

### 1.0 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 [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019) and applies to Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties, in the Senior School. Similar policies and procedures are used within the Junior School to develop awareness and understanding of school expectations.

### 2.0 Purpose

Ormeau Woods State High School is committed to providing the highest quality teaching and learning experiences to enable all students to fulfil their aspirations. Students are expected to engage in the learning in a course of study and produce evidence of achievement. Assessment is an on-going process of gathering, analyzing and reflecting on evidence to make informed judgments about achievement.

This Assessment Policy applies to all staff and students currently enrolled at Ormeau Woods State High School. It provides direction for the development and administration of student assessment.

Adherence to this policy will ensure that students are treated consistently, fairly and equitably when preparing for and completing assessment tasks. It will also maintain the academic integrity of assessment. It also details the tight procedures relating to Access Arrangements and Reasonable Adjustments [AARA].

### 3.0 Principles

Ormeau Woods 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.

### 4.0 Understanding Academic Integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the Queensland Curriculum and Assessment Authority (QCAA) — are responsible for promoting and maintaining academic integrity.

At Ormeau Woods State High School we promote academic integrity when we:

- emphasise the importance of ethical academic conduct and scholarship
- ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- implement programs to improve students' academic skills
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicate the consequences and implications of academic misconduct clearly throughout the school community.

### 5.0 Promoting academic integrity

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

QCE and QCIA policy and procedures handbook	Policy and procedures
<p><b>5.1</b> Location and communication of policy</p>	<p>The school assessment policy is located on the school website at <a href="http://www.ormeauwoodsshs.com.au">www.ormeauwoodsshs.com.au</a> and in the school prospectus.</p> <p>To ensure the assessment policy is consistently applied, it will be revisited at the beginning of each semester in futures classes. Relevant processes will be revisited:</p> <ul style="list-style-type: none"> <li>• at enrolment interviews</li> <li>• during SET planning</li> <li>• when the assessment calendars are published</li> <li>• when each task is handed to students</li> </ul>
<p><b>5.2</b> Expectations about engaging in learning and assessment</p>	<p>Ormeau Woods State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.</p> <p>Student responsibility Students are expected to:</p> <ul style="list-style-type: none"> <li>• engage in the learning for the subject or course of study</li> <li>• produce evidence of achievement that is authenticated as their own work</li> <li>• submit responses to scheduled assessment on or before the due date.</li> </ul> <p>To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.</p>
<p><b>5.3</b></p>	<p><b>School responsibility</b></p>

<p><b>Due dates</b></p>	<p>Ormeau Woods State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, will be published in the assessment calendar. All students will be provided with their assessment calendar by the end of Week 3 each term.</p> <p>The assessment calendar will:</p> <ul style="list-style-type: none"> <li>• align with syllabus requirements</li> <li>• provide sufficient working time for students to complete the task</li> <li>• allow for internal quality assurance processes</li> <li>• enable timelines for QCAA quality assurance processes to be met</li> <li>• be clear to teachers, students and parents/carers</li> <li>• be consistently applied</li> <li>• be clearly communicated by the end of Week 3 each term</li> <li>• give consideration to allocation of workload.</li> </ul> <p>Student responsibility Students are responsible for:</p> <ul style="list-style-type: none"> <li>• recording due dates in their planners</li> <li>• planning and managing their time to meet the due dates</li> <li>• informing the school as soon as possible if they have concerns about assessment load and meeting due dates.</li> </ul> <p>In cases where students are unable to meet a due date, they will:</p> <ul style="list-style-type: none"> <li>• inform the head of department and classroom teacher as soon as possible</li> <li>• provide the school with relevant documentation, e.g. medical certificate</li> <li>• adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.</li> </ul> <p>All final decisions are at the principal's discretion. Refer to AARA information below.</p>
<p><b>5.4 Submitting, collecting and storing assessment information</b></p>	<p>Assessment instruments will provide information about Queensland College's arrangements for submission of draft and final responses, including due dates, conditions and file types.</p> <p>All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via "Turn it in" academic integrity software.</p> <p>Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA and reporting processes.</p>
<p><b>5.5 Appropriate materials</b></p>	<p>Ormeau Woods State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.</p>

