

# ASSESSMENT POLICY

2021 VERSION 2



Brisbane Bayside State College



## Contents

Rationale.....	3
Purpose .....	3
What is Assessment.....	3
Purposes of Assessment .....	3
Assessment Types - Senior.....	5
Assessment Techniques.....	6
Assessment Responsibilities.....	7
Assessment Schedules.....	7
Assessment Task Sheet.....	8
Scaffolding for Assessment Instruments .....	8
During In-Class Assessment Development Time.....	8
Managing the Length of Student Responses .....	8
Drafts .....	9
Submission of Assignments .....	10
Submission Assignment Drafts to Safe Assign and/or One Drive .....	11
Late and non-submission of Junior Assessment.....	16
Submission of Senior Assessment.....	16
Absence on Due Date of Assignments .....	16
Assignment Extensions .....	17
Checkpoints .....	17
Appropriateness of Materials.....	17
Academic Integrity and Academic Misconduct .....	18
Types of Academic Misconduct defined by the QCAA.....	19
Responsibilities – Academic Integrity & Academic Misconduct.....	20
Consequences for Plagiarism.....	21
Academic misconduct during an exam or external assessment.....	21
Examinations .....	22
Block Examinations and Assessment Weeks .....	23
Access Arrangements and Reasonable Adjustments (AARA).....	24
Illness and Misadventure .....	25
Extended Known Absence for Years 7 - 10 .....	26
Quality Assurance .....	26
Collecting and Storing Assessment Information .....	29
Status of Results .....	29
Year 12 External Assessment.....	29
Illness and Misadventure – External Examination .....	31
Documentation .....	32

## Rationale

Assessment is the purposeful, systematic and ongoing collection of information for use in making judgements about student progress and performance.

The assessment process involves:

- Providing students with opportunities to demonstrate learning.
- Gathering and recording evidence about student demonstrations of learning.
- Using the evidence to make overall judgments about students' learning.

## Purpose

This policy is to inform students, parents and teachers of the key principles around assessment and assessment requirements at Brisbane Bayside State College.

## What is Assessment

Assessment is the purposeful and systematic collection of information about students' achievements. It is:

### Either

- formative (the use of day-to-day, often informal, assessments to explore students' understanding)
- or**
- summative which evaluates student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period – typically at the end of a project, unit, course, semester, program, or school year.

### And Either

- Internal (designed and administered at the school site)
- or**
- External (designed by QCAA and administered at the school site)

## Purposes of Assessment

This policy outlines the procedures for submission of work and completion of all assessment items (including exams) in order to:

- maximise the opportunity for students to demonstrate what they know and can do
- ensure fairness to all students
- mandatory completion of courses of study to achieve a result.

The work submitted/completed must indicate every attempt has been made by the student to satisfy the specific assessment criteria.

Subsequent results will form part of the student's assessment profile for the subjects and semesters/units studied leading to overall levels of achievement being awarded.

Results will be adversely affected through failure to complete all assessment. In Years 11 and 12, ATAR, course credit and/or QCE eligibility may be adversely affected if not all assessments are completed.

As defined by the Queensland Curriculum & Assessment Authority (QCAA), assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts.

Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters 2014<sup>1</sup>).

**Assessment information has multiple uses, including:**

**Feedback to teachers, such as:**

- diagnostic evidence of students' strengths, ways of learning, areas of development, the depth of their knowledge, and their conceptual understandings, which informs the teacher, so they know what students can do, and what subsequent teaching is required to progress student learning
- identification of students' learning needs across a range and balance of assessments that enhances teachers' ability to establish where students are in their learning and to help them attain higher levels of performance.

**Feedback to students and parents/guardians that gives:**

- clear, specific, meaningful and timely feedback, allowing reflection on the learning process and collaboration to support future learning and development
- evidence of student learning and advice for further progress, underpinning the provision of meaningful reports/statements to parents/guardians and others
- development of lifelong learners by enabling students to identify and reflect on the progress they are making, which is crucial to building self-evaluation, self-efficacy and self-responsibility for in-depth and long-term learning
- refinement of quality teaching, by supporting teacher reflection and professional learning
- provision of information for certification
- measurement and evaluation of policies, programs, interventions and teaching strategies to provide better understanding of student achievement and growth.

<sup>+1</sup> Masters, GN 2014, 'Assessment: Getting to the essence', *Designing the Future*, Issue 1, August 2014, Centre for Assessment reform and Innovation (CARI), [http://research.acer.edu.au/ar\\_misc/18](http://research.acer.edu.au/ar_misc/18).

**Assessment Types - Senior**

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 Year 11 this is Formative Internal Assessment (FIA) and in Year 12 the first three assessment items are Summative Internal Assessment (SIA).</p> <p><u>Submission of Assignments (Extended Responses, Investigations, Products, Projects, Collections of Work):</u></p> <p>These assessment types must be submitted <b>via Safe Assign</b> on the due date by 11.59 pm.</p>	<p>In 2020, External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. 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. 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>

## Assessment Techniques

Assessment technique	Purpose
<b>Examination</b>	An examination is a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios, and/or problems. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
<b>Extended response</b>	An extended response is an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus. While students may undertake some research when writing the extended response, it is not the focus of this technique. An extended response occurs over an extended and defined period of time.
<b>Investigation</b>	An investigation requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. An investigation occurs over an extended and defined period of time.
<b>Performance</b>	A performance is an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills, and to apply theoretical and conceptual understandings through the psychomotor domain. It involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. A performance is developed over an extended and defined period of time.
<b>Product</b>	A product is an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings. A product is developed over an extended and defined period of time.
<b>Project</b>	A project is an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings. The response is a coherent work that documents the iterative process undertaken to develop a solution to a problem and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models. A project is developed over an extended and defined period of time.

## Assessment Responsibilities

### Teachers

In school-based assessment, teachers are accountable for designing assessment programs and making judgments about the standards achieved by their students within the assessment and reporting timeframes.

- Teachers will support students by providing them, where appropriate, with modelling, scaffolding, and annotated exemplar responses. They will engage students in feedback and reflection on their assessment, and will be able to articulate reasoning behind judgments of the standards achieved.
- Teachers are responsible for informing parents when students do not provide work to support a judgment of achievement, and are likely to be awarded with a Not-Rated (N) level of achievement on their report card.

### Heads of Department

Heads of Department are accountable for quality assuring assessment items using both the QCAA's Principles of assessment and the QCAA's Attributes of quality assessment in years 7 – 12.

In years 11 and 12, Heads of Department, Brisbane Bayside State College Administration Team and the QCAA are responsible for quality assessment items; ensuring all assessment: is valid, is clear and fair, and meets the QCAA directives for assessment and submission of student results.

### All Students

- All students are responsible for submitting both draft and assessment items on or before the due date.
- All students are responsible for arriving on time on the due day for examinations, unless special consideration has been formally arranged.
- All students must show academic integrity.

### Students in Years 10 – 12

- Authentication of student work is mandatory.
- All procedures surrounding the completion of assessment must be followed and the relevant documentation submitted via Safe Assign (written assessment) or One Drive (multi modal assessment) within the required timeframe.

