



# CAIRNS

*State High*  
**The best we can be.**

# Senior Assessment Policy

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# Senior 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 developed from the [QCE and QCIA policy and procedures handbook](#) (v1.2) and applies to Applied, Applied (Essential), General, General (Extension) subjects, Vocational Education and Training (VET) and Short Courses across all faculties. Relevant sections of this handbook will be referred to throughout the assessment policy.

The International Baccalaureate Diploma Programme has a separate Assessment Policy and is located at this [LINK](#). The Senior Assessment Policy is aligned to the new QCE Senior Teaching & Learning and Assessment schedule available at this [LINK](#).

This policy applies to students in Year 12, Year 11 and from Semester 2 Year 10.

## COVID-19 Adjustments

The recent COVID-19 pandemic has required that the school make adjustments to teaching, learning and assessment in the 2020 school year. As per the advice of the QCAA, students are currently under significant pressure to learn and achieve, and revisions to school assessment programs must be made with their best interests in mind. Equity in assessment must be maintained while also providing schools with flexibility to accommodate their unique circumstances, including the specific needs of individual students. Revisions to assessment programs must not compromise the integrity of senior certification and public confidence in the credentials issued to this year's senior students.

In response to this advice, the school has made adjustments to the number of assessment items required in Year 11 and 12 in General and Applied subjects. This has been communicated with all students, teachers and families as to the subject specific details of this reduction. Any further adjustments and changes to weighting will be communicated by email. The QCAA has developed a set of [Frequently Asked Questions](#) for students and parent/carers available on their website. Students studying VET, Traineeships and Apprenticeships – no adjustments to assessment / competencies at this stage. Placements will continue as long as allowable with individual employers and it is likely the school will run blocks of time for students to catch-up on completing competencies that can't be completed remotely once the school re-opens.

In response to medical documentation required for QCAA-approved AARAs, it has been recognised that access to medical and health practitioners may be limited as a result of the current COVID-19 pandemic. The process has now been streamlined to only require single report that combines the requirements of the School Statement and the Medical Report. This form is available on the website – [LINK](#).

## 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 work towards assessment completion in Year 11 and 12 whilst developing [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 (*Section 8.1.3*)

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 website, student S Drive and accessible from a link in the digital school diary. 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 at the beginning of each semester in CONNECT classes. Relevant processes are discussed with students and parent/carers at enrolment interviews; during SET planning; 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 (*Section 2 & 8.2.1*)

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 home work, 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;
- 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.

To emphasise the importance of sound academic practices, staff and Year 10, 11 and 12 students will complete the

QCAA academic integrity courses at least once over the course of Senior School.

### 1.3 Due dates (Section 8.27)

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

#### 1.31 School responsibility

Cairns State High School is required to adhere to Queensland Curriculum and Assessment Authority (QCAA) policies for gathering 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.

Teachers document assessment progress on the 'Record of Assessment Notification (RAN)' located in [Appendix 10](#).

The assessment schedule:

- Aligns with curriculum/syllabus requirements;
- Provides sufficient working time for students to complete the task;
- Allows for internal quality assurance processes;
- Enables timelines for QCAA quality assurance processes to be met;
- is clear to teachers, students and parents/carers;
- is consistently applied; and
- is clearly communicated by the end of Week 3 each semester.

#### 1.32 Student responsibility

Students are responsible for:

- Recording due dates in their electronic diaries (or alternative)
- Following the Assessment flowchart ([Appendix 5](#));
- 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 through the approved processes ([Appendix 6A](#));
- Provide the school with relevant documentation for late submission consideration [AARA] ([Appendix 4](#));
- 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.

If a student is eligible for AARA and an extension of time is granted, this becomes the new due date for this student. All final decisions are at the Principal's discretion.

#### 1.33 Managing school approved absences (Section 8.2.7)

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, do not meet the requirements for AARA or illness and misadventure applications 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).

If the school approves the absence and the student will be absent the day assessment is due, the following actions

apply:

- for examinations – students can complete a comparable assessment before the due date.
- for non-examinations – students are required to submit/present the assessment on or before the due date.