### 6.0 Ensuring Academic Integrity

Ormeau Woods 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
<p><b>6.1</b> <b>Scaffolding</b></p>	<p>Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:</p> <ul style="list-style-type: none"> <li>maintain the integrity of the requirements of the task or assessment instrument</li> <li>allow for unique student responses and not lead to a predetermined response.</li> </ul> <p>Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks. Scaffolding may include:</p> <ul style="list-style-type: none"> <li>breaking a complex task, learning experience, concept or skill into discrete parts</li> <li>modelling thought processes required to complete parts of an assessment instrument</li> <li>pre-teaching vocabulary specific to the subject and assessment instrument</li> <li>questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response</li> <li>showing examples of responses and demonstrating the match to performance descriptors</li> <li>using visual frameworks or graphic organisers to plan responses</li> </ul>
<p><b>6.2</b> <b>Checkpoints</b></p>	<p>Checkpoints will:</p> <ul style="list-style-type: none"> <li>be detailed on student task sheets</li> <li>monitor student progress</li> <li>be used to establish student authorship.</li> </ul> <p>Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment.</p> <p>Assessment alerts will be sent in accordance to our policy alerting. Heads of departments and parents/carers will be contacted if checkpoints are not met.</p>
<p><b>6.3</b> <b>Drafting</b></p>	<p>Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons.</p> <p>Feedback on a draft is:</p> <ul style="list-style-type: none"> <li>provided on a maximum of one draft of each student's response</li> <li>a consultative process that indicates aspects of the response to be improved or further developed</li> </ul>

	<ul style="list-style-type: none"> <li>delivered in a consistent manner and format for all students</li> <li>provided within one week of a submission of a draft.</li> </ul> <p>Feedback on a draft must not:</p> <ul style="list-style-type: none"> <li>compromise the authenticity of a student response</li> <li>introduce new ideas, language or research to improve the quality and integrity of the student work</li> <li>edit or correct spelling, grammar, punctuation and calculations</li> <li>allocate a mark.</li> </ul> <p>A copy of the feedback will be stored with a hard copy of the draft in the student's folio.</p> <p>Parents and caregivers will be notified through assessment alerts about non-submission of drafts and the processes to be followed.</p>
<p><b>6.4</b> <b>Managing response length</b></p>	<p>Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length.</p> <ul style="list-style-type: none"> <li>All assessment instruments indicate the required length of the response.</li> <li>Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task.</li> <li>Model responses within the required length are available.</li> <li>Feedback about length is provided by teachers at checkpoints.</li> </ul> <p>After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:</p> <ul style="list-style-type: none"> <li>mark only the work up to the required length, excluding evidence over the prescribed limit</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>allow a students one lesson to redact their response to meet the required length, before a judgment is made on the student work.</li> </ul> <p>And, annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.</p>
<p><b>6.5</b> <b>Authenticating student responses</b></p>	<p>Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work.</p> <p>Ormeau Woods State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.</p> <p><b>Strategies for establishing authorship</b></p> <p>When developing an assessment instrument, schools should consider how student authorship of final responses will be established. Teachers may:</p> <ul style="list-style-type: none"> <li>set an assessment task that requires each student to produce a unique response</li> </ul>

	<ul style="list-style-type: none"> <li>• vary assessment tasks each year so students are unable to use other students' responses from previous years</li> <li>• set aside enough class time for students to complete the assessment task and for teachers to monitor the development of the response.</li> </ul> <p>Teachers can collect evidence during the development of responses to establish authorship of final responses. Teachers may:</p> <ul style="list-style-type: none"> <li>• monitor, collect or observe progressive samples of each student's work at various stages. This process could be documented using an authentication record, checklist or photographs</li> <li>• interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student's own work.</li> </ul> <p>To establish authorship of final responses, teachers may:</p> <ul style="list-style-type: none"> <li>• directly compare the responses of students who have worked together in groups</li> <li>• for text, analyse final student responses using plagiarism-detection software, if available</li> <li>• interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses</li> <li>• use internal quality assurance processes such as cross-marking if there is more than one class for a subject cohort.</li> </ul> <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><b>6.6</b> <b>Managing non-submission of assessment by the due date</b></p>	<p>Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints.</p> <p>The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected.</p> <p>In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:</p> <ul style="list-style-type: none"> <li>• provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this</li> <li>• was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar.</li> </ul> <p>In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject</p>
<p><b>6.7</b> <b>Internal quality assurance processes</b></p>	<p>Moderation within and between schools occurs when teachers engage in focused professional conversations to analyse the quality of student work against the achievement standards. They do so to improve the consistency of their decisions, and to ensure their judgments are as valid, reliable and fair as possible.</p>

