



# CAIRNS

*State High*  
The best we can be.

## 7-10

# Assessment Policy

Version 2021

10/06/2021



# Year 7-10 Assessment Policy

Cairns State High School

## Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of all assessment. The framework for the policy is aligned with the Senior QCAA Senior Assessment Policy yet takes into account the purpose of assessment in early Secondary school, the developmental stage of students as young adolescents and the curriculum in the school.

This policy applies to students in Year 7, Year 8 and Year 9 and Semester 1 Year 10.

## Purpose

Cairns State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities and to be the best they can be. This policy is designed to build responsibility and accountability as students develop toolkit skills known as [21<sup>st</sup> Century Skills](#).

## Principles

Cairns State High 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 student learning;
  - Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of student learning;
  - Transparent to enhance professional and public confidence in the processes used, the information obtained and the decisions made; and
  - 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; and
  - Reliability, so that assessment results are consistent, dependable or repeatable.

### 1.0 Promoting academic integrity

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

### 1.1 Location and communication of policy

The school assessment policy is located on the school webs. All questions regarding this policy should be directed to the class teacher in the first instance.

To ensure the assessment policy is consistently applied, it will be revisited regularly; when the assessment schedule is published, and exam schedules are released; when each task is handed to students; in the newsletter and by email in response to phases of the assessment cycle.

## 1.2 Expectations about engaging in learning and assessment

Cairns State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students are required to complete all course and assessment requirements on or before the due date.

Students are able to demonstrate what they know and can do by the due date when they understand:

- Forward planning: Understanding the components of a task and how long each component might take to complete;
- Time management: Implementing a plan to achieve the assessment outcome, incorporating adjustments to this as needed. Allowing for unexpected events such as issues with technology or changes in personal circumstances;
- Note-taking and summarising: Synthesising research or gathering information into a new idea or summary
- Referencing: Appropriately acknowledging the ideas, work or interpretation of others
- Choosing appropriate examples: Selecting appropriate quotes or examples to support an argument or communicate meaning;
- Editing: Refining their own work; and
- Checking: Self-assessing compliance with academic integrity guidelines before submitting responses.

Students must:

- Attend regularly and participate in all activities, including homework, related to the assessment;
- Seek explanations for all criteria associated with the assessment;
- Undertake the necessary research;
- Follow Assessment flowchart;
- Complete and hand in a first submission by the due date. Follow all assessment checkpoints;
- Respond to teacher feedback;
- Submit a completed assessment by the due date to Student Services and obtain a receipt acknowledging submission of the assessment item;
- Attend scheduled exams and oral presentations;
- Ensure that work submitted is their own: original, authentic and not plagiarised; and
- Apply for an extension of time, prior to the due date, if extenuating circumstances exist.

## 1.3 Due dates

The due date for an assessment is the date and time identified on the task sheet.

### 1.31 School responsibility

Cairns State High School uses a range of in-class monitoring, checklists, conferences and draft milestone dates to gather evidence of student achievement on or before the due date.

Due dates for final responses, checkpoints and first submissions are published in the assessment schedule.

The assessment schedule:

- Aligns with curriculum/syllabus requirements;
- Provides sufficient working time for students to complete the task;
- Allows for internal quality assurance processes;
- is clear to teachers, students and parents/carers;
- is consistently applied; and
- is clearly communicated.

### 1.32 Student responsibility

Students are responsible for:

- Recording due dates in their electronic diaries (or alternative)
- Planning and managing their time to meet the checkpoints and due dates; and
- Informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

In cases where students are unable to meet a due date, they must:

- Inform the classroom teacher as soon as possible;
- Apply for an extension before the due date of the assessment, understanding that only the Head of Department or Deputy Principal can grant an extension;
- Provide the school with relevant documentation for late submission consideration [if requested];

- Provide the school with relevant supporting documentation attached, e.g. Medical certificate; and
- Adhere to alternative arrangements for submission of assessment, if applicable and approved, as decided by the school, including students on suspension.

### 1.33 Managing school approved absences

Students may engage in a range of learning experiences or activities that exist outside traditional school-based activities. These activities may involve prolonged absences from school and may coincide with scheduled assessment periods. Where appropriate, schools may approve student engagement in these experiences.

Absences such as family holidays, will not be an approved absence.

Examples of school-approved absences may include:

- School excursions that cannot be scheduled at another time e.g. performances being viewed as part of the assessment program;
- School, district, regional, state or national representation for school-supported sport;
- School, district, regional, state or national representation for artistic endeavours;
- Student exchange programs; and
- Audition or entrance exams (state, interstate or international).