**Students must apply to complete a comparable assessment for an examination two weeks in advance of the absence – see [Appendix 6B](#) for the request form.**

#### 1.4 Submitting, collecting and storing assessment information (*Section 9*)

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 for QCAA processes. All evidence used for making judgments is stored as described in Cairns State High School's [teacher handbook](#) (CSHS employees only).

## 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. The following procedures apply in this context. Common types of academic misconduct with examples Appendix 2.

### 2.1 Scaffolding (Section 8.2.3)

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 for assessment instruments in Units 3 and 4 should focus on processes or presentation of the response. It should avoid repeating cognitions or the task description.

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 (Section 8.2.7 & 8.2.8)

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 (Section 8.2.5)

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 will be 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 (*Section 8.2.6*)

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 only the response that falls within that word length will be marked with the exclusion of evidence outside the required length. Guidelines for managing the length of a response are attached in [Appendix 1](#).

#### 2.5 Inability to establish authorship (*Section 11.1.3*)

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 instrument-specific marking guide (ISM), instrument-specific standards or syllabus 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. [Appendix 2](#) outlines the most common forms of academic misconduct that tends to occur.

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 [Responsible Behaviour Plan](#) available on the school website.

## 2.6 Access arrangements and reasonable adjustments (AARA), including illness and misadventure Applications (Section 6)

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

The school follows the processes as outlined in the [QCE and QCIA policy and procedures handbook](#).

Access arrangements 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 AARA for students in Year 11 undertaking Units 1 and/or 2. However, it is important to note that AARA 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.

AARA/s implemented for Year 11 students in Units 1 & 2 must be aligned to those that may be available to students in Units 3 & 4. The school principal (and delegates) manage all approval of AARA for students. Classroom teachers cannot grant extensions or make adjustments to assessment task conditions.

All AARA applications for Year 11 and Year 12 must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate.

### 2.6.1 AARA – Eligibility

AARA 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 AARA 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 AARA – Ineligibility

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided
- 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 AARA – Principal-Reported AARA (Section 6.4.1)

Principal-reported AARA are specific practical arrangements and adjustments authorised by the Principal, or their delegate, for an eligible student for Units 1 to 4 in Year 11 and 12. In approving AARA, the decision-maker must:

- Be reasonably satisfied that the need for AARA exists

- Be able to provide evidence to justify the decision

Schools are required to:

- Retain supporting documentation for Principal-reported AARA.
- For Year 11,12 students, supply to the QCAA, upon request, copies of supporting documentation as part of QCAA quality-assurance processes
- For students undertaking Units 3 & 4, there are some practical arrangements and adjustments for which the school must seek approval from the QCAA.

#### 2.6.4 AARA – Decision Making (Section 6.4.3)

When making decisions for Principal-reported AARA, or when QCAA approval is required, 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

The table in [Appendix 3](#) summarises the possible Principal-reported and QCAA-approved AARA. Though comprehensive, it is not the exhaustive list of possibilities for possible access arrangements and reasonable adjustments. Should a specific type of adjustment not be listed, the school can contact the QCAA for advice.

#### 2.6.5 AARA – Supporting documentation (Section 6.5.1)

AARA is not an automatic ‘given’ and certain documentation must be provided before it can be approved. School Statement is to be submitted with all applications for QCAA-approved AARA. The application form to apply for an AARA is available in [Appendix 7](#).

It provides for the student:

- A detailed overview of the observed impact of the student’s disability and/or medical condition
- A description of how the disability, impairment and/or medical condition is a barrier to assessment
- A list of the student’s previous AARA and the effectiveness of each AARA in minimising barriers.
- History of support on the student’s Profile - Personalized Learning Plan or support provision on one-school.
- Completed Curriculum Support Referral Form and support recommendations uploaded to one-school.

The school statement must be completed on the QCAA’s template as available on the school website [LINK](#).

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.

Medical Report (Years 11 & 12) – QCAA medical report must be completed by a GP, Medical Specialist or Psychologist and who is not related to the student. The medical report may be completed on the QCAA’s medical report template (or alternative as determined by medical practitioner) as available on the school website [LINK](#).

Student Statement (optional) – statement by the student about how their disability, impairment and/or medical condition affects them in assessment. Not doing the statement does NOT disadvantage an AARA application. The student statement must be completed on the QCAA’s template as available on the school website [LINK](#).