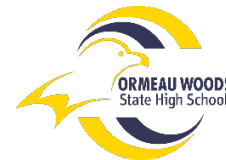
	<p>The following strategies for quality assuring judgments are used across our faculties at Ormeau Woods State High School. These are used before reporting and external quality assurance.</p> <p>For subjects with:</p> <ul style="list-style-type: none"> <li>multiple classes, judgments may be quality assured by a designated quality assurance collaborative (PLT)</li> <li>a single class, the teacher may quality assure judgments with a quality assurance (QA) team, (PLT) if possible, curriculum leader or within a network between schools.</li> </ul>
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### Internal quality assurance processes

Strategy	Single class	Multiple classes
<b>Calibration</b>		
<p><b>Before beginning to mark</b> Practise using relevant tools for making judgments to build confidence in applying marking guides.</p> <p>Tools for making judgments include:</p> <ul style="list-style-type: none"> <li>instrument-specific marking guide (ISMG)</li> <li>instrument-specific standards matrix (ISSM)</li> <li>internal marking guides.</li> </ul> <p>Other useful resources include annotated sample responses (in the QCAA Portal).</p>	<p>Use the calibration exercise to build a QA team, if possible; Otherwise calibrate with the subject leader.</p>	<p>Use calibration to build capacity in a designated QA team.</p>
<p><b>During marking</b> Meet after marking some student responses to discuss the performance levels awarded and the characteristics of the responses.</p> <p>Discuss differences of emphasis or other variations between perceived levels of quality. Refer to the tools for making judgments throughout this process.</p>	<p>Select some responses (e.g. first four) and discuss decisions with the QA team or subject leader.</p> <p>Use calibration to build capacity in a designated QA team.</p>	<p>Select some responses (e.g. first four) as a QA team and discuss the decision-making process.</p>
<b>Blind marking</b>		
<p>Mark a de-identified copy of a student response.</p>	<p>De-identify and make copies of a response. Mark a copy and compare with the QA team's or subject leader's marking of a copy to check for consistency of judgements.</p>	<p>De-identify and make copies of a response. Mark and compare marking across the QA team's copies to check for consistency of judgements.</p>
<b>Peer reviewing random responses (sampling)</b>		

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Randomly select marked responses for each performance level. If inconsistencies are found in the marking, discuss these and consider whether a recalibration exercise would be useful (see 'Calibration' above).	Cross-check with the QA team or subject leader for reliability of judgments – including accuracy and consistency of the teacher's judgements – across the class.	Cross-check within the QA team for reliability of judgements – including accuracy and consistency of judgments – across the classes.
<b>Checking borderline and best-fit results</b>		
Check borderline and best-fit responses to ensure decisions are accurate before returning responses and providing results to students.	Select complex or difficult judgments and check for reliability with the QA team or subject leader.	Select complex or difficult judgments and check for reliability with QA team. Peer review or cross mark.
<b>Distributed marking</b>		
Use distributed marking when an assessment instrument is composed of many different sections or items and has a numerical marking guide, such as Mathematics. All teachers mark the allocated sets of distributed responses and then discuss differences in judgments to gain a clear and consistent understanding of the ISMG.	N/A	Allocate a specific section to a teacher or QA team. Mark a selected sample (e.g. three) and discuss. Each teacher then marks their own class.
<b>Cross marking</b>		
Distribute student responses across teachers of the same subject.	N/A	Mark work from other classes only.
<b>Double marking</b>		
Mark responses twice	N/A	Provide more than one teacher with the same response to mark and check the consistency of the teachers' judgments. Use this strategy for all responses or a random selection of responses.

## 7.0 External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
<b>7.1</b> <b>External assessment is developed by the QCAA for all General and General (Extension) subjects</b>	See the QCE and QCIA policy and procedures handbook (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students.