### 1.4 Submitting, collecting and storing assessment information

Assessment instruments will provide information about arrangements for submission of draft and final responses, including due dates, conditions and file types.

ALL assessment evidence (excluding folios of practical work), including draft responses, will be submitted by their due date and where appropriate, via the school's academic integrity software, TurnItIn. Instructions on how to utilise this software are available for [students](#) and [staff](#).

Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments are recorded and stored as required.

## 2.0 Ensuring academic integrity

Cairns 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.

### 2.1 Scaffolding

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts;
- modelling thought processes required to complete parts of an assessment instrument;
- pre-teaching vocabulary specific to the subject and assessment instrument;
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response;
- showing examples of responses and demonstrating the match to performance descriptors;
- using visual frameworks or graphic organisers to plan responses.

Scaffolding for assessment

When scaffolding in an assessment context, it is important to maintain the integrity of the assessment instrument 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 their completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the assessment instrument
- providing prompts and cues for students about the requirements for their response.

## 2.2 Checkpoints

Schools are responsible for gathering evidence of student achievement in response to assessment on or before the due date for internal assessment instruments in all subjects for all units. Strategies may vary according to the assessment technique. Checkpoints will:

- be detailed on student task sheets
- monitor student progress
- be used to establish student authorship.

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. Checkpoints should be documented so that a record of the drafting and feedback process is maintained.

### Using a draft as a checkpoint

Drafts allow teachers to monitor student work in development. Before submitting a close-to-final draft for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher.

Checkpoints may be subject to peer review, discussion, or teacher review, as appropriate.

## 2.3 Drafting

A draft response is a preliminary version of a student's response to an assessment instrument. The quality of a draft response may vary from a brief outline to a response that is nearing completion. A draft response can be used to provide feedback on a response as well as to authenticate student work. Before submitting a draft response, students may be required to develop an outline or discuss their approach with the class teacher.

The type of draft response students submit differs depending on the subject and assessment technique. For example, if an assessment instrument requires a presentation as the response, a draft response might be a rehearsal of this presentation.

### Draft Response requirements

- Submitting a draft response by the nominated due date is mandatory
- Due date for a draft response will be clearly outlined on all assessment tasks sheets.
- Parent/carers will be notified by the class teacher should their child not submit a draft response or if it has not been genuinely attempted.
- Need to reflect the requirements of assessment that is being undertaken.
- Must be the student's own work

Teachers will enforce draft response dates, advise the relevant Head of Department of the failure to submit an appropriate response by the due date and apply a consequence. Consequences could include lunchtime and afterschool detentions and/or Saturday detentions as required.

### Feedback on a Draft Response

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. It helps the student understand where and how they are going, and where they need to go next.

Teachers may provide feedback on a draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning.

**Providing feedback is a consultative process, not a marking process. Teachers will not allocate a result for the draft response.**

- Teachers provide feedback on a maximum of one draft response of each student.
- Feedback on a draft response must not compromise the authenticity of student work.]

Teachers:

- may not introduce new ideas, language or research to improve the quality of student responses;
- may indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft response requires more editing, but will not edit or correct all errors in a draft response.

Feedback varies depending on the nature of the task and may include suggestions such as:

- consider other aspects of the text, report, performance or activity;
- develop the response to show more awareness of the intended audience or purpose;

- rearrange the sequence and structure of the response to prioritise the most important points.
- investigate further to expand the response;
- synthesise the response by editing or removing excess information;
- adhere to the required response length by, editing and refining the response, checking for relevance or repetition;
- adhere more closely to the referencing style required by the task. APA referencing is used for all subjects except for the Sciences where Vancouver (AMA) is the required referencing style.

Teachers may use a range of suitable strategies to provide feedback on the first submission response. The strategy chosen may differ depending on the mode of response. Possible strategies include:

- written feedback (Note - feedback is provided to students in an electronic format, from the Turnitin software);
- verbal feedback;
- feedback provided through questioning;
- a summary of feedback and advice to the whole class.

A copy of the feedback will be stored with a digital copy of the first submission in the student's folio.

## 2.4 Managing response length

All assessment instruments indicate the required length of a response as a word length, duration of time, or page count.

This information:

- indicates the scope and scale of the response required;
- ensures equity of conditions for all students;
- supports students to develop skills in managing the length, scope and scale of their responses appropriately.

Students must adhere to assessment response lengths as specified by curriculum/syllabus documents. The procedures below support students to manage their response length.

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

Note, if a student provides a final response that exceeds the prescribed word length, the teacher shall decide whether to assess the whole text or only up until the required word limit.