### Parents/Guardians

- Support and encourage their children to complete and submit all drafts and assessment by the due date.
- Inform the teacher of any difficulties relating to the completion of assessment tasks and provide documentary evidence where necessary.

## Assessment Schedules

During week three of each semester students will receive an individual Student Assessment Planner via email and a semester calendar of events. In addition, students can also access the same schedule via their OneSchool account.

Teachers are to enter assessment dates into the App4Students for all their classes. Students are to check the App to ensure all subject assessments have been included.

**Changes to the assessment calendar** can occur only when the relevant Curriculum Head of Department recommends the change. Students will need to be given reasonable notice (1 - 2 weeks) of the change in due dates. All students in the class will be notified of amendments, if needed.

### Assessment Task Sheet

Students will be provided with an 'Assessment Task Sheet' for each non-examination assessment. The task sheet will include the following information:

- Commencement Date
- Checkpoints
- Final Due Date
- Allotted Class Time
- Criteria Assessed
- Conditions
- Task Instructions.

### Scaffolding for Assessment Instruments

When scaffolding in an assessment context, it is important that the integrity of the requirements of the task or assessment instrument are maintained so a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response or interfere with students' ability to demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding may include:

- providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument
- providing prompts and cues for students about the requirements for their response.

### During In-Class Assessment Development Time

Assignments must be worked on systematically over a period of time to produce the best possible results. Students will be given an appropriate period of time to complete an assignment (this would usually be at least three weeks' notice). The amount of time students are given to complete a task will be commensurate with its complexity. The allotted class time will be identified on the task sheet.

- Use your time productively - focus on completing a reasonable amount of work each lesson.
- Ask your teacher to clarify/explain things you don't understand.
- Work very quietly in class.
- Make appointments out of class time to talk to your teacher.

### Managing the Length of Student Responses

**Teachers:**

- implement strategies for when a student submits a response that exceeds the required length which may include one of the following:
  - marking only the evidence in the student response that meets the assessment conditions for response length excluding evidence outside the required length
  - allowing a student to redact a response to meet the required length before a judgment is made on the evidence in the student response.



## Students:

- develop responses that do not exceed or are significantly under the required length
- document the length of their response using a word count, page count or time.

## Drafts

A draft is a preliminary version of a student's response to an assessment. The quality of a draft may vary from a brief outline to a response that is nearing completion. Drafts can also be used to authenticate student work.

Teachers and other participants in the teaching, learning and assessment process play a significant role in providing feedback on draft student responses and ensure that students are able to demonstrate their knowledge and skill within the required length. The aim of this policy is to ensure there is consistency, clarity and equity in the quality of the drafts submitted and the type of feedback provided. This policy reflects the need for independence from Years 7 – 12, and for students to accept responsibility for their learning.

## Responsibilities – Drafts

### Teachers may:

- provide written feedback on a maximum of one draft of each student's assessment in all year levels submitted by the draft due date that:
  - allows students to refine their response
  - indicates if the response does not match the required length
  - indicates aspects that need to improve
- require more careful editing — teachers should not correct or edit all the textual errors in a draft. Teachers may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing, but should not edit or correct all errors in a draft.
- provide a summary of their feedback and advice to the whole class
- **not award** a notional **result** or level of achievement on the draft.

### Students:

- submit draft by the due date (11.59 pm) via Safe Assign (Written) or One Drive (Multi-modal)
- strive to submit a completed draft that meets the word limit
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points ensuring adherence to referencing style.

### Parents:

- encourage and support their child to submit drafts on time
- read drafts
- provide oral feedback on the above-mentioned points for teachers.

## Submission of Drafts

Students will be issued with timelines for submission of assignment drafts. When an assignment draft is due, students must submit their written assignment draft to the teacher, via Safe Assign or multi modal draft through One Drive, who will keep a record of the submission. The 'draft' copy with feedback will be returned to the student. Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

### Failure to submit a draft

If no draft work is submitted, the class teacher will contact the parent/guardian (within one working day). The class teacher will also email a 'Notice of Failure to Submit Assignment Draft' document to the parent/guardian. The class teacher will note on the student profile "a result for IN CLASS work completed to date". The class teacher will actively encourage the student to submit their draft work prior to the final due date. The class teacher will record the contact on OneSchool with a copy of the Notice of Failure to Submit Assignment Draft also uploaded.

## Submission of Assignments

### Years 7 – 9

- Assignments are to be submitted by 11.59 pm on the due date via Safe Assign (Written) or OneDrive (Multi Modal).

### Years 10 – 12

- Assignments are to be submitted by 11.59 pm on the due date via Safe Assign (Written) or OneDrive (Multi Modal).
- Students are to submit their assignments attached behind the applicable Assessment Task Sheet which is supplied by the class teacher when issuing the assignment
- Students must confer with their teacher or HOD for submission documentation specifications.

The procedures on how students upload assessment to both Safe Assign and OneDrive are in the following pages.

## Submission Assignment Drafts to Safe Assign and/or One Drive

### Procedure for uploading to Safe Assign:

All written drafts and final copies for assignments must be submitted via eLearn for plagiarism checking in Safe Assign by the allocated due date and time.

### Students should follow the steps below in order to submit their draft or final copy:

- Students log in to eLearn (elearn.eq.edu.au) using their EQ log on and password.
- Students select the class they are submitting assessment for (e.g. Year 11 General English) from the right-hand side of the page under *My Courses*.
- Students open the relevant unit of work (e.g. Unit 1 – Perspectives in Texts).
- Students open the assessment draft or final submission link within the course (e.g. Feature Article draft submission).
- Students upload their assessment document or copies their draft into the Text Submission section. They may also add a comment for their teacher to see.
- eLearn accepts .doc, .docx, .docm, .ppt, .odt, .txt, .rtf, .pdf and.html file formats.
- eLearn processes the draft through Safe Assign and provides both the student and teacher with an Originality Report, indicating potential plagiarism through cross-checking against internet sources, exemplars uploaded by teachers and other students' work, past and present.
- Students will receive an email from eLearn via their EQ Webmail (webmail.eq.edu.au) indicating that the assessment item has been successfully submitted
- If a student does not receive this email, they should submit again.
- Students may submit as many copies of their draft or final assessment as they wish before the allocated due date and time.

# How do students submit to Safe Assign?



## Podcast draft submission

Submit your podcast draft here!

Once you have opened the relevant course (e.g. 11 General English) and the relevant unit (e.g. Unit 1 – Perspectives in Texts), select the draft or final submission link as seen above.



Attach the relevant file/s and press submit. Note that SafeAssign accepts .doc, .docx, .docm, .ppt, .pptx, .odt, .txt, .rtf, .pdf and .html file formats.

You should receive an email indicating that your submission has been received. If you do not receive this email, submit again.

**Preview Upload Assignment: Podcast draft submission**  
*You are previewing the assignment - your submission will not be saved.*

---

**ASSIGNMENT INFORMATION**

Points Possible  
1

Submit your podcast draft here!

By submitting this paper, you agree: (1) that you are submitting your paper to be used and stored as part of the SafeAssign™ services in accordance with the Blackboard Privacy Policy; (2) that your institution may use your paper in accordance with your institution's policies; and (3) that your use of SafeAssign will be without recourse against Blackboard Inc. and its affiliates.