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 AARA – Currency of documentation (Section 6.5.2)

##### **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.

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, 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, 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. The QCAA may require an updated medical report closer to the assessment schedule.

[Appendix 4](#) outlines a summary of documentation requirements for AARA. This list of possible AARA is not exhaustive and depends on the student's individual circumstances.

#### 2.6.7 Illness and Misadventure (Section 6.6)

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.
- Schools implement principal-reported AARA when possible, before considering a formal QCAA application for illness and misadventure.
- Years 11 & 12: 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.

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. Where possible/appropriate, every effort should be made to provide to the school with evidence that the student has undertaken the required preparation for the assessment task, eg., emailing an assignment to the school or having someone hand the assignment into the office on the student's behalf.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established. The school can request supporting documentation from the student to support an AARA application for illness or misadventure. Failure to comply with any such request can result in the application being declined.

Applications for extensions to due dates for unforeseen illness and misadventure

Students and parents/carers must contact the principal's delegate as soon as possible and submit the relevant supporting documentation. The application form for Illness / Misadventure is located in [Appendix 8](#).

Copies of the medical report template, extension application and other supporting documentation are available from the school website - [LINK](#).

#### 2.7 Managing non-submission of assessment by the due date (Section 8.5)

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. For Year 11 and 12 students, 'not-rated' (NR) must be entered in the student management system by the date published in the SEP calendar for Year 11 and 12.
- 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.

**IMPORTANT: Non-submission of any internal assessment in Unit 3 and 4, will result in a NR (Not Rated) result for that subject.**

**This will impact on both ATAR and QCE eligibility (Section 8.5.1)**

## 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.

Families of students in years 11 & 12 must contact the school to advise of the absence and provide a medical certificate to explain any absence which prevents the submission of an assessment item on the due date.

Consequences:

All students must complete all required coursework to be able to be rated for a subject for that semester/Unit. In Year 11, incomplete coursework can result in the awarding of an exit level of "Not Rated" for that particular curriculum Unit. The number of Units completed satisfactorily is recorded on the Queensland Certificate of Education, which is issued by the Queensland Curriculum & Assessment Authority.

- 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.
- Cancellation of enrolment may be a consideration in Years 10, 11 & 12 under certain circumstances as per the policies of the Department of Education.
- 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.
- Once a Year 11 student commences Unit 2, no further subject changes can occur for the remainder of their senior schooling unless there are exceptional circumstances.
- In circumstances where a student has not presented for an exam and there is no documentation to support an AARA the student will be rated 'N' no result for that exam.

## 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:

- Quality assurance of all assessment instruments before they are administered to students. In the case of year 11 and 12 using quality assurance tools provided by the QCAA.
- Quality assurance of judgments about student achievement through cross marking and / or moderation of summative tasks.
- Quality assurance of judgements about student achievement in Years 11 and 12 should follow authentication strategies as outlined on individual assessment instruments.

All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA for Year 11 and 12.

Unit 1 to 4 results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA for Year 11 and 12. A student can appeal the decision of a teacher if they have evidence to support that the school has not properly followed QCAA policies and procedures.

The process to appeal, is outlined in [Appendix 9](#).

#### 2.10 Review (Section 9.1, 9.2 & 9.5)

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.

[Appendix 9](#) outlines the appeals process and application form to appeal an internal assessment result.

### 3.0 External assessment administration (Section 7.3.2, 10.3 & 10.4)


See the [QCE and QCIA policy and procedures handbook](#) (Section 7.3.2) and follow the External assessment — administration guide for processes, roles and responsibilities of the school external assessment (SEA) coordinator, teachers and students. The QCAA will also publish the external examination schedule for the following year, by the end of Term 4. This will be communicated to parents / carers and students by email and available on the school website and / or QCAA website

## 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> </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
<b>Cheating while under supervised conditions</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on the body, clothing or any object brought into an assessment room</li> <li>• communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.</li> </ul>
<b>Collusion</b>	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>
<b>Contract cheating</b>	<p>A student:</p> <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>
<b>Copying work</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during an exam copies another student's work during an exam.</li> </ul>
<b>Disclosing or receiving information about an assessment</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of 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 assessment materials.</li> </ul>
<b>Fabricating</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>
<b>Impersonation</b>	<p>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.</p> <p>A student completes a response to an assessment in place of another student.</p>
<b>Misconduct during an examination</b>	<p>A student distracts and/or disrupts others in an assessment room.</p>