## 2.5 Inability to establish authorship

Cairns State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

To make judgments about student achievement, schools must have sufficient evidence of the student's own knowledge and skills to match with the relevant assessment tool or assessment standards. Work that has been submitted and is deemed not to be the student's own work constitutes what is known as 'academic misconduct' and can take many forms.

Responses that cannot be authenticated as the student's own cannot be used to make a judgment. When authorship of student work cannot be established, or a response is not entirely a student's own work, the school will:

- provide an opportunity for the student to demonstrate that the submitted response is their own work
- make a judgment about the student's knowledge and skills using the parts of the response that can be identified as the student's own work.
- where it is deemed that a student has deliberately and knowingly engaged in academic misconduct in completing/submitting the assessment response, a result of "NR" (Not Rated) will be entered. Where appropriate the school's behaviour management policy will be implemented.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. Consequences will be as per the **Code of Conduct for Students** available on the school website.

## 2.6 Assessment adjustments (AA) including illness and misadventure Applications

Cairns State High School is committed to reducing barriers to success for all students. AA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

Assessment adjustments are action(s) taken by the school so that students with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action(s) taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Schools make decisions for AA for students 7-10. However, it is important to note that AA provisions approved by the school in one course of work is not a guarantee that students will be provided the same access or the same adjustments for future courses of work. The provision of AARA is different in Year 11 and Year 12.

### 2.6.1 AA – Eligibility

AA are provided to minimise, as much as possible, barriers for a student that may affect their ability to effectively participate in assessment. These barriers fall into three broad categories:

- Permanent
- Temporary
- Intermittent

The QCAA uses broad application categories for eligibility:

- Cognitive
- Physical
- Sensory
- Social/emotional

The definition of 'disability' used in the *Disability Discrimination Act 1992* (DDA) is broad and includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement and the presence in the body of disease-causing organisms.

### 2.6.2 AA – Ineligibility

Students are not eligible for AA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- matters of the student's or parent's/carer's own choosing (eg. Family holiday)
- matters that the school could have avoided.

### 2.6.3 AA – Teacher-managed AA

Teacher-managed AA are specific practical arrangements and adjustments made by the teacher, for an eligible student. In approving AA, the decision-maker must:

- Be reasonably satisfied that the need for AA exists
- Be able to provide evidence to justify the decision

### 2.6.4 AA – Decision Making

When making decisions for Teacher-managed AA, the decisions are based on the particular context for an eligible individual student, for a particular assessment. The decisions may not be the same for every student or the same for each student for every assessment. The adjustment(s) should not prevent the student from demonstrating the objectives of the assessment. The decisions may involve an adjustment to:

- How the instrument is presented to the student
- How the student responds to the assessment
- The time allowed
- The scheduling
- The environment in which the assessment is undertaken
- The mode of the assessment

### 2.6.5 AA – Supporting documentation

AA is not an automatic 'given' and certain documentation must be provided before it can be approved. Medical Report (Years 7 – 10) – must provide a medical certificate or letter completed by a GP, Medical

Specialist or Psychologist and who is not related to the student.

Evidence of Verified Disability – when a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP may substitute for a medical report. However, in cases where verification has expired, an updated medical report is required.

#### 2.6.6 AA – Currency of documentation

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

Except in exceptional circumstances, 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 two years before the student's current year level. Where an application has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student's condition.

##### **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, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated:

- for formative and summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year.

#### 2.6.7 Illness and Misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students. The following principles apply:

- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.

**A student who is ill and unable to attend school for assessment should inform the school as soon as practical. It is preferable that this occur on, or before, the date(s) of the assessment session.**

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the Head of Department as soon as possible and submit the relevant supporting documentation.

#### 2.7 Managing non-submission of assessment by the due date

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument task sheets provide details of the evidence that will be collected. In circumstances where students do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:

- Is provided by the student for the purposes of authentication during the assessment preparation period is available, teachers will make judgments based on this including – class work, a draft response, notes, photos of student work.
- was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'N' no result for that task is given.
- in circumstances where a student response is judged as "NR" for a particular assessment item, the student will not meet the requirements for that subject. This means that no subject result can/will be issued.
- Computer, printer, or any other hardware failure is not an acceptable reason for either non-submission or an extension to be granted. Students should always ensure that assessment material is backed up regularly. In the event of printer failure, students may bring the assessment task to school on a USB device.

#### 2.8 Illness or Absences

The absence must be due to unforeseen circumstances and beyond the student's control. The absence cannot be of the student's own choosing or that of their parents/carers, such as a family holiday or other non-approved leave.