**Institution Release Statement**

\*\*\*\*The Department will disclose and transfer your personal information (including your name, email address and assignment) to Blackboard International B.V. (ARBN: 090 350 764) for the purpose of detecting plagiarism using the "Safe Assign" system. Information is held by Safe Assign in the United States of America and whilst held by Safe Assign, your personal information will be subject to the laws of that country. The Department of Education through your school is collecting and disclosing your personal information in order to make available to each Queensland child or young person a high-quality education that will help maximise his or her educational potential and enable him or her to become an effective and informed member of the community.\*\*\*\*

If you don't want your personal details submitted through SafeAssign then select CANCEL and ask your teacher how to submit your assignment another way.

---

**ASSIGNMENT SUBMISSION**

Text Submission

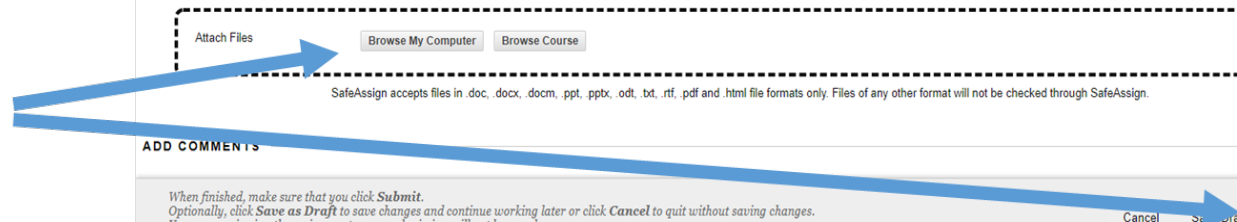
Attach Files

SafeAssign accepts files in doc, docx, docm, ppt, pptx, odt, txt, rtf, pdf and html file formats only. Files of any other format will not be checked through SafeAssign.

---

**ADD COMMENTS**

*When finished, make sure that you click **Submit**.  
Optionally, click **Save as Draft** to save changes and continue working later or click **Cancel** to quit without saving changes.  
You are previewing the assignment - your submission will not be saved.*

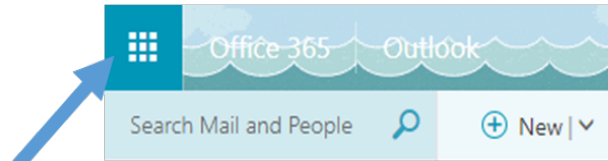


## Procedure for uploading to One Drive

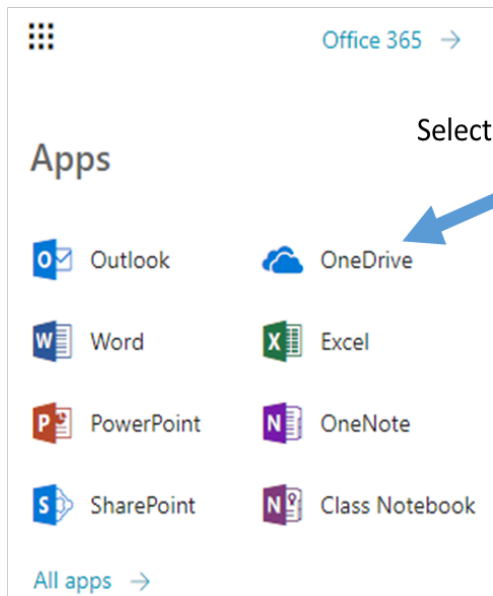
Students should follow the steps below in order to submit a recorded assessment component (e.g. a monologue, presentation, performance etc.)

- Students log into their EQ Webmail account (webmail.eq.edu.au) using their EQ log on and password.
- Students click on the App Launcher in the top left-hand corner of the webpage (9 squares)
- Students click on the OneDrive app.
- Students click on Upload, then Files, then attaches the relevant assessment recording file.
- The file will process and upload. This can be seen in the top right corner where a bubble will appear telling the student that the file is uploading. Please be aware that this may take several minutes dependent on the file size
- Once the file is uploaded, scroll down and hover over the file where the *Share* icon will appear.
- Click on Share and type in the relevant teacher's email address or name. A message can be added as well if desired, before hitting Send.
- The Sharing Column will be updated from *Private* to *Shared*. If this has not occurred, share again.
- Teachers will be notified via email when a file has been shared with them.
- Please ensure that you are still submitting any written component of this assessment via eLearn and Safe Assign for plagiarism detection.

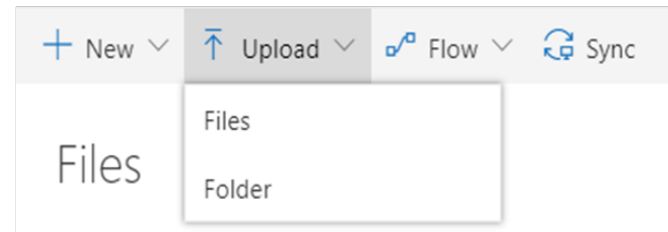
# How do students submit via One Drive part 1



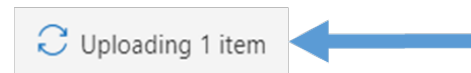
Open your EQ Webmail and click on the App Launcher in the top-left corner (9 dots)



Select One Drive



Click on Upload, then Files, and upload the relevant video/image file/s

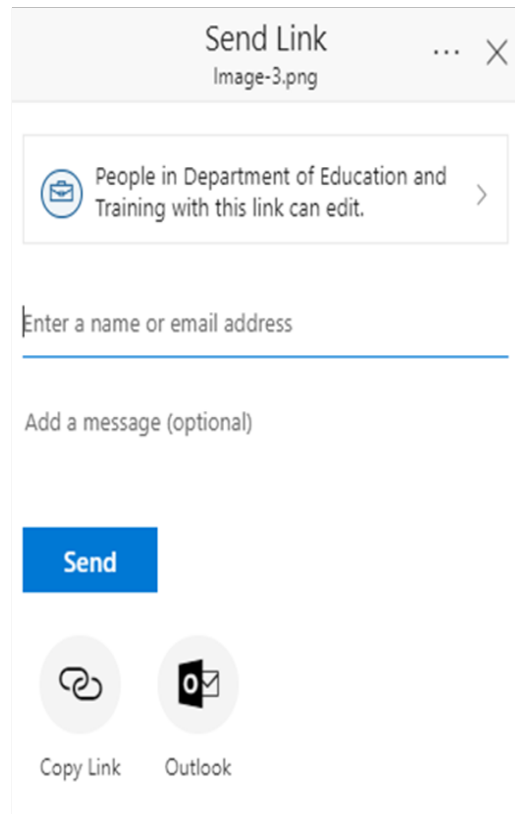


An uploading symbol will appear in the top-right hand corner. This may take several minutes to complete based on the file size. Be patient!

# How do students submit via One Drive part 2



Hover over your newly uploaded file/s until the Share icon appears. Click!