### 8.0 Managing academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment.

The types of misconduct and examples listed in the table below are not exhaustive.

Type of Misconduct	Examples	Possible Consequence
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>uses unauthorised equipment or materials</li> <li>has any notation written on the body, clothing or any object brought into an assessment room</li> <li>communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>	<ul style="list-style-type: none"> <li>Statement from supervisor attached to the assessment item</li> <li>One School incident report – stating academic misconduct</li> <li>Identify section where cheating occurred and this section receives 0 marks</li> <li>Interview with student/parent</li> <li>Detention issued</li> <li>Student to complete academic integrity training</li> </ul>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>a student assists another student to commit an act of academic misconduct</li> <li>a student gives or receives a response to an assessment.</li> </ul>	<ul style="list-style-type: none"> <li>One School incident report – stating academic misconduct</li> <li>If nodraft, 0 marks of authenticated student work for all students</li> <li>Interview with student/parent</li> <li>Detention issued</li> <li>Student to complete academic integrity training</li> </ul>
<b>Contract cheating</b>	<p>A student:</p> <p>pays for a person or a service to complete a response to an assessment</p> <p>sells or trades a response to an assessment.</p>	<ul style="list-style-type: none"> <li>One School incident report – stating academic misconduct</li> <li>Interview with student/parent</li> <li>Detention issued</li> <li>Student to complete academic integrity training</li> </ul>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>Deliberately or knowingly makes it possible for another student to copy responses</li> <li>Looks at another student's work during an exam</li> <li>Copies another student's work during an exam</li> </ul>	<ul style="list-style-type: none"> <li>Statement from supervisor attached to the assessment item</li> <li>One School incident report – stating academic misconduct</li> <li>Identify section where cheating occurred and this section receives 0 marks</li> <li>Interview with student/parent</li> <li>Detention issued</li> <li>Student to complete academic integrity training</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>Gives or accesses unauthorised information that compromises the integrity of an assessment, such as stimulus or suggested responses, prior to completing a response to an assessment</li> <li>Makes any attempt to give or receive access to secure assessment materials</li> </ul>	<ul style="list-style-type: none"> <li>One School Incident report – refer to RBP (Responsible Behaviour PI)</li> <li>Identify section where cheating occurred and this section receives 0 marks</li> <li>Interview with student/parent</li> </ul>

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<p><b>Fabricating</b></p>	<p>A student</p> <ul style="list-style-type: none"> <li>• Invents or exaggerates data</li> <li>• Lists incorrect or fictitious references</li> </ul>	<ul style="list-style-type: none"> <li>○ One School Incident report – academic misconduct</li> <li>○ Identify section where fabrication occurred and this section receives 0 marks</li> <li>○ Interview with student/parent</li> <li>○ Detention issued</li> <li>○ Student to complete academic integrity training</li> </ul>
<p><b>Impersonation</b></p>	<p>A student arranges for another person to complete a response to an assessment in their place A student completes a response to an assessment for another student</p>	<ul style="list-style-type: none"> <li>○ Ensure photo rolls are used for examinations to identify students</li> <li>○ Remove the impersonator</li> <li>○ Student receives 0 marks for the assessment</li> </ul>
<p><b>Misconduct during an examination</b></p>	<p>A student distracts or disrupts others in an assessment room</p>	<ul style="list-style-type: none"> <li>○ Remove student from the room and supervise in a separate space to complete their exam</li> <li>○ One School incident report – academic misconduct</li> <li>○ Interview with student/parent</li> <li>○ Detention issued</li> <li>○ Student to complete academic integrity training</li> </ul>
<p><b>Plagiarism or lack of referencing</b></p>	<p>A student completely or partially copies or alters another person's work without attribution</p>	<ul style="list-style-type: none"> <li>○ One School Incident report – academic misconduct</li> <li>○ Identify section where plagiarism occurred and this section receives 0 marks</li> <li>○ Interview with student/parent</li> <li>○ Detention issued</li> <li>○ Student to complete academic integrity training</li> </ul>
<p><b>Self-plagiarism</b></p>	<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"> <li>○ One School Incident report – academic misconduct</li> <li>○ Identify section where duplication occurred and this section receives 0 marks</li> <li>○ Interview with student/parent</li> <li>○ Detention issued</li> <li>○ Student to complete academic integrity training</li> </ul>
<p><b>Significant contribution of help</b></p>	<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>	<ul style="list-style-type: none"> <li>○ Supervised time for student to produce own work in order to authenticate work</li> </ul>

## 9.0 Reporting and approving AARA

Access arrangements and reasonable adjustments (AARA) for summative assessment in Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) syllabuses and short courses may either be principal reported or QCAA-approved.