Consequences:



All students must complete all required coursework to be able to be rated for a subject for that semester/Unit.

- All students will complete all assessments even though the grade issued at the due date will stand.
- Students will be issued with either in class or non-completion withdrawals to facilitate assessment completion.
- Students ongoing enrolment in courses for which there is non-submitted work, will be reviewed at reporting junctures.
- The options of changing subjects may be considered at appropriate junctures in a student's course of study. A student may be required to complete assessment in a subject before a change will be considered.

## 2.9 Internal quality assurance processes

Cairns State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:

- Moderation of the unit and assessment before instruction commences;
- Moderation of student progress during the learning period but before assessment;
- Moderation after assessment but before marking; and
- Moderation after marking.

## 2.10 Review

Internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, and Short Courses is equitable and appropriate for the local context.

Parents and students may appeal an assessment decision by contacting the teacher directly in year 7-10 or the Head of Department if the matter remains unresolved.

## APPENDIX 1: GUIDELINES ABOUT THE LENGTH OF AN ASSESSMENT RESPONSE

Elements to be included in or excluded from the word length or page count of a written response are provided in the following table:

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

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

## APPENDIX 2: TYPES OF ACADEMIC MISCONDUCT AND EXAMPLES

Type of misconduct	Examples
Cheating while under supervised conditions	A student: <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>
Collusion	When: <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>
Contract cheating	A student: <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment.</li> </ul>
Copying work	A student: <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 copies another student's work during an exam.</li> </ul>
Disclosing or receiving information about an assessment	A student: <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment</li> <li>• makes any attempt to give or receive access to secure</li> <li>• assessment materials.</li> </ul>
Fabricating	A student: <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the Response

