

# School assessment policy

## Tannum Sands State High School

---

### 1. Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to:

1. The reporting of A-E levels of achievement for students in Yr. 7 to 12
2. The Queensland Certificate of Education (QCE) for students in Yr. 10 to 12

The framework for the policy is developed from the *P-12 curriculum, assessment and reporting framework* <https://education.qld.gov.au/curriculum/school-curriculum/p-12> and the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019). The policy applies to all Yr. 7 to 10 Core and Elective subjects, to Yr. 10 to 12 VET and to Yr. 11 & 12 Applied, Applied (Essential), General, General (Extension) subjects, and Short Courses across all faculties.

While this policy complies with Education Queensland (EQ) and the Queensland Curriculum and Assessment Authority (QCAA) requirements, it has been developed by Tannum Sands State High School specifically for our school, so some expectations and requirements may differ to that from other schools.

### 2. Purpose

This policy applies to all students enrolled at Tannum Sands State High School to ensure fairness and equity. The goal is to support students to become independent learners, equipped with appropriate knowledge and organisational skills to achieve personal excellence. This policy is designed to build capacity as students work towards summative assessment in Yr. 7 to 10 and towards the attainment of the QCE in Yr. 11 and 12.

The central purpose of assessment is to improve the quality of teaching and learning, and raise the standards achieved by all students, both now and in the future. Students are provided with a balanced variety of assessment opportunities and contexts to demonstrate their knowledge, skills and abilities. It may include: tests, exams, assignments, reports, orals, practicals or multimodal tasks.

### 3. Principles

Tannum Sands State High School's expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

## 4. Responsibilities

It is the responsibility of the **student** to:

- read this policy and seek clarification on any items or information if needed
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each piece of assessment which contains all completed written assessment tasks and to make this file available whenever required by the school (best achieved by backing up all files to your folder on the school network)
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more (non-school related activities) per term is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning; absence from class, missed in-class work and assessment tasks, special circumstances including illness (see AARA), and requests for extension.
- seek assistance from their parent/carer and/or the teacher if they are unsure of any aspect of the school assessment and reporting policy

It is the responsibility of the **parent/carer** to:

- contact the school with any concerns over their child's ability to attend and/or engage in assessment expectations
- ensure students to submit all draft and final assessment instruments by the due date
- inform the appropriate school staff of any difficulties relating to the completion of assessment item and provide documentary evidence where necessary
- request a meeting with the relevant staff to clarify and/or view marked assessment items.

It is the responsibility of the **teacher and the Head of Department** to:

- develop a teaching and learning program that appropriately delivers the current syllabus
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and guidance related to future improvement
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, including concerns around attendance, effort and behaviour that may adversely impact on a student's outcome
- document support and improvement strategies that have been discussed with students and parents, especially those achieving lower grades
- be available for student/parent/teacher conferencing at least twice a year
- provide students with a profile on a regular basis that shows their status in each subject

It is the responsibility of the **principal / principal's delegate** to:

- provide access to a quality curriculum and assessment for every student
- quality assure the implementation of the curriculum according to EQ and QCAA policies and procedures
- record and provide data and student results as per EQ and QCAA timelines
- communicate assessment calendars to students and their parents/carers at the start of each semester
- ensure written reports are provided to students and their parents/ carers at least twice a year
- ensure student – parent – teacher conferencing occurs at least twice a year
- ensure decision regarding academic misconduct are appropriate and in line with policies and guidelines
- ensure that appropriate case management of students requiring additional support, adjustments and / or Access Arrangements and Reasonable Adjustments occurs in a timely manner

## 5. Subject Course Information Provided To Students

Before teaching starts, the teacher will provide students with access to the following:

- The QCAA subject syllabus for Yr. 11 and 12 General, Essential and Applied Subjects.
- A VET induction and all information relevant to the course for Yr. 10, 11 & 12 VET courses.
- A course outline for all subjects Yr. 7 to 12.
- An assessment plan for all subjects Yr. 7 – 12 – including the type and number of assessment tasks and the weighting for each assessment task to that subject's overall result.

## 6. Expectations about engaging in learning and assessment

Tannum Sands State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. In Years 11 & 12, students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE.

**Students** are expected to:

- Engage in the learning for the subject or course of study
- Produce evidence of achievement that is authenticated as their own work
- Submit responses to scheduled assessment on or before the due date

**Teachers** are expected to:

- Provide criteria sheets and check that sufficient resources are available
- Allocate sufficient time for students to complete the task in line with QCAA syllabus requirements
- Monitor student progress and provide feedback (as prescribed) at designated check points
- Intervene early and communicate with parents and HOD to prevent late or non-submission
- Notify HOD and parent and record as a behaviour incident in Oneschool when drafts, checkpoints or final submission dates are not met
- Comply with the requirements of syllabus documents, VET compliance, the QCE & QCIA Handbook and the school assessment and other relevant policies.