In approving AARA, a principal or principal's delegate must:

- Be reasonably satisfied that the need for an AARA exists
- Be able to provide evidence to justify the decision.

The following table taken from the QCE and QCIA Policy and Procedures Handbook summarises possible principal-reported and QCAA-approved AARA.

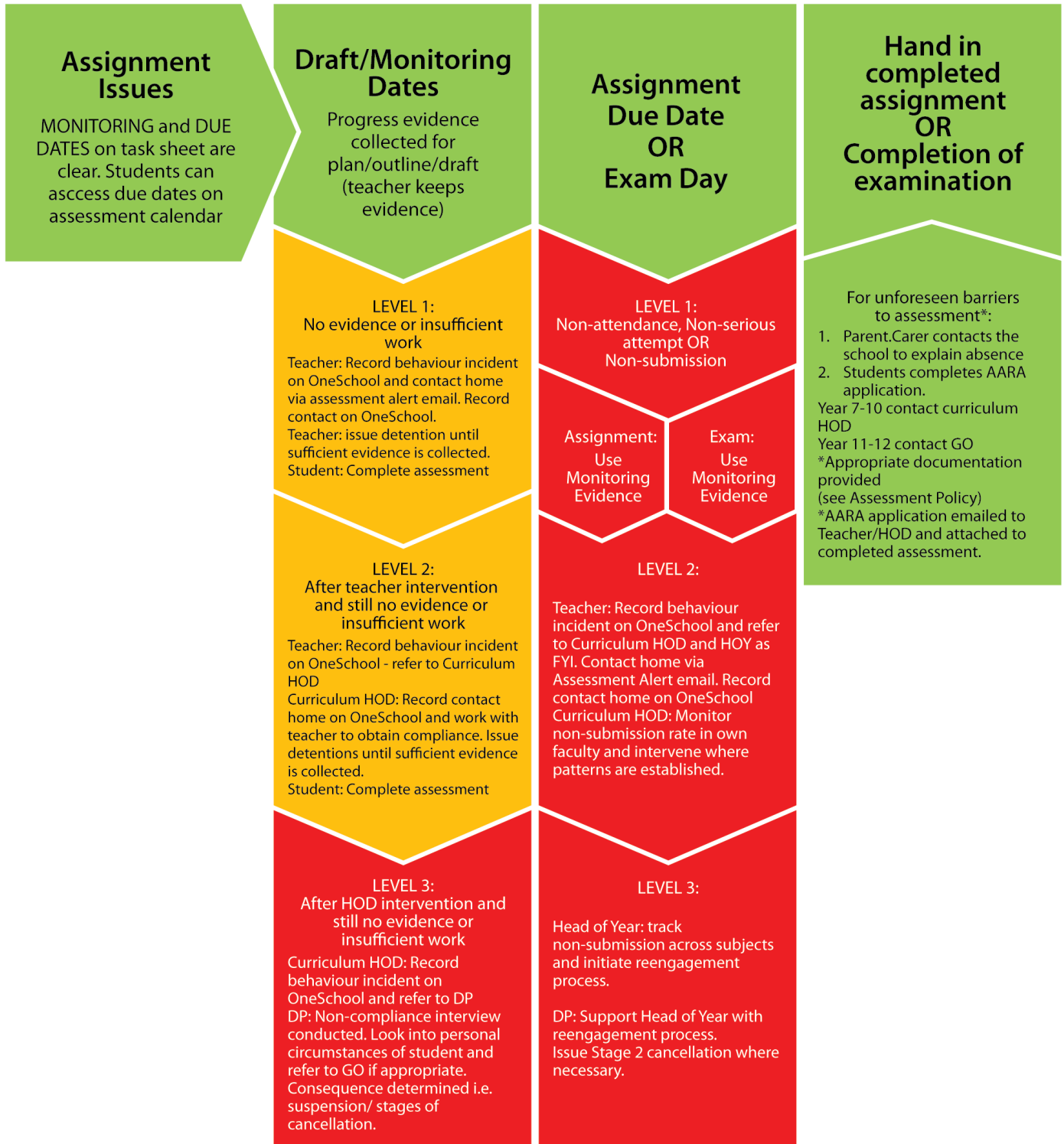
<p><b>9.1</b> <b>Eligibility for AARA</b></p>	<p>AARA are provided to minimise, as much as possible, barriers for students whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.</p> <p>These barriers fall into three broad categories:</p> <ul style="list-style-type: none"> <li>• permanent</li> <li>• temporary</li> <li>• intermittent</li> </ul> <p>The QCAA uses broad application categories for AARA eligibility:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• physical</li> <li>• sensory</li> <li>• social/emotional</li> </ul> <p>Students may be eligible for AARA where illness and misadventure (ie. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external assessment.</p>
<p><b>9.2</b> <b>Ineligibility for AARA</b></p>	<p>Students are NOT eligible for AARA on the following grounds:</p> <ul style="list-style-type: none"> <li>• unfamiliarity with the English language</li> <li>• teacher absence or other teacher-related difficulties</li> <li>• matters that a student could have avoided (eg. Misreading an examination timetable, misreading instructions in examinations)</li> <li>• matters of the student's or parent's/carer's own choosing (eg. Family holidays)</li> <li>• matters that the school could have avoided (Eg. Incorrect enrolment in a subject)</li> <li>•</li> </ul>