## APPENDIX 3: SUMMARY OF POSSIBLE ASSESSMENT ADJUSTMENTS

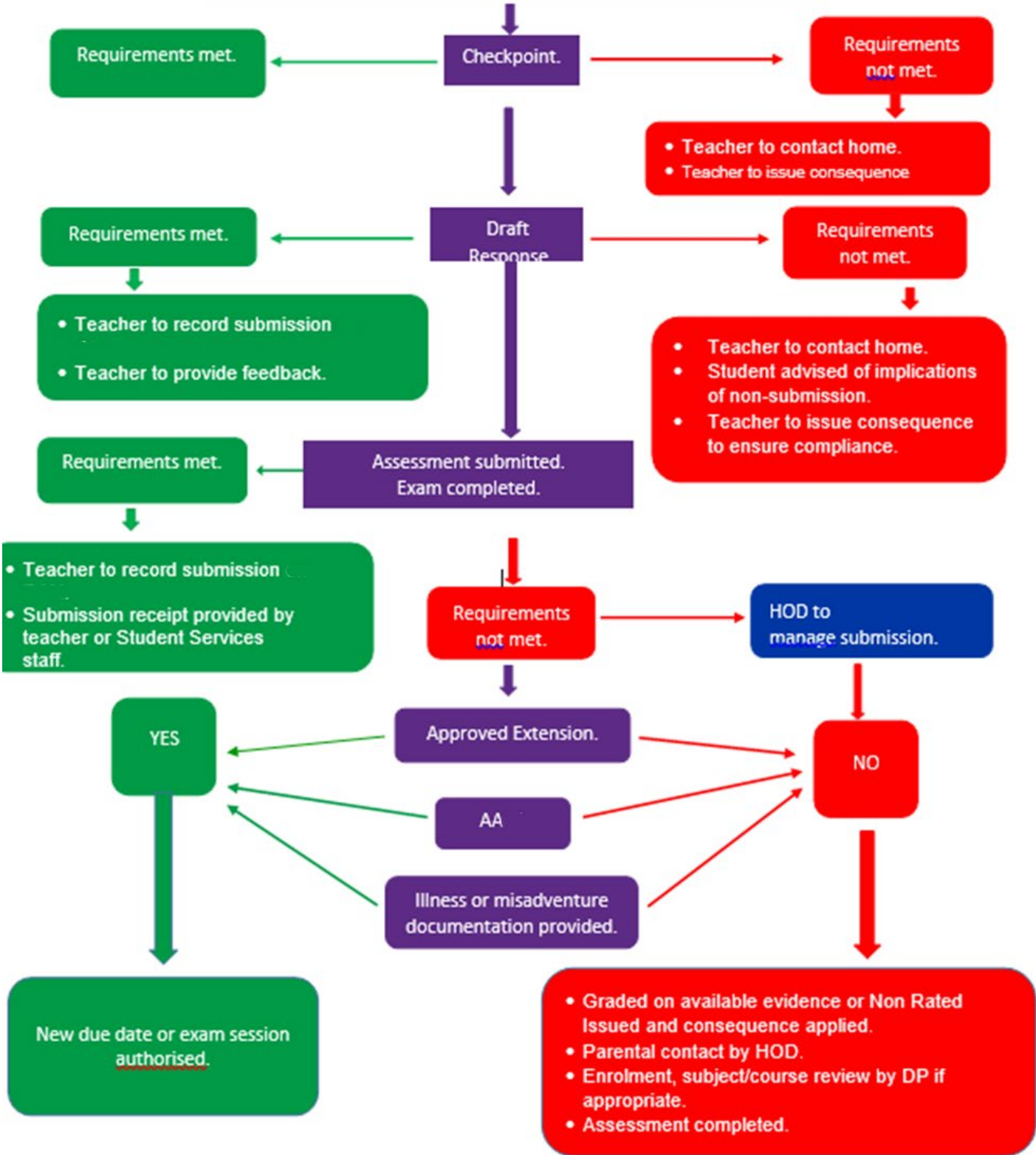
AA	Description of possible adjustments to assessment and/or conditions
Alternative format papers	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• braille</li> <li>• A4 to A3 enlargement</li> <li>• electronic format</li> <li>• large print papers, e.g. N18, N24, N36 black-and-white materials.</li> </ul>
Assistance	<p>Examples include a teacher aide assisting with manipulation of equipment and other practical tasks or a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing / undertaking the assessment task.</p>
Assistive technology	<p>Examples include amplification system, speech-to-text application, magnification application. The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>
Bite-sized food	<p>The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.</p>
Comparable assessment	<p>An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.</p>
Computer	<p>Desktop computer or laptop computer with an approved software application.</p>
Drink	<p>A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.</p>
Diabetes management	<p>Examples include bite-sized food, drink, blood-glucose monitoring equipment, rest breaks to eat, measure blood- glucose level or access toilet facilities, medication, varied seating and rest time for the practical aspects of managing the condition.</p>
Extension	<p>An extension to the due date for submission or completion of an extended response project <i>or</i> performance <i>or</i> non-examination.</p>
Extra time	<p>Additional working time at the rate of five minutes per half hour of examination assessment time.</p>
Individual instructions	<p>A clean, unannotated copy of the written instructions. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.</p>
Medication	<p>Only prescribed medication may be taken into the assessment room in a clear container.</p>
Physical equipment and environment	<p>Examples include: specialised desk or chair, cushion or pillow, crutches, heat or cold pack, towel, lighting, ventilation, temperature or other physical aid.</p>
Reader	<p>A reader that reads the assessment or the student's response aloud as often as the student requests.</p>
Rest breaks	<p>Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.</p>
Scribe	<p>Work with someone who transcribes the student's verbal response or directions during the assessment.</p>
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• coloured transparency overlay</li> <li>• different lighting</li> <li>• other vision aids.</li> </ul>

# APPENDIX 4: ASSESSMENT SUBMISSION FLOW CHART



## Cairns SHS Assessment Flowchart

Assessment issued by Teacher as per published Assessment Schedule and documented on RAN.



## APPENDIX 5: Cairns SHS Extension Request Form



### Cairns SHS Extension Request Form

Students in Years 7 to 12 are to use this form when they will be unable to submit an assessment task by the due date and have legitimate reasons to support their late submission. Students in Year 11 and 12 MUST also attach supporting documentation as per the Assessment Policy.

#### Process:

1. Students must submit this signed form to the relevant Head of Department for approval at least 48 hours before the due date.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. When notified by the HOD, the teacher will record the revised date on the classes Record of Assessment Notification (RAN) form.
4. Students will be expected to complete/submit their task by 3:00 pm on the revised date.
5. If the revised date is missed consequences as detailed in the School Assessment and Responsible Behaviour Plan policies will apply.

**For a detailed overview, please consult the Cairns SHS School 7-10 Assessment Policy.**

#### Student Section (Please fill out all details)

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Task Name: \_\_\_\_\_

Original due date: \_\_\_\_\_

Reason for requested extension (note – that computer issues or non-school approved absences will not be approved):

\_\_\_\_\_  
\_\_\_\_\_

I declare that the above statement is a true and valid account:

Student Signature: \_\_\_\_\_ Parent / Carere Signature: \_\_\_\_\_

#### SCHOOL USE ONLY

#### Head of Department approval:

Approved

Declined

Revised due date: \_\_\_\_\_

HOD signature & Date: \_\_\_\_\_

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Please detach and return to student.