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 PRINCIPAL-REPORTED AND QCAA-APPROVED

AARA	Description of possible adjustments to assessment and/or conditions	Approval type	
		internal assessment	Summative external assessment
Alternative format papers	Examples include: <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</li> </ul> black-and-white materials.	Principal-reported	QCAA-approved
Assistance	Examples include: <ul style="list-style-type: none"> <li>• a teacher aide assisting with manipulation of equipment and other practical tasks</li> <li>• 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.</li> </ul>	Principal-reported	QCAA-approved
Assistive technology	Examples include: <ul style="list-style-type: none"> <li>• amplification system, speech-to-text application, magnification application.</li> <li>• 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.</li> </ul>	Principal-reported	QCAA-approved
Bite-sized food	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.	Principal-reported	Principal-reported
Comparable assessment	An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date.	Principal-reported	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.  Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.	Principal-reported	QCAA-approved
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal-reported	Principal-reported

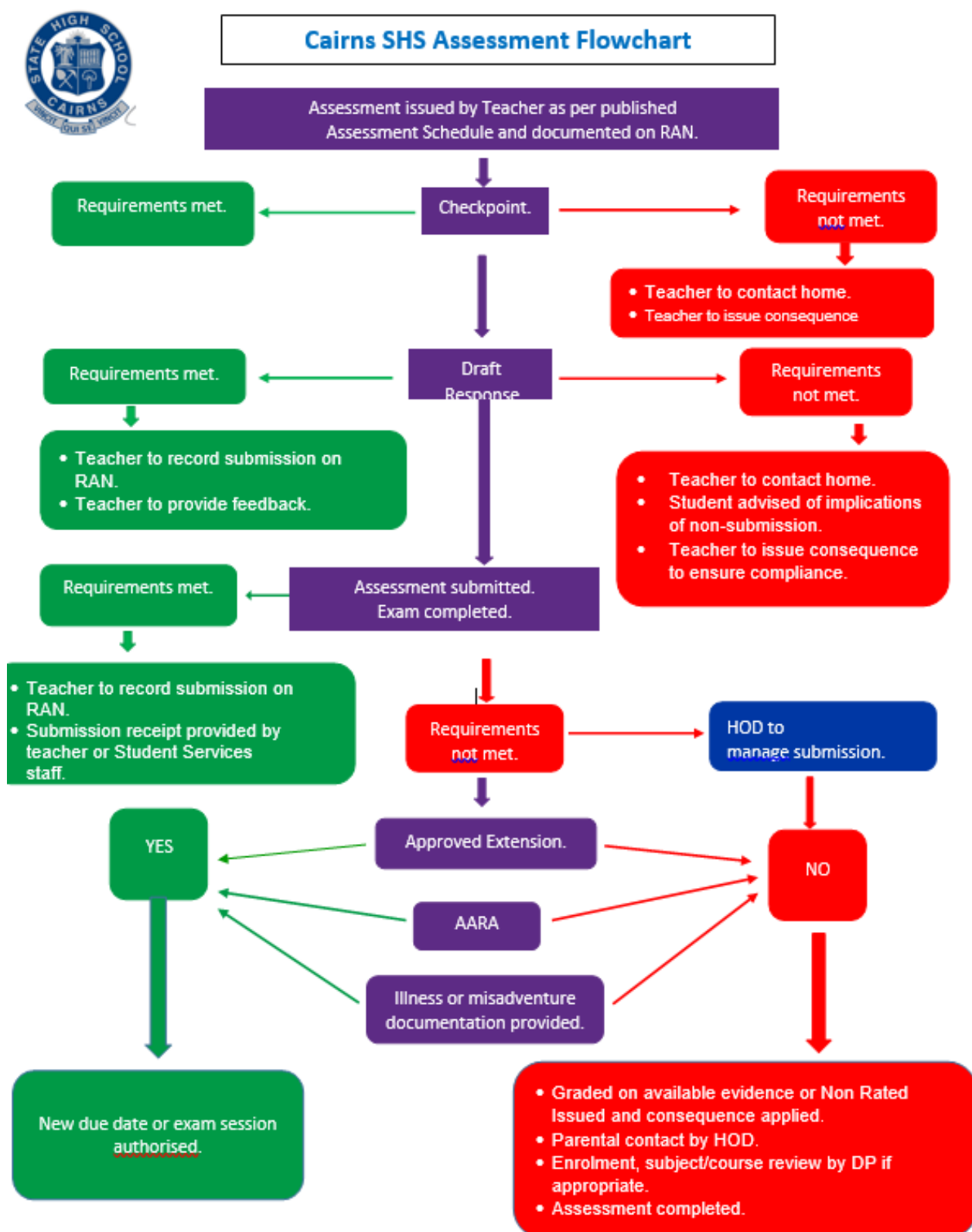
Diabetes management	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• bite-sized food</li> <li>• drink</li> <li>• blood-glucose monitoring equipment</li> <li>• rest breaks to eat, measure blood-glucose level or access toilet facilities</li> <li>• medication</li> <li>• varied seating and rest time for the practical aspects of managing the condition.</li> </ul>	Principal-reported	Principal-reported
Further information is available in the <i>Diabetes management</i> information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.			
Extension	<p>An extension to the due date for submission or completion of an:</p> <ul style="list-style-type: none"> <li>• extended response project <i>or</i> performance <i>or</i></li> <li>• non-examination.</li> </ul>	Principal-reported	Not applicable
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved
Individual instructions	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.	Principal-reported	Principal-reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal-reported	Principal-reported
Physical equipment and environment	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• specialised desk or chair</li> <li>• cushion or pillow</li> <li>• crutches</li> <li>• heat or cold pack</li> <li>• towel</li> <li>• lighting</li> <li>• ventilation</li> <li>• temperature</li> <li>• other physical aid.</li> </ul>	Principal-reported Not reportable as AARA if this is approved equipment for the assessment	Principal-reported
Reader	<p>A reader that reads the assessment or the student's response aloud as often as the student requests.</p> <p>Further information is supplied with the AARA decision letter for external assessment and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.</p>	Principal-reported	QCAA-approved
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	QCAA-approved	QCAA-approved