A screenshot of the 'Send Link' dialog box in OneDrive. The title bar says 'Send Link' and 'Image-3.png'. Below the title bar is a list of people: 'People in Department of Education and Training with this link can edit.' with a right-pointing arrow. Below that is a text input field with the placeholder 'Enter a name or email address'. Underneath is a section for 'Add a message (optional)'. At the bottom left is a blue 'Send' button. At the bottom right are two circular icons: 'Copy Link' (with a link icon) and 'Outlook' (with the Outlook logo).

Type in your teacher's email address or name, write a message to accompany the file (if you like!), then hit send.



Once the file has been successfully shared with your teacher, the *Sharing* column will be marked Shared, as seen above. If this does not appear, try again!

## Late and non-submission of Junior Assessment

When a student submits an assessment piece after the due date set by the school, a result will be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.

Should the student not make a final or draft submission, then the IN CLASS WORK COMPLETED will be the result assigned on the student profile.

## Submission of Senior Assessment

To receive an overall subject result for a course of study in a Year 10, General or Applied subject, a student must complete all required assessment outlined in the respective syllabus.

- For General subjects – In Year 11 students must complete all four assessments. In Year 12, students must complete four summative assessments: three summative internal assessments and one summative external assessment.
- For Applied subjects – In Year 11 students must complete all four assessments. In Year 12 students must complete four summative internal assessments.
- For Short Courses, a student must complete two summative internal assessments.
- For Year 10, students must complete all assessments in each subject.

## Non-submission of Senior Assessment

When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated.

- For General subjects, an overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment.
- For Applied subjects, an E standard cannot be allocated when there is no evidence demonstrated.
- For Short Courses, an E standard cannot be allocated when there is no evidence demonstrated.
- This may affect a subject being counted as 'Completed' Core, which may impact the gaining of a QCE at the end of Year 12.

If no final assessment is submitted, the class teacher will contact the parent/guardian (within one working day). The class teacher will note on the student profile a result based on the draft and will record as a OneSchool entry.

## Absence on Due Date of Assignments

If a student is absent on the due date of an assignment they **MUST still submit** the assessment at home via Safe Assign (Written) or One Drive (Multi Modal).

If the absence is due to an excursion, sporting activity, TAFE classes, traineeship/apprenticeship, suspension etc, the assignment **MUST still be submitted** by the due date.

If a student is absent for special circumstances, extensions can be given at the Principal or Delegate's discretion.



## Years 10 - 12

If a student has not submitted an assignment, due to extended sick days of at least three days before the due date they must produce a Medical Certificate, which includes all dates up to, and including the submission day.

## Years 7 - 9

If a student has not submitted an assignment by the due date they **must provide** a letter or email (assessment@brisbanebaysidesc.eq.edu.au) from parent/guardian and **must indicate** the reason for the absence and **must indicate** awareness that assignment was due.

## Assignment Extensions

- Applications must be made at least three days **BEFORE** the due date on the AARA document – 'Application for Extension on Due Date for Assignment'. If the reason for extension is due to illness, students in Years 11 and 12 will be required to supply a medical certificate.
- Teachers are **NOT AUTHORISED** to grant extensions for assignments.
- MALFUNCTION OF EQUIPMENT (including computers, USBs) is not usually considered a valid reason for failing to submit an assignment on the due date.
- Extensions for assignment for a whole class/cohort may be granted by the HOD, if in his/her opinion, sufficient reason exists. This is negotiated with the Principal or his delegate.

## Checkpoints

Brisbane Bay State College will monitor the work of students as part of a developmental process. Teachers may use defined checkpoints to:

- clarify assessment expectations for students (e.g. task requirements, how judgments are made)
- discuss progress towards the task completion
- help students develop strategies to submit assessment by the due date
- gather evidence on or before the due date
- provide points of intervention, if needed
- embed authentication strategies.

## Appropriateness of Materials

Submissions provided to the QCAA as part of quality assurance process should not contain materials that may offend, humiliate or intimidate employees working for, or on behalf of, the QCAA or Department of Education.

Teachers should:

- choose and monitor the use of texts and stimulus materials in teaching and learning and the production of work by students
- determine the appropriateness of particular topic, texts, materials and areas of study for their students.

Students should consider the appropriateness of topics when producing materials.

## Academic Integrity and Academic Misconduct

Brisbane Bayside State College and QCAA promotes academic integrity. Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Teachers, parents/guardians and others who support students in their learning must adhere to the guidelines for academic integrity.

Plagiarism is the use of unacknowledged ideas and quotes. It is the action or practice of taking and using as one's own, the thoughts or writings of another without appropriate acknowledgement.

Examples of plagiarism include:

- 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.

## Types of Academic Misconduct defined by the QCAA

Academic misconduct incorporates a broad range of behaviours in which students inappropriately and falsely demonstrate their learning. Academic misconduct may be considered along a continuum of breaches that range in the significance of misconduct and intent.

Type of misconduct	Examples
<b>Cheating while under supervised conditions</b>	<ul style="list-style-type: none"> <li>beginning to write during perusal time or continuing to write after the instruction to stop work is given</li> <li>using unauthorised equipment or materials</li> <li>having any notation written on the body, clothing or any object brought into an assessment room</li> <li>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</li> </ul>
<b>Collusion</b>	<ul style="list-style-type: none"> <li>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)</li> <li>assisting another student to commit an act of academic misconduct</li> </ul>
<b>Contract cheating/ significant contribution of help</b>	<ul style="list-style-type: none"> <li>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</li> <li>paying for someone or a service to complete a response to an assessment</li> </ul>
<b>Copying work</b>	<ul style="list-style-type: none"> <li>deliberately or knowingly making it possible for another student to copy responses</li> <li>looking at another student's work</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<ul style="list-style-type: none"> <li>giving or accessing unauthorised information such as the answers to an examination prior to completing a response to an assessment</li> <li>making any attempt to give or receive access to secure assessment materials</li> </ul>
<b>Fabricating</b>	<ul style="list-style-type: none"> <li>inventing or exaggerating data</li> <li>listing incorrect or fictitious references</li> </ul>
<b>Impersonation</b>	<ul style="list-style-type: none"> <li>allowing another person to complete a response to an assessment in place of the student</li> </ul>
<b>Misconduct during an examination</b>	<ul style="list-style-type: none"> <li>distracting and disrupting others in an assessment room</li> </ul>
<b>Plagiarism or lack of referencing</b>	<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>Self-plagiarism</b>	<ul style="list-style-type: none"> <li>duplicating work or part of work already submitted as a response to an assessment</li> </ul>

### The School: Support Staff, Teachers, HODs, Administration Team

Brisbane Baystate State College can support **academic integrity** by:

- Developing curriculum and assessment that allows for the identification of individual work
- Fostering a learning environment that encourages mutual trust and respect for developing individual work by appropriately acknowledging the ideas, work or interpretation of others
- Giving students access to resources that enable students to self-assess their compliance with academic integrity guidelines before submitting responses
- Using QCAA-developed online courses and school-developed programs to help students and teachers understand the importance of academic integrity
- Developing processes to manage, resolve and appeal cases of academic misconduct.

### Students:

You will be required to submit all written assignments via Safe Assign and all multi-modal assessments via One Drive.

You must also complete any of the following, as indicated on your assessment:

- submit a declaration of authenticity for multi modal submissions
- acknowledge all sources
- provide documentation of your progress, at indicated checkpoints
- produce a unique response as indicated on the assessment
- produce summaries during your response preparation.