#### Student Receipt

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task: \_\_\_\_\_ Revised due date: \_\_\_\_\_

HOD signature & Date: \_\_\_\_\_

## APPENDIX 6: Cairns SHS AA Application Form



### Access Arrangements and Reasonable Adjustments AA Application Form Years 7-10

Complete this form if you have a diagnosed disability or have experienced personal injury, chronic illness, impairment, grief, loss or trauma, which may be a barrier to your participation and/or performance in assessment. It is submitted to the teacher, then HOD.

Student Name:	Year Level	Assessment item/s or period of time

#### Part A: Student Statement

1. I have (please tick the relevant box/boxes.)

A verified learning, sensory, physical, psychological or other disability or disorder

A long term or recurrent medical or psychiatric condition or disability

A serious, short term medical or psychiatric condition

Experienced recent and/or significant grief, loss or trauma

2. Name of my condition, disability or significant event causing grief, loss or trauma:

3. The school is already aware of my condition, disability or significant event.

Yes. Details including who is aware: \_\_\_\_\_  No  Unsure

#### Part B: Supporting Evidence:

Only applications with third party, supporting evidence will be considered. It is the parent's and student's responsibility to organise the supporting evidence for this application.

Current Verified Disability as listed in OneSchool with endorsed Educational Adjustment Plan (EAP) OR

Attached is medical report from a general practitioner, medical specialist or psychiatrist who is not related to me. OR

Attached is a funeral notice or equivalent demonstrating impact on the due dates OR

Attached is a third party signed statement (not the student/parent/carer) stating:

- The nature of the event causing significant and/or recent grief, loss or trauma
- How the event and subsequent grief, loss or trauma affects the student participating in assessment, particularly timed assessment when considering external assessment OR

Other, please specify: \_\_\_\_\_

#### Part C: School Statement:

To be completed by Teacher template and attached prior to forwarding this submission to the Principal. A meeting may be requested to discuss the application.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Office Use: to be completed by the HOD after review of evidence

Application received: \_\_\_/\_\_\_/\_\_\_ where possible decision will be made within 7 days upon receipt of verifying evidence

School Decision		
<input type="checkbox"/> Supported Expiry/Review date: ____/____/____	<input type="checkbox"/> Not Supported Reason:	
AA Details:		
How the instrument is presented to the student		
How the student responds to the instrument		
Time allowed		
Scheduling		
Environment		
Audience		
Notification/Documentation:		
Regardless of outcome the following are to be notified via email:		
Student <input type="checkbox"/>	Parent/Carer <input type="checkbox"/>	Teachers <input type="checkbox"/>
<input type="checkbox"/> IF SUPPORTED Documented as "Support/Support Provision" in OneSchool. <ul style="list-style-type: none"> <li>• Provision Name: AA</li> <li>• Provision Type: School</li> <li>• Provision Target Area: Curriculum</li> <li>• Contact Person: Person who made the decision</li> <li>• Contributors: All involved in considering the information</li> <li>• Not restricted</li> <li>• Application scanned and attached to Support Provision</li> <li>• Verifying evidence saved under Support/Referral and Report with Restriction Level 1 or 2 depending on potential sensitive nature of information</li> </ul>	<input type="checkbox"/> NOT SUPPORTED Documented as "Contact" in OneSchool	
Original supported applications: submit to the main office to be kept on student file		
When Principal reports to QCAA or QCAA Approval is required: submit to Senior Schooling Deputy for Processing		
Deputy Principal Signature:		Date:

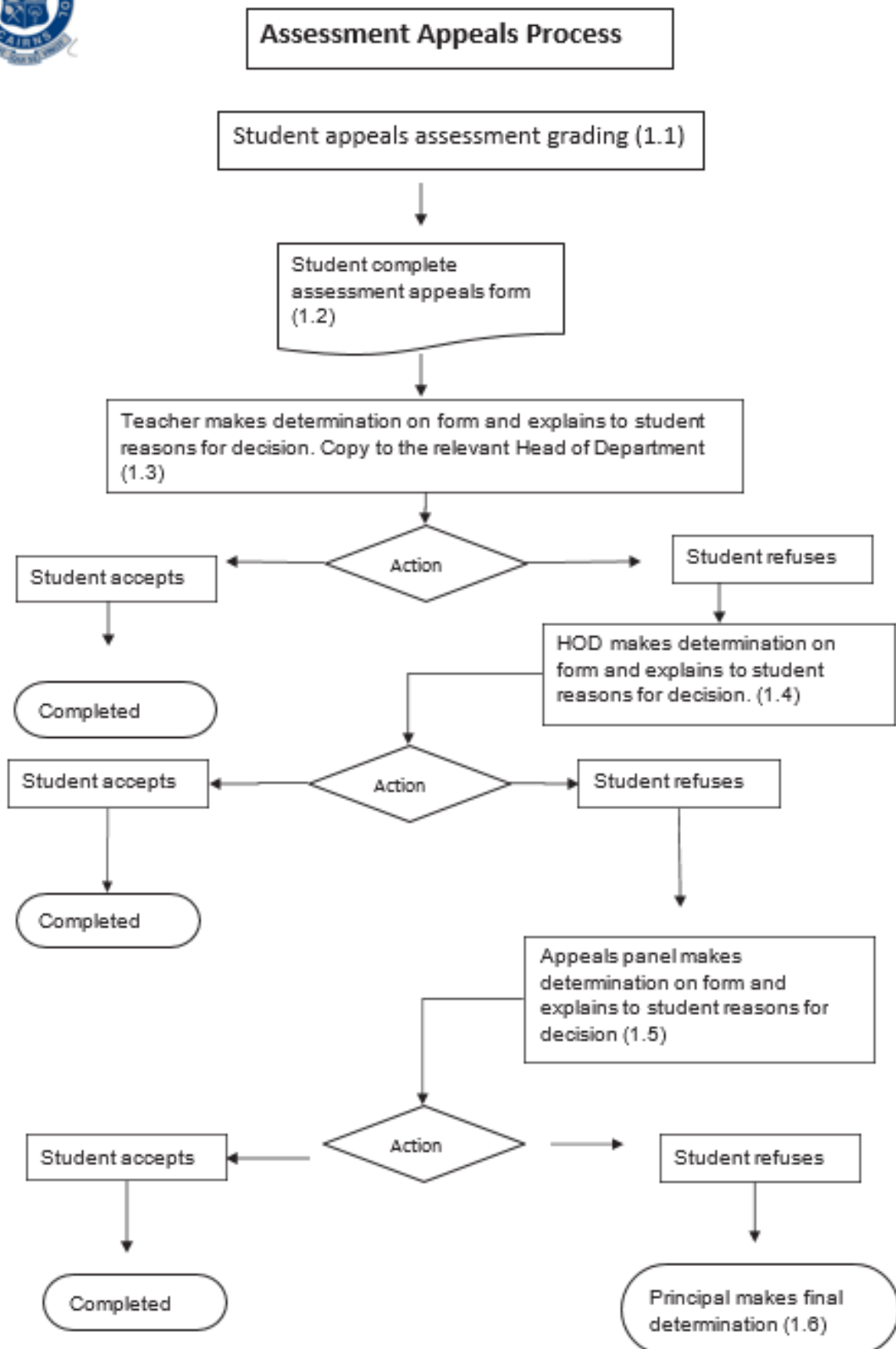




## APPENDIX 7: Cairns SHS Illness / Misadventure Application Form

<b>Illness and Misadventure – Application Form - Year 7 to 12</b>		
1. This form should only be completed after review of the Academic Integrity Policy, to ensure that this application is an appropriate course of action. 2. This form is to be submitted directly to the Student Services no more than 14 days prior to, or on the due date. This form will then be submitted to the Head of Department for their consideration. 3. Note: One (1) form must to be submitted for each assessment piece.		
Student Name:	Year Level:	Student Email: _____@eq.edu.au
Subject:	Teacher:	HOD:
Assessment Instrument:	Original Due Date:	
<b>Student Statement:</b>		
Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Provide details of the nature of the illness or misadventure. Include dates of absence/s.		
Explain the impact of your illness/misadventure on your ability to complete your assessment by the due date		
Student Signature:	Parent/Carer Signature	
Date:		
<b>Verifying Evidence</b>		
Only applications with third party supporting evidence will be considered. It is the parent / carer and student’s responsibility to organise the supporting evidence for this application.		
<input type="checkbox"/> Attached is a medical certificate stating that I was unfit for duty for a period which includes the due date of the assessment. OR <input type="checkbox"/> Attached is a funeral notice or equivalent demonstrating impact on the due dates OR <input type="checkbox"/> Attached is a third party signed statement (not the student/parent/carers) from a relevant independent professional or independent third party such as a police report stating the nature of the misadventure and covering the due date of the assessment OR <input type="checkbox"/> Other. Please specify:		
Office Use:	Application received: ___/___/___	
Head of Department:	Application received: ___/___/___ (decision required within 48 hours)	
The following to be notified	<input type="checkbox"/> Student	<input type="checkbox"/> Teacher
<b>Year 7 – 10 Record of Contact in OneSchool</b>		
<input type="checkbox"/> Approved    New Due Date: ___/___/___ Year 11 & 12 only <ul style="list-style-type: none"> <li><input type="checkbox"/> Documented as “Support Provision” in OneSchool</li> <li><input type="checkbox"/> Provision Name: Illness and Misadventure</li> <li><input type="checkbox"/> Provision Type: School</li> <li><input type="checkbox"/> Provision Target Area: Curriculum</li> <li><input type="checkbox"/> Contact Person: HOD making the decision (HOD NAME)</li> <li><input type="checkbox"/> Application scanned and attached</li> </ul>	<input type="checkbox"/> Not Approved Documented as ‘Contact’ in OneSchool	
Original application: retained on student file in main office. Copy to class teacher for student assessment folder		
HOD Signature:	Date:	