	Further information is supplied in the <i>Rest breaks</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.		
Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal-reported	QCAA-approved
Varied seating (2020)	<p>Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> <li>• single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader)</li> <li>• small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks)</li> <li>• seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically.</li> </ul>	Principal-reported	Principal-reported
Variation to venue (2020)	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.</p>	Principal-reported	QCAA-approved
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>	Principal-reported	Principal-reported

## APPENDIX 4: SUMMARY OF AARA DOCUMENTATION REQUIREMENTS

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment
Cognitive	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Extra time</li> <li>• Reader</li> <li>• Rest breaks</li> <li>• Scribe</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report</li> <li>• <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• No earlier than Year 10</li> </ul>	No earlier than Year 10
Physical	<ul style="list-style-type: none"> <li>• Assistance</li> <li>• Computer</li> <li>• Extra time</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report</li> <li>• <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior to the relevant assessment event</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> </ul>
Sensory	<ul style="list-style-type: none"> <li>• Alternative format papers</li> <li>• Assistance - Assistive technology e.g. amplification system, magnification applications</li> <li>• Extra time</li> <li>• Individual instructions</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report</li> <li>• <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than six months prior to the relevant assessment event</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term conditions: No earlier than Year 10</li> <li>• Temporary conditions: No earlier than 1 April of the assessment year</li> </ul>
Social/emotional	<ul style="list-style-type: none"> <li>• Alternative venue</li> <li>• Assistance</li> <li>• Rest breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Medical report <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event.</li> <li>• Other conditions: No earlier than Year 10</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.</li> <li>• Other conditions: No earlier than Year 10</li> </ul>

## APPENDIX 5: ASSESSMENT SUBMISSION FLOW CHART



## APPENDIX 6A: Cairns SHS Extension Request Form



### Cairns SHS Extension Request Form

Students in Years 11 and 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 Assessment Policy Handbook.**

#### 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 / Carer Signature: \_\_\_\_\_

#### SCHOOL USE ONLY

#### Head of Department approval:

Approved ☐

Declined ☐

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

Documented on:

☐ Oneschool

☐ QCAA School Portal - AARA

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

-----  
Please detach and return to student.