### Teachers:

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work
- collect evidence of the authenticity of student responses
- ensure assessment decisions are fair and equitable for all students
- implement strategies to ensure authentication of student work:
  - collect copies of student responses and monitor at key junctures.
  - collect and annotate a draft
  - conduct interviews or consultations as students develop the response.
  - conduct interviews after submission to clarify or explore aspects of the student's response.
  - compare the responses of students who have worked together in groups.
  - ensure class cross-marking occurs.

### If a teacher suspects there has been a breach of academic integrity they should:

- conduct an internet search of key phrases
- compare the students' work to the work of past and present students
- interview the student after the submission of a task to explore further, clarify determine comprehension of the work submitted
- follow Brisbane Baystate State College Students Code of Conduct.

## **Parents:**

- support the efforts of teachers and students to authenticate student responses
- encourage student to approach their academic responsibilities in an honest, moral and ethical way
- alert the teacher if you suspect that your student has engaged in academic misconduct.

## **Consequences for Plagiarism**

Consequences for plagiarism include but are not limited to:

Students cannot be graded on work that is not their own. If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement.

- 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.

## **Academic misconduct during an exam or external assessment**

Reportable alleged misconduct includes, but is not limited to:

- gaining access to assessment content before starting the exam or external assessment
- copying from, or communicating with, another student while in the assessment room
- bringing unauthorised material into an assessment room
- disrupting other students
- impersonating a student
- behaviour determined by the supervisor to disrupt the good order and management of the external assessment session.

For years 11 and 12, when a student is suspected of or observed participating in an act of academic misconduct, the student will be permitted to complete the assessment despite the alleged incident of misconduct and is notified at the end of the session that a report may be made to the QCAA.

**Consequences for Academic misconduct during an exam or external assessment include but are not limited to:**

- serious incidents that are unable to be reasonably managed by the exam supervisor or external assessment supervisor may result in the student being excluded from the assessment room.
- Parents/Caregivers notified
- HOD notified
- parts of the exam in question may be disregarded while grading the exam.
- the student may be required to complete an alternative exam at the soonest possible opportunity.

## Failure to Comply

To ensure the integrity of the levels of achievement reported for senior certification, students must meet the mandatory requirements stated in a syllabus.

Students failing to meet the mandatory requirements of a syllabus:

- cannot be rated for the semester/unit
- may have the semester/unit removed from their Senior Statement.

If a student repeatedly does not meet mandatory requirements:-

- They will not have met the substantial requirements of the course as per the **Education (General Provisions) Act 2006, (QLD)**, and as a result, could be removed from the subject. This subject would then not appear on the student's QCE and the student could become ineligible for an ATAR.
- This may become grounds for cancelling the students' enrolment as per the **Education (General Provisions) Act 2006, (QLD)**

## Examinations

### Attendance at Examinations

Students must attend all exams at the scheduled time. These may be undertaken in normal class time, during block exams or during assessment week.

### Absence on Day of Examinations

The absence **must be communicated** to the school by the Parent/Guardian via email to [assessment@brisbanebaysidesc.eq.edu.au](mailto:assessment@brisbanebaysidesc.eq.edu.au) or by phone call to the relevant Head of Department by 8.30 am on the day of the exam. The Parent/Guardian **must also** contact the **absence line** at Student Services Reception (SSR).

Year 10, 11 and 12 students must provide a medical certificate if they are absent on the day of an exam.

Prior knowledge of possible absence – exams must be sat on or by the DUE DATE unless prior arrangements have been negotiated. An 'Application For Exam To Be Completed At A Later Date' document must be completed and handed in to the Student Services Reception (SSR).

If a student misses an exam due to extenuating circumstances, the student and parent/guardian must also complete an 'Application For Exam To Be Completed At A Later Date' document. In extenuating circumstances, this document can be completed electronically and emailed to [assessments@brisbanebaysidesc.eq.edu.au](mailto:assessments@brisbanebaysidesc.eq.edu.au). The document is available on the BBSC website.

Year 7, 8 and 9 students must see relevant Head of Department/teacher immediately on the first day after the illness/absence to negotiate the rescheduling of the exam. Where a medical certificate has been provided the student negotiates a new exam time with teacher/HOD. Where no medical certificate or parental contact has been provided, the student sits the exam at the first available opportunity.

Consequence for non-compliance with the procedures outlined above may result in student losing credit for the assessment.

## Block Examinations and Assessment Weeks

Students in Years 11 and 12 may have Assessment Weeks or Block Exams during the year. Students in Assessment week will attend all lessons when not completing exams. Students doing Block exams will only attend school for the exams. Year 10 students will have an Assessment week at the end of the year.

It is the student's responsibility to:

- Check exam timetables carefully and summarise the relevant information including the venue.
- Arrive at the exam sessions on time. Students are advised to arrive at least 15 minutes before the commencement of the exam. Students arriving late will not be given extra time to complete the exam. Students arriving more than 40 minutes late will not be allowed into the exam venue, unless a prior arrangement has been made, with the required documentation.
- Not communicate with any other student once they have entered the exam venue. Questions must be directed only to a supervisor.
- Bring necessary equipment for the examination, eg subject approved calculator. Students will not be permitted to borrow equipment during the exam session. All approved equipment brought into the assessment venue must be in a clear container.

### Examination Equipment

Approved equipment includes but is not limited to:

- blue or black pens, 2B pencils, highlighters
- ruler, slide rule
- eraser
- calculator (check with HOD re specifications)
- tinted glasses, magnifying glasses, earplugs
- water in plain unlabelled container
- equipment allowed as a QCAA-approved AARA.

The following items must **not** be taken into the examination room:

- electronic devices, e.g. iPods, translators, laptops, mobile phones, smart watches
- wireless devices or other transmitting or receiving devices
- extra paper, books or manuscripts
- food, unless allowed as Principal Approved AARA.

Students must also wear full school uniform.

### Conduct During Examinations

To be fair to all students sitting a test, it is important that test conditions are maintained. This means that students do not talk or act in a way that distracts others and prevents them from completing the test to the best of their abilities. Students who act in a way that disrupts others will be asked focused behaviour questions. Students who disrupt again will choose to leave. The teacher will determine a level of achievement for this student using whatever evidence is available. This would usually mean marking the sections completed before the student chose to leave.

## Access Arrangements and Reasonable Adjustments (AARA)

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARAS are considered on an individual basis and decisions are made in consultation with the eligible student, parents/guardians, school staff and, when applicable, the QCAA.

Brisbane Bay State College and the QCAA recognise that some students have a disability and/or medical conditions that may make them eligible for AARAs to assessment conditions for internal and external assessment.

### **Access arrangements and reasonable adjustments (AARA) YEARS 7 – 10**

*AARA - Making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students.*

Special provisions may apply to any student with specific educational needs. Assessment criteria and standards are not modified, the intent and rigour of the syllabus or Study Area Specification is maintained.

In making a decision about the AARA, the school will consider what adjustments to assessment conditions are reasonable in the circumstance. Often students require adjustment to the form of presentation of an assessment instrument and their response to it. The method of transmission of information about the assessment and the way the student presents evidence of their knowledge and skills may be adapted.

