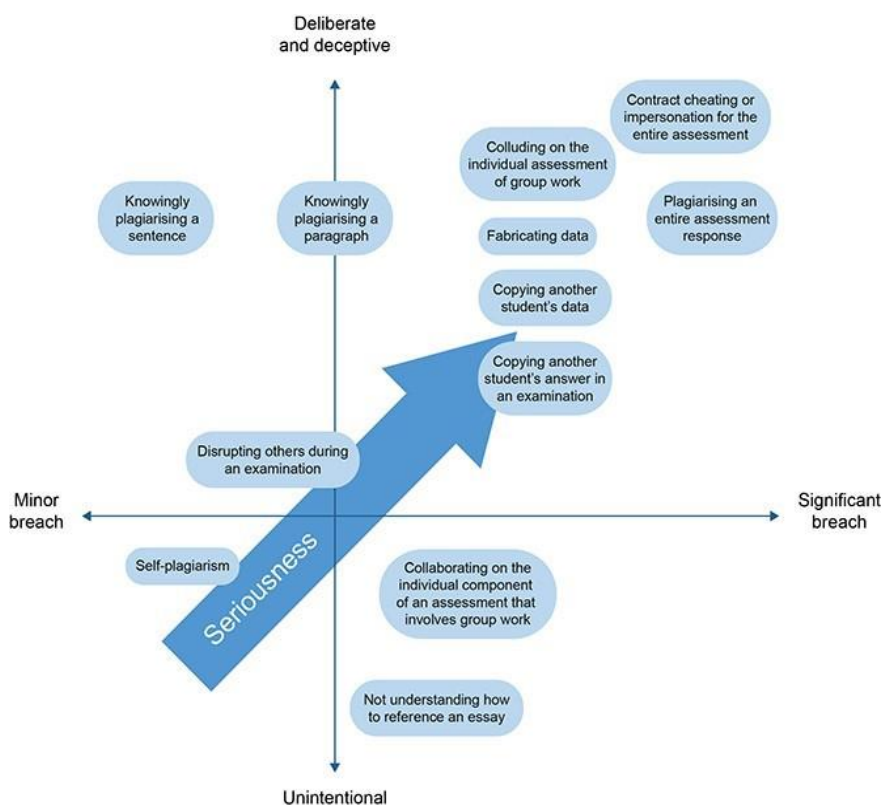
The following diagram indicates the seriousness and intent of academic misconduct. The school will ensure a consistent school approach to academic misconduct throughout the junior and senior phases of learning.

Consequences of academic misconduct may include:

- Resubmission of assessment.
- Marking of only non-plagiarised components.
- Completion of alternative assessment.
- After school detentions/ suspensions.

All cases will be considered on an individual basis and decisions will be made based on the seriousness of the breach.

Please be aware that academic misconduct in senior summative internal and external assessment may mean that students do not receive an overall subject result for a course of study. This may jeopardise a student's eligibility for a Queensland Certificate of Education (QCE) and may affect their Australian Tertiary Admission Rank (ATAR) calculation.