## APPENDIX 8: Cairns SHS Assessment Appeals Process (Flowchart)



## APPENDIX 9: Students Appeals Assessment Grading



### Student Appeals Assessment Grading

Act No.	Staff member	Activity	Description
1.1	Teacher	Student appeals	<ul style="list-style-type: none"> <li>Students appeals assessment grade</li> <li>Student identified as cheating and needs to provide a response before being sanctioned</li> <li>Where a student is alleged to have cheated the teacher provides the form for the student to respond to the allegation.</li> </ul>
1.2	Student	Student fills in appeals form	<ul style="list-style-type: none"> <li>Student fills in appeals form with reasons for challenging assessment grade (Appendix 9C)</li> </ul>
1.3	Teacher	Teacher makes determination	<ul style="list-style-type: none"> <li>Teacher reviews student appeals form and provides the reasons for their decision on the appeal</li> <li>A copy of the appeals form with the decision of the teacher needs to be forwarded to the HOD</li> <li>A copy of the appeals form goes in student file</li> <li>Student note in Oneschool is made</li> </ul>
1.4	Head of Department	HOD makes determination	<ul style="list-style-type: none"> <li>HOD reviews student appeals form and provides the reasons for their decision on the appeal. A school may utilise a subject specific HOD from another school if applicable.</li> <li>A copy of the appeals form goes in student file</li> <li>Student note in Oneschool is made</li> </ul>
1.5	Appeals panel	Appeals panel makes determination	<ul style="list-style-type: none"> <li>Appeals panel reviews student appeals form and provides the reasons for their decision on the appeal.</li> <li>Panel consists of DP, HOD and Year Level Coordinator</li> <li>A copy of the appeals form goes in student file</li> <li>Student note in Oneschool is made</li> </ul>
1.6	Principal	Principal makes determination	<ul style="list-style-type: none"> <li>Principal reviews student appeals form and provides the reasons for their decision on the appeal.</li> <li>A copy of the appeals form goes in student file</li> <li>Student note in Oneschool is made</li> </ul>

# APPENDIX 10: Students Appeals Application Form



## QCE ASSESSMENT TASK APPEAL APPLICATION

NAME: \_\_\_\_\_

COURSE: \_\_\_\_\_

DATE OF TASK: \_\_\_\_\_

TYPE OF ASSESSMENT TASK: \_\_\_\_\_

REASON FOR APPEAL:

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Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

REASONING: (Teacher to complete)

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Decision: Upheld /Denied	Date:
Teacher Signature:	Date:

A copy of this document must go to the Head of Department and student file.

# APPENDIX 11: HOD/Principal Appeal Decisions



## STUDENT APPEAL OF TEACHER DECISION (HOD TO COMPLETE)

FOR INTERNAL USE ONLY

**REASONING: (HOD to complete)**

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<i>Decision: Upheld /Denied</i>	<i>Date:</i>
<i>HOD Signature:</i>	<i>Date:</i>

**STUDENT APPEALS PANEL DECISION**

**REASONING: (APPEALS PANEL to complete)**

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<i>Decision: Upheld /Denied</i>	<i>Date:</i>
<i>DP Signature: HOD</i>	<i>Date:</i>
<i>Signature:</i>	

**PRINCIPAL DETERMINATION**

<i>Decision: Upheld /Denied</i>	<i>Date:</i>
<i>Principal Signature:</i>	<i>Date:</i>

**A copy of this document must go to the teacher, Head of Department and student file**