#### Student Receipt

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

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

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

## APPENDIX 6B: Cairns SHS Comparable Assessment Request



### Cairns SHS Comparable Assessment Request Form

Students in Years 11 and 12 utilise this form when they have an approved absence from school the day an examination is scheduled. Students that have assignments due on the date of an approved absence must submit this before the due date.

#### Process:

- 1 Students must submit this signed form to the relevant Head of Department for approval at least two weeks 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 Assessment Policy Handbook.**

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

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

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

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

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

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

Reason for request to complete a comparable assessment – this must be an approved absence by the school

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

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: \_\_\_\_\_

Documented on:

☐ Oneschool

☐ QCAA School Portal - AARA

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

-----  
Please detach and return to student.

#### Student Receipt

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

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

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

## APPENDIX 7: Cairns SHS AARA Application Form



### Access Arrangements and Reasonable Adjustments AARA Application Form Years 11 – 12

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 Guidance Officer or HOSSES for endorsement and then forwarded to the Principal for consideration. In some cases, the school does not make the final decision and applications are forwarded to the Queensland Curriculum and Assessment Authority (QCAA) for approval. AARAs are reviewed annually and will require new verification each year.

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. A QCAA Medical Report template is available for download from the school website 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 Guidance Officer or HOSSES using the QCAA 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 Principal after review of evidence

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

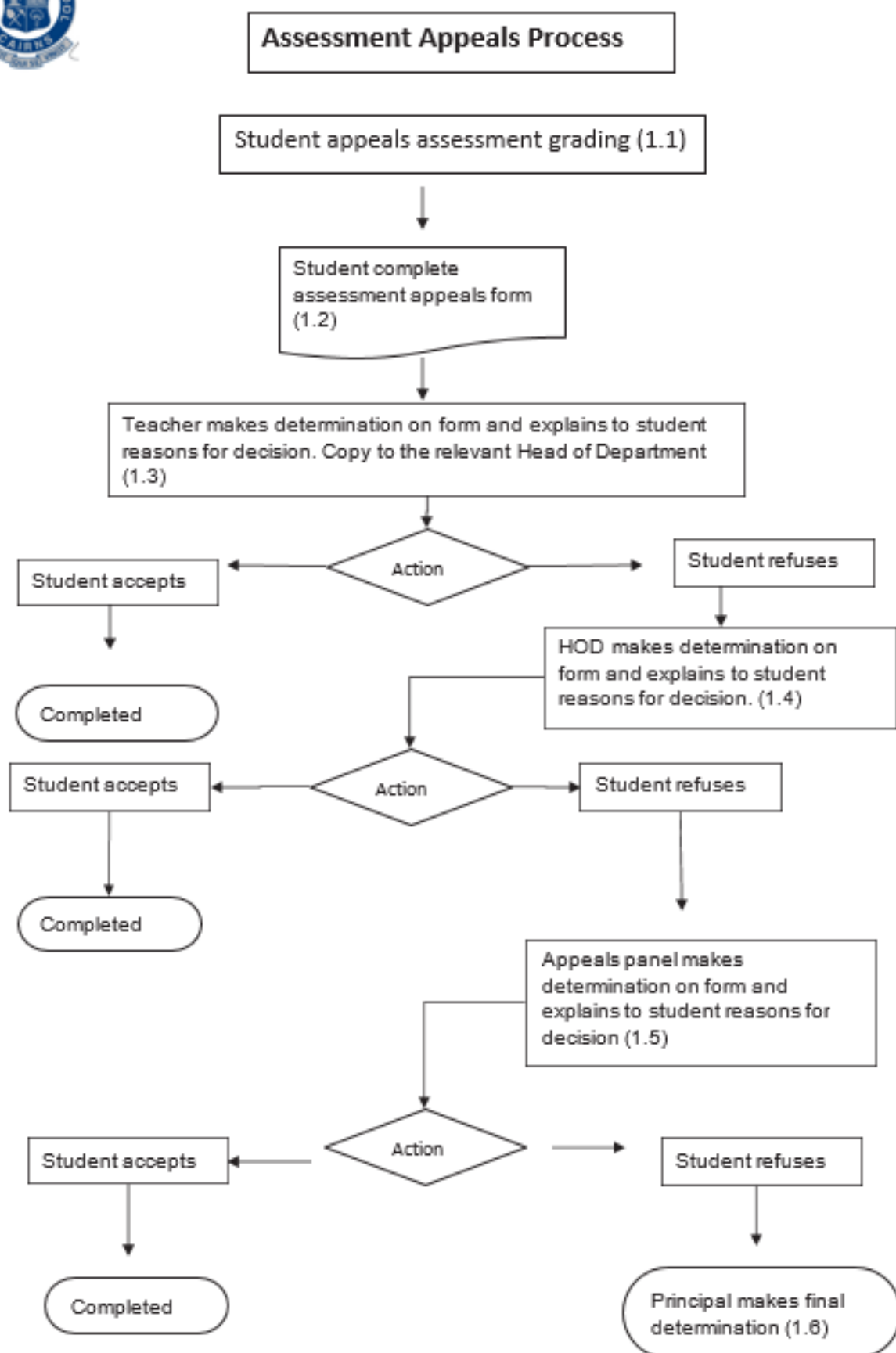
This application will impact on assessment in: <input type="checkbox"/> General/Applied Subjects Unit 1 and/or 2 <input type="checkbox"/> General/Applied Subjects Unit 3 and 4 <input type="checkbox"/> VET Subjects <input type="checkbox"/> Australian Curriculum Subjects	<input type="checkbox"/> This will also require Principal Report to QCAA <input type="checkbox"/> This will also require Principal Report to QCAA or <input type="checkbox"/> QCAA Approved
---	---