Types of academic misconduct and examples of behaviours

Type of misconduct	Examples
Cheating while under supervised conditions	<ul style="list-style-type: none"> <input type="checkbox"/> Beginning to write during perusal time or continuing to write after the instruction to stop work is given. <input type="checkbox"/> Using unauthorised equipment or materials. <input type="checkbox"/> Having any notation written on the body, clothing or any object brought into an assessment room. <input type="checkbox"/> Communicating with any person other than a supervisor during an examination, e.g. through speaking, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	<ul style="list-style-type: none"> <input type="checkbox"/> When working in a group, submitting a response that is not individual (the response submitted by each student must be the student's own work). <input type="checkbox"/> Assisting another student to commit an act of academic misconduct.
Contract cheating/ significant contribution of help	<ul style="list-style-type: none"> <input type="checkbox"/> Asking for help on an assessment item from a tutor or a person in a similar supporting role that results in the tutor/other person completing or significantly contributing to the response. <input type="checkbox"/> Paying for someone or a service to complete a response to an assessment.
Copying work	<ul style="list-style-type: none"> <input type="checkbox"/> Deliberately or knowingly making it possible for another student to copy responses. <input type="checkbox"/> Looking at another student's work.
Fabricating	<ul style="list-style-type: none"> <input type="checkbox"/> Inventing or exaggerating data. <input type="checkbox"/> Listing incorrect or fictitious references
Impersonation	<ul style="list-style-type: none"> <input type="checkbox"/> Allowing another person to complete a response to an assessment in place of the student (this includes use of generative AI)
Misconduct during an examination	<ul style="list-style-type: none"> <input type="checkbox"/> Distracting and/or disrupting others in an assessment room.
Plagiarism or lack of referencing	<ul style="list-style-type: none"> <input type="checkbox"/> Completely or partially copying or altering another person's work without attribution (another person's work may include text, audio-visual material, figures, tables, images or information) or creates work using generative AI tools.
Self-plagiarism	<ul style="list-style-type: none"> <input type="checkbox"/> Duplicating work or part of work already submitted as a response to an assessment.

Student Appeals Process

- If a student is concerned the assessment policy has not been applied consistently to their situation, they can seek additional clarification by contacting the appropriate year level Head of Department.
 - Year 7, 8 & 9 – Junior School Head of Department
 - Year 10, 11 & 12 – Senior School Head of Department
- Contact details for the appropriate Head of Department and Year Level Deputy Principal are available on the school's website.
- The Head of Department will work with the Year Level Deputy Principal to review on a case by case basis.

SENIOR ASSESSMENT SUBMISSION



As a student in Year 10, 11 or 12 you work under the Senior Assessment Policy, which aligns with the QCAA Assessment guidelines in the QCE/QCIA Handbook.

All submissions must be submitted via TurnItIn by 11:59pm on the due date.

DRAFT SUBMISSION

ON TIME SUBMISSION

- Whole class feedback
- Written feedback
- Copy of draft kept by teacher in case of final non-submission

LATE OR NON SUBMISSION

- Contact home
- Whole class feedback with individual verbal feedback at teacher discretion
- Spoken/Performance tasks will be treated as non-submission if draft recording is not submitted by draft date
- After school detention will be issued to support Checkpoint dates or completion of drafts
- Internal withdrawal if draft cannot be produced from afterschool detention

FINAL SUBMISSION

ON TIME SUBMISSION

- submission marked to contribute to Unit result & QCE point banking

LATE OR NON SUBMISSION

- Draft marked as final, including spoken tasks that have no recording submitted
- Internal withdrawal if draft has not been submitted
- Loss of QCE point/s and potential ATAR impact
- If assessment is group task consultation with teacher will occur to determine submission process.

Students impacted by factors 'beyond their control' (e.g. illness) are able to apply for an extension via the Illness and Misadventure process, form available via school website under Curriculum and Senior Schooling tabs.

JUNIOR ASSESSMENT SUBMISSION

As a student in Year 7, 8 or 9 you work under the Junior Assessment Policy.

All assessments must be submitted on the date set by the classroom teacher.

DRAFT SUBMISSION

ON TIME SUBMISSION

- Whole class feedback
- Written feedback
- Copy of draft kept by teacher in case of final non-submission

LATE OR NON SUBMISSION

- Contact home
- Whole class feedback with individual verbal feedback at teacher discretion
- Spoken/Performance tasks will be treated as non-submission if draft recording is not submitted by draft date
- RECHARGE will be issued via classroom teacher and student must attend until draft is submitted
- failure to attend RECHARGE will result in additional time in RECHARGE

FINAL SUBMISSION

ON TIME SUBMISSION

- submission marked to contribute to Unit result

LATE OR NON SUBMISSION

- Draft marked as final, including spoken tasks that have no recording submitted
- Academic Case Management will be initiated via Curriculum HOD or Junior Secondary HOD if occurring in x2 or more core subject areas

Students impacted by factors 'beyond their control' (e.g. illness) are required to contact their classroom teacher directly. If known absence will impact submission, students or parents/guardians are required to contact JS HOD - Mrs Opacic (talle142@eq.edu.au)