### **Access arrangements and reasonable adjustments (AARA) –Years 11- 12**

#### **Long-term conditions that are unlikely to improve over time:**

Except in exceptional circumstances and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

#### **Short-term conditions or temporary injuries:**

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, must be dated:

- for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
- for external assessment, no earlier than 1 April of the assessment year.



## Illness and Misadventure

Illness and misadventure provides for students whose ability to attend, or performance in, summative internal or external assessment was adversely affected by an unexpected event. Illness and misadventure can affect a single student or a group of students.

The following guidelines apply for illness and misadventure:

- A student who has been approved for AARAs in years 11 and 12 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.
- The condition or situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Misreading an external assessment timetable is not adequate grounds to submit an application for AARA or illness and misadventure.

### **Timelines for illness and misadventure**

Typically, students are responsible for initiating an application for illness and misadventure if they believe they have been adversely affected by illness or other emergent circumstances. Students complete either the 'Application for Exam To Be Completed At A Later Date' or 'Application for Extension On Due Date For Assignment'.

### **Illness during external assessment**

A student who is ill and able to attend the exam should inform the supervisor of their illness as soon as practical. This may be before, during or immediately after the exam session.

### **Non-attendance at external assessment**

A student who cannot attend an exam must notify the Principal's delegate or the SEA Coordinator as soon as practical.

### **Individual student**

Students who believe their performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to or during the external assessment schedule, must speak to the exam coordinator regarding an application for illness and misadventure.

### **Supporting documentation for illness and misadventure — internal and external assessment**

To make an informed decision about an illness and misadventure application in Senior Schooling, Brisbane Bayside State College and the QCAA require a report that includes the following details:

- 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.

## Extended Known Absence for Years 7 - 10

Should a student know that they will be absent during the term or the school receive notification of an extended absence from the parent/guardian, the **Head of Department – Junior Secondary or Senior School** will provide the student with an Extended Student Absence Notification form or may see each teacher individually if the circumstances warrant this.

Absence durations defined as:

**SHORT** – One week or less. Teacher may consider evidence already collected be used to form judgement on an assessment item

**MEDIUM** – One to two weeks. Consideration needs to be given to the timing of the assessment piece and the absence in relation to the assessment cycle

**LONG** – More than two weeks. Consideration should be given as to when there will be sufficient evidence to make valid judgements at the end of the course of study.

The class teacher will talk with this student about the time they will be away and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- any support materials that may be provided to minimise the effect of absence to learning
- any planning adjustments that may be made to minimise the effect of absence to learning.
- The **student** should make contact with all of their teachers and take this form home with them once completed to advise parents of the arrangements made.
- **Teachers may** contact home if they feel they need to discuss the effects of the absence with the parent further.
- Information may be communicated to students via their **MIS school email account** or via the **email account for the parent entered on OneSchool**.

## Exemptions in Years 7 - 10

*Allowing non-completion of some particular piece of assessment*

- An exemption may be appropriate where a student has missed an assessment instrument due to illness or other legitimate absence (as determined by the relevant Curriculum Head of Department)
- An exemption will only be allowed when there is sufficient alternative information to make a judgment about a level of achievement without the student having to complete a particular assessment instrument
- An exemption is inappropriate where the student is unable to meet mandatory requirements
- Exemption is not an option where reasonable adjustment is appropriate.

## Quality Assurance

### Principals of Quality Assurance

Quality assurance processes incorporate the following principles:

- There is alignment between teaching, learning and assessment.
- Teachers implement syllabuses and develop teaching, learning and assessment for students in their local context.

- Teachers make judgments about student achievement using evidence in student work.
- Feedback and professional conversations promote continuous improvement.
- Quality assurance processes help teachers to improve teaching and inform assessment practices.

### Applied and Applied (Essential) Subjects

An Applied and Applied (Essential) quality assurance process occurs annually in the summative year, generally at the beginning of Semester 2. All schools that offer Applied and Applied (Essential) subjects and for which results have been recorded for Units 1 and 2 (satisfactory or unsatisfactory), and those schools that have students enrolled to complete Units 3 and 4, are to participate in this process

Teacher experts review Applied and Applied (Essential) subjects in the summative year at an Applied quality assurance (Applied QA) event.

### Applied Subjects

There are two key parts of Applied QA:

- Approval of study plans
- Review of assessment, student responses and teacher judgments.

Schools offering an Applied subject require a QCAA-approved study plan. Schools receive advice about their Applied quality assurance submissions. Advice is used by schools as part of the process of continual improvement and to reflect on:

- assessment instrument development and coverage of the syllabus objectives across Units 1, 2 and 3
- judgments and use of the exit standards matrix to determine a satisfactory or unsatisfactory result for Units 1 and 2
- judgments about match of evidence in student responses with the standards, before making decisions about exit results.
- Alignment to the approved study plan.

### Applied (Essential) Subjects

Essential English and Essential Mathematics are quality assured by:

- endorsement of summative assessment
- administration of a common internal assessment (CIA) in the summative year
- review of assessment, student responses and teacher judgments.

Schools submit three summative assessments for endorsement. The fourth summative assessment item is the common internal assessment (CIA) which has been provided by the QCAA.

For Essential English and Essential Mathematics subjects, the quality assurance process provides schools with advice about assessment and judgments:

- Assessment instruments developed by the school allow students to demonstrate the unit objectives as required.
- Judgments made using the evidence in student responses to the assessments:
  - match the syllabus reporting standards
  - reflect the satisfactory or unsatisfactory result by the school for each sampled student for each unit

- are accurately aligned with the A-E results identified on the instrument-specific standards matrixes for Unit 3, including responses to the CIA.

### General Subjects – Unit 1 and 2 Assessment

A QCAA review of assessment from Units 1 and 2 for General subjects occurs annually, generally early in the summative year after Units 1 and 2 assessments have been completed. All schools that offer General subjects and for which a result has been reported for Units 1 and 2 (satisfactory or unsatisfactory) are to participate in this process; however, not every subject offered by a school will be reviewed annually.

### General Subjects – Endorsing Summative Internal Assessments

Endorsement is an annual quality assurance process applied to summative internal assessment instruments of:

- Essential English
- Essential Mathematics
- all General subjects, including General (Extension) subjects.

Endorsement gives schools confidence that their assessment instruments provide valid opportunities for students to demonstrate what they know and can do. Endorsement builds teachers' capacity to develop quality assessment that is comparable across Queensland schools.

Summative assessment instruments from Units 3 and 4 must be endorsed by QCAA-trained endorsers before they can be administered in schools.

## General Subjects – Confirming Summative Internal Assessment Judgments

Confirmation is an annual quality assurance process for General and General (Extension) senior subjects based on the reliability attribute of quality assessment. Confirmation examines the accuracy and consistency of teachers' judgments about students' responses to summative internal assessment instruments to ensure comparability of results across Queensland. The confirmation process aims to ensure fair and reliable results for students.

Confirmers review a selected sample of student responses to summative internal assessment instruments to check that the application of the instrument-specific marking guide (ISMG) is accurate and consistent. The QCAA makes the final decision about the student results.