<b>School Decision</b>		
NOTE: The school is unable to make the final decision when the AARA impacts General Subjects in Unit 3 and 4 and requires QCAA Approval)		
<input type="checkbox"/> Supported Expiry/Review date: ____/____/____		<input type="checkbox"/> Not Supported Reason:
<b>AARA Details:</b>		
How the instrument is presented to the student		
How the student responds to the instrument		
Time allowed		
Scheduling		
Environment		
Audience		
<b>Notification/Documentation:</b>		
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: AARA</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 8: Cairns SHS Illness / Misadventure Application Form

 <b>Illness and Misadventure – Application Form - Year 11 and 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:
Student Statement:		
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:		
Verifying Evidence		
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. Year 11 & 12 students must submit a <b>QCAA Medical Report template</b> , available for download from the school website 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
Year 7 – 10 Record of Contact in OneSchool		
<input type="checkbox"/> Approved New Due Date: ____/____/____ Year 11 & 12 only • Documented as "Support Provision" in OneSchool Provision Name: Illness and Misadventure Provision Type: School Provision Target Area: Curriculum Contact Person: HOD making the decision (HOD NAME) Application scanned and attached		<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 9A: Cairns SHS Assessment Appeals Process (Flowchart)



## APPENDIX 9B: 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 9C: 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 9D: HOD/Principal Appeal Decisions



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

FOR INTERNAL USE ONLY

REASONING: (HOD to complete)

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Decision: Upheld /Denied	Date:
HOD Signature:	Date:

### STUDENT APPEALS PANEL DECISION

REASONING: (APPEALS PANEL to complete)

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Decision: Upheld /Denied	Date:
DP Signature: HOD	Date:
Signature:	

### PRINCIPAL DETERMINATION

Decision: Upheld /Denied	Date:
Principal Signature:	Date:

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

APPENDIX 10: Record of Assessment Notification (RAN)



Record of Assessment Notification,  
Student Acknowledgement, and Completion / Submission Acknowledgement

COURSE: \_\_\_\_\_ YEAR LEVEL: \_\_\_\_\_ SEMESTER/YEAR: \_\_\_\_\_

Student Name	Task Number: _____ Task Title: _____ Date Due : _____							
	Task Received Student Signature	Date Received	First Submission Submitted Yes/no	Feedback Received Student signature	Task Submitted Student Signature	Task Submitted as Due Teacher Signature	Variation to date Submitted Teacher Signature/Comment	Parental Contact required/made



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