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\* To be read in conjunction with Ormeau Woods State High School Assessment Policy



\*For known barriers to assessment, AARA application is to be made as soon as possible after diagnosis

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## When and how do I submit?

The deadline for assignment submissions is midnight on the due date (that goes for emails too.)

You can submit your assignment as:

- electronic copy via Turn-it-In to the subject teacher (preferable option)
- paper-based copy and/or physical product directly to the teacher
- paper-based copy and/or physical product to the school office
- email directly to the class teacher

Different subjects might have different requirements, which will be on the task sheet, or explained to you by your teacher.

## What if something stops me from getting my assessment done?

Students sometimes need extensions to due dates or adjustments to assessment conditions.

You **can** get extensions/adjustments for:

- a disability or impairment
- an illness or injury that stops you from working on assessment for a long period
- unforeseen serious personal circumstances and cultural obligations

You **can't** get extensions/adjustments for:

- unexplained absence
- family holiday
- representative events
- misreading assessment tasks or calendars
- technology breakdown
- teacher absence

I'm in Year 7-10	I'm in Year 11-12
<ol style="list-style-type: none"><li>1. In Years 7-10, please see your teacher if you require an extension or adjustment to assessment tasks</li><li>2. Submit your AARA application to the Curriculum HOD as soon as possible before the due date.</li></ol>	<ol style="list-style-type: none"><li>1. Review the eligibility criteria contained in the Assessment policy.</li><li>2. Complete the AARA application and obtain documentation.</li><li>3. Submit your application to the Year 11 or 12 Guidance Officer in person or via email.</li><li>4. Advise your teacher that you have submitted an AARA application and ask about the outcome.</li></ol>

## What if I'm away on the day?

If you are away on the day an assessment is due:

1. Have a parent/carer call the school to explain why you are away
2. Submit assessment via email or have someone drop it in to the school (if it is a presentation or project, submit any written or electronic parts)
3. Contact the relevant Curriculum HOD or GO and complete an AARA application for any parts that couldn't be submitted, and for exams you must explain the reason for the absence on the day of the exam and submit the AARA application with evidence within 7 days of the exam.

## What happens if I don't do these things?

If you think you are eligible for an extension/adjustment, see above. Otherwise, your teacher will give you a result based on what they have seen before the due date, usually your draft. If your teacher has not seen any of your progress, or if you miss an unseen exam, you will receive a 'Not Rated' result. This might mean you need to do another piece of assessment. If you are a senior student (11-12) this may affect your QCE points and you should make an appointment with the Guidance Officer or your Head of Year.