### Collecting and Storing Assessment Information

All assessment instruments are stored on the Curriculum Map drive. Students' uploaded assessment is stored on the School Network and hard copies are stored in files located in each faculty.

### Status of Results

Parents will receive a Report Card at least twice yearly which will provide information on how their child is progressing in each subject.

For students in Years 11 and 12 external processes through the QCAA which include endorsement and confirmation or quality assurance processes may need to occur before results are confirmed. Results on report cards during Year 11 and 12 **may be provisional** until they have been confirmed.

### Year 12 External Assessment

External assessment is developed by the Queensland Curriculum and Assessment Authority (QCAA) for all General subjects. All external assessment for General subjects is summative and may contribute to a Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR) calculation. All external assessment completed for General subjects is summative. 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.

The QCAA determines the timing of external assessments. External assessment occurs in Term 4, during October and November. The specific dates for external assessment are made available on the QCAA website at the beginning of each year.

Students must complete external assessment on the date published on the QCAA website.

Applied subjects do not include external assessment.

#### **External assessment is:**

- common to all schools
- administered by schools under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The Queensland Curriculum and Assessment Authority (QCAA) publishes rules and expectations on the QCAA website each year to help schools prepare for external assessment. Breaches of external assessment rules are a form of academic misconduct.

## **Late Arrival to an Examination**

If a student arrives late for an external assessment, they must report to the external assessment supervisor and designated assessment venue as soon as possible. Students who arrive within 40 minutes of the scheduled starting time for the external assessment are permitted entry into the assessment venue to complete the assessment.

## **Rules for External Assessment**

At the beginning of each school year, the QCAA communicates rules for students completing external assessment. Schools are responsible for communicating the *External assessment student rules* to students.

## **Responsibilities – Examinations**

### **Teachers:**

- communicate to school staff, students and parents/caregivers: date and time of test/ conditions/ rules/ approved equipment list.

### **Students:**

- arrive on time
- come prepared
- meet the behaviour expectations for conduct during exams.

### **Parents:**

- ensure your child has a good night sleep prior to the exam
- support your child in preparation for the exam.

### **School External Assessment (SEA) coordinators:**

- adhere to and manage external assessment processes outlined in this handbook and the *External assessment — directions for administration*
- communicate to school staff, students and parents/carers the
  - *External assessment timetable*
  - *External assessment student rules*
  - approved equipment list
- apply to the Queensland Curriculum and Assessment Authority (QCAA) for the rescheduling of an external assessment if there is an external assessment timetable clash
- allocate teaching staff or other suitable staff to supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- manage incidents when a student is suspected of or observed participating in an act of academic misconduct.

## Teachers:

- comply with and supervise external assessment according to the external assessment guidelines
- allow a student suspected of academic misconduct to complete the external assessment
- inform the student that the SEA coordinator will be advised of an alleged incident of academic misconduct
- report an alleged incident of academic misconduct to the SEA coordinator
- adhere to external assessment processes outlined in this handbook and the *External assessment — directions for administration*
- supervise external assessment. Senior secondary teachers are ineligible for supervision of an external assessment for subjects that they teach in a given year
- report incidents when they suspect or observe an act of academic misconduct by a student.

## Students

- read and comply with the *External assessment student rules* and external assessment information that is made available on the QCAA website and provided to schools each year.
- read the information provided by schools, including the
  - *External assessment timetable*
  - *External assessment student rules*
  - approved equipment list
- attend external assessment in which they are enrolled.

## Parents

- read the *External assessment timetable* and *External assessment student rules* on the QCAA website
- support students to participate in the external assessment in which they are enrolled

## Illness and Misadventure – External Examination

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment (SEA) coordinator.

### Illness during external assessment

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

### Submitting an application for illness and misadventure for external assessment

A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.

### **Supporting documentation**

To make an informed decision about an illness and misadventure application, the QCAA requires a report from an independent health professional that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- 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's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, policy officer, solicitor or funeral director.

In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student.

### **Currency of supporting documentation**

Supporting documentation must cover the date of the assessment for which the application is made.

### **Timelines for applications**

Applications for internal assessments must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation.

Applications for external assessments can be **submitted** from 14 days before the start of the assessment period, to seven days after the assessment.

## **Documentation**

- a) 2021 Student Code of Conduct – Brisbane Bayside State College
- b) Assessment Schedule - generated on OneSchool distributed by week 3 of each semester
- c) Extended Student Absence Notification form
- d) Application for Exam To Be Completed At A Later Date
- e) Application for Extension On Due Date For Assignment
- f) Letter to Parents – Notice of Failure to Submit Assignment Draft
- g) Letter to Parents – Notice of Failure to Submit Final Assignment or Sit an Exam



**BRISBANE BAYSIDE STATE COLLEGE  
EXTENDED STUDENT ABSENCE NOTIFICATION**

Dear Teachers

We have received advice regarding an extended absence for school for

.....

in Year ..... From: ...../...../..... To: ...../...../.....

Please talk with this student about the time they will be away and indicate any arrangements they may need to make before they go in relation to their course work. In general, a teacher should consider:

- Any support materials they may be provided to minimise the effect of absence to learning
  - Any planning adjustments that may be made to minimise the effect of absence to learning
  - Should AARA (Years 11/2) be considered?
- The student should make contact with all of their teachers and take this form home with them once completed to advise parents of the arrangements made.
- Teachers may contact home if they feel they need to discuss the effects of the absence with the parent further.
- Information may be communicated to students via their MIS school email account or via the email account for the parent entered on OneSchool.

PLEASE NOTE: Absence Durations defined as:  
 SHORT – 1 week or less. Teacher may consider evidence already collected be used to form judgment on an assessment item.  
 MEDIUM – 1 to 2 weeks. Consideration needs to be given to the timing of assessment piece and the absence in relation to the assessment cycle.  
 LONG – More than 2 weeks. Consideration should be given as to when there will be sufficient evidence to make valid judgments at the end of the course of study.

Subject	Teacher Signature	Arrangements for class work/assessment to be supported by:
English		Teacher is .... Student is ....
Mathematics		Teacher is .... Student is ....
		Teacher is .... Student is ....
		Teacher is .... Student is ....
		Teacher is .... Student is ....
		Teacher is .... Student is ....
		Teacher is .... Student is ....
		Teacher is .... Student is ....

Head of Department - Junior Secondary/Senior School

Signature:.....

**BRISBANE BAYSIDE STATE COLLEGE  
APPLICATION FOR EXAM TO BE COMPLETED AT A LATER DATE**

<b>NAME</b>		<b>ROLL CLASS</b>	
<b>STEPS</b>			
<p>1. Check student handbook for eligibility for extension and then tick the appropriate box. <i>I am eligible for an exam extension according to the student handbook policy because:</i></p> <p><input type="checkbox"/> I have been absent due to illness for an extended period of time and I have a medical certificate.</p> <p><input type="checkbox"/> I have been absent due to other commit, for an extended period of time, and I have supporting documentation.</p> <p><input type="checkbox"/> Other – explain in Section A below.</p> <p>2. <b>Complete</b> Section A, parent/guardian to sign and date</p> <p>3. Return completed form to SSR (Student Services Reception)</p> <p>4. Section B to be completed and signed by class teacher</p> <p>5. Section C to be signed by Head of Department</p> <p>6. Section D to be signed by Principal or Delegate</p> <p>7. Student and Parent/Guardian notified by email on the outcome of the application be either the Junior Secondary or Senior School Head of Department.</p>			
<b>SECTION A TO BE COMPLETED BY PARENT/GUARDIAN and STUDENT</b>			
<b>Subject</b>		<b>Topic/s of Work</b>	
<b>Reason for Request (please provide specific dates of absences and/or illness)</b>			
<b>Parent's/Guardian's signature</b>		<b>Date</b>	/ /20
<b>SECTION B – TO BE COMPLETED AND SIGNED BY TEACHER</b>			
<b>Teacher Name</b>			
COMMENT ON STUDENT'S WORK EFFORT TO DATE ON CLASS WORK			
<b>Later test date supported?</b>	<b>YES/NO</b>		
<b>Teacher's signature</b>		<b>Date</b>	/ /20.....
<b>SECTION C – TO BE SIGNED BY HEAD OF DEPARTMENT</b>			
<b>Later test date supported?</b>	<b>YES/NO</b>		
<b>New date for exam/s to be done</b>			
<b>Head of Department's signature</b>		<b>Date</b>	/ /20
<b>SECTION D – TO BE SIGNED BY PRINCIPAL or DELEGATE</b>			
<b>Later test date approved?</b>	<b>YES/NO</b>		
<b>Principal or Delegate's signature</b>		<b>Date</b>	/ /20

**BRISBANE BAYSIDE STATE COLLEGE  
APPLICATION FOR EXTENSION ON DUE DATE FOR ASSIGNMENT**

<b>NAME</b>		<b>ROLL CLASS</b>	
<b>STEPS</b>			
<p>8. Check student handbook for eligibility for extension and then tick the appropriate box. <i>I am eligible for an exam extension according to the student handbook policy because:</i></p> <p><input type="checkbox"/> I have been absent due to illness for an extended period of time and I have a medical certificate.</p> <p><input type="checkbox"/> I have been absent due to other commit, for an extended period of time, and I have supporting documentation.</p> <p><input type="checkbox"/> Other – explain in Section A below.</p> <p>9. <b>Complete</b> Section A, parent/guardian to sign and date</p> <p>10. Section B to be completed and signed by class teacher</p> <p>11. Section C to be signed by Head of Department</p> <p>12. Section D to be signed by Principal or Delegate</p> <p>13. Return completed form to SSR (Student Services Reception)</p>			
<b>SECTION A TO BE COMPLETED BY PARENT/GUARDIAN and STUDENT</b>			
<b>Subject</b>			<b>Assignment Topic</b>
<b>Date Assignment Given</b>		<b>Checkpoint Date</b>	<b>Final Due Date</b>
			<b>No. of class lessons given</b>
<b>Reason Extension Requested</b> <i>(please provide specific dates of absences and/or illness)</i>			
<b>Parent's/Guardian's signature</b>		<b>Date</b>	/ /20
<b>SECTION B – TO BE COMPLETED AND SIGNED BY TEACHER</b>			
<b>Teacher Name</b>			
<b>COMMENT ON STUDENT'S WORK EFFORT TO DATE ON ASSIGNMENT</b>			
<b>Extension Supported?</b>			<b>YES/NO</b>
<b>Teacher's signature</b>			<b>Date</b> / /20.....
<b>SECTION C – TO BE SIGNED BY HEAD OF DEPARTMENT</b>			
<b>Extension Supported?</b>		<b>YES/NO</b>	
<b>New date for submission of assignment</b>			
<b>Head of Department signature</b>		<b>Date</b>	/ /20
<b>SECTION D – TO BE SIGNED BY PRINCIPAL or DELEGATE</b>			
<b>Extension approved</b>			
<b>Principal or Delegate's signature</b>		<b>Date</b>	/ /20

**BRISBANE BAYSIDE STATE COLLEGE  
NOTICE OF FAILURE TO SUBMIT ASSIGNMENT DRAFT**

**Insert Date**

Dear Parent/Guardian

This notice is to inform you that your child, <b>Insert Name of Child</b> did not complete a draft of their <b>Insert Subject Name</b> assessment.
<b>Name of Assignment</b>
The draft was due on <b>Insert due date</b> .
To help <b>him/her</b> we have provided: <ul style="list-style-type: none"><li><input type="checkbox"/> Assessment Task Sheet</li><li><input type="checkbox"/> Lesson time in class</li><li><input type="checkbox"/> Research lessons and/or computer access</li><li><input type="checkbox"/> Class Instruction</li><li><input type="checkbox"/> Guideline</li><li><input type="checkbox"/> Notes</li><li><input type="checkbox"/> Resource Books</li><li><input type="checkbox"/> Individual student assistance (where required)</li> <li><input type="checkbox"/> (delete whichever is not applicable)</li></ul>

At Brisbane Bayside State College, we are committed to each and every one of our students because the success of each of our students is important to us. Teachers work in a diligent and professional manner to support students in achieving the best possible educational outcome. Communication between the home and school is a vital strategy in this endeavour.

When a child fails to submit a required draft, the opportunity for feedback is lost. The whole point of a draft is for the student to receive guidance on how to present their best possible work. Your child's draft **MUST** be completed and submitted within 24 hours. Please encourage your child to address this situation and complete the required draft. Further, please encourage and monitor completion of the final draft by the due date. If this assessment work is not submitted by the due date, your child may not receive credit for the subject.

If you would like to discuss this matter further please contact the class teacher for more information or to arrange an interview. We look forward to working with you and will continue with our efforts to help your child achieve to his/her potential.

Yours sincerely

**Name of Teacher** – Class Teacher

**Name of HOD** – Head of Department

**BRISBANE BAYSIDE STATE COLLEGE  
ADVICE TO PARENTS  
FAILURE TO SUBMIT FINAL ASSESSMENT OR SIT AN EXAM**

Insert Today's Date

Dear Insert Parent/Guardian Name

At Brisbane Bayside State College we are committed to each and every one of our students because the success of our students is important to us. Teachers work in a diligent and professional manner to support students in achieving the best possible educational outcome. Communication between the home and school is a vital strategy in this endeavour.

We are disappointed to report that your child may not be on the path to success in this unit/semester as a result of their failure to complete assessment/exam.

<b>Student's Name</b>	
<b>Subject</b>	
<b>Teacher's Name</b>	
<b>Teacher's Contact Details</b>	
<b>Assessment Item</b>	

<b>ASSESSMENT</b>	
	Failure to submit assessment task on time. No valid reason given for extension.
	Failure to submit assessment task.
	Failure to sit for exam.

Your child is aware of these problems and has been given adequate notice to address them positively. Students who consistently hand work in late or who fail to submit work, without a valid reason (eg prolonged absence for serious family related reasons or medical reasons validated by a medical certificate) are ***jeopardising their continuation in the subject and/or ability to receive a result in the subject.***

We strongly believe that a student's success happens when the teacher and parents have strong communication and work in partnership. For any information in regards to your child please don't hesitate to contact the classroom teacher.

Teacher Name  
Class Teacher

HOD Name  
Head of Department