To emphasise the importance of sound academic practices, staff and students in Year 10 will complete the QCAA academic integrity courses.

## 7. Assessing Student Achievement

At Tannum Sands State High School students undertake curriculum units developed from The Australian Curriculum (7-10) and General, Essential or Applied subjects (11&12) or VET courses (10-12). In each subject/course, a number of assessment tasks occur during the year, including end of year external exams for all (Year 12) General subjects. Each task administered to students provides evidence of student achievement.

All students will be provided with a task sheet for each assessment item that clearly sets out the requirements, response type and conditions for the task. The criteria against which the task will be marked will be included. Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant Head of Special education Services, Head of Department and teacher. For more information about adjustments to Year 11 & 12 assessment – see section on AARA.

### School Assessment Format

In Year 7 – 10 subjects, students will complete a maximum of 2 assessment items each term, in each subject. Assessment tasks will require written, spoken, multi-modal responses to assignments, or written responses under exam conditions.

#### Year 11-12 subjects

- In Year 11, students will complete a minimum of 2 and a maximum of 4 assessment items.
- In Year 12 General subjects, there are 3 Internal Assessment pieces (IA1, IA2 and IA3) developed, marked and reported on by the school and 1 External Assessment piece (EA) developed, marked and reported on by QCAA.

- In Year 12 Essential subjects, students will complete a total of 4 summative internal assessment items that count towards their overall subject result. Schools develop 3 of the summative internal assessments and 1 is a common internal assessment (CIA) developed by the QCAA and administered state wide.
- In Year 12 Applied subjects students will complete a total of four summative internal assessment items that count towards their overall subject result. Schools develop all four of the summative internal assessments.

### Internal Assessment (process) – Year 11 & 12 General subjects

The type and format of Internal Assessment (IA) is determined by the syllabus for that subject while the timing of the assessment (when it is) is a school decision. The weighting, i.e. proportion of the final mark, for the school-based examinations varies between subjects, but will be included in the Unit Outline and assessment information.

The school develops each IA piece using the QCAA provided assessment template and resources. As part of the quality control process, each assessment piece is sent to QCAA for Endorsement before it is given to students.

Internal Assessment is marked using Instrument-specific marking guides (ISMGs) which accompany each internal assessment piece. The school has decided to develop and use ISMGs for Year 11 General subjects. Yr 12 ISMGs are developed by the QCAA.

The process of *Confirmation* is part of the quality assurance processes. Confirmation involves QCAA requesting and marking samples of work to check for accuracy and consistency in the application of the marking guide. This means that until Confirmation is complete, students' results are all **provisional**.

### External Assessment (process) – Year 12 General subjects

The External assessment for all General subjects is written and marked by the QCAA. The school administers the external assessment under the direction of QCAA such that the conditions, day and time of the exam is the same for each subject throughout the State.

External assessment conditions include:

- teachers do not supervise their own subject
- QCAA invigilators (e.g. community representatives) are appointed to each session to independently supervise and monitor the administration of the external assessment
- QCAA observers may visit schools

External assessment contributes 25% of the overall subject result in most senior General subjects except for mathematics and science subjects, where the external assessment contributes 50% of the overall subject result.

## 8. Quality assurance

Tannum Sands State High school's quality management system ensures valid, accessible and reliable assessment of student achievement.

This includes:

- Protocols are in place to maintain the security and integrity of all assessment items.
- Quality assurance processes are conducted for all assessment instruments before they are administered to students.
- Moderation and quality assurance of judgments about student achievement occur for each assessment task, in each faculty.
- Annual moderation of student work samples (each year level and each subject) between schools in the district.
- The school participates in QCAA moderation and quality assurance processes as per the SEP calendar.
- Year 11 & 12 marks for summative internal assessment for General subjects are provisional until they are confirmed by the QCAA.
- Year 11 & 12 results for Applied and Essential subjects and Short Courses may be subject to advice from the QCAA.
- Internal quality review processes run annually to meet AQTF compliance requirements for VET qualifications, results and certificates awarded.
- External audits are conducted every five years by the QCAA to meet AQTF compliance requirements for VET qualifications, results and certificates awarded.

## 9. Submitting assessment

Assessment instruments will provide information about Tannum Sands State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date and in Years 10 – 12, via the school's academic integrity software – Safe Assign.

Draft and final responses for all internal assessment will be collected and stored in each student's folio. Year 11 & 12 live performance assessments will be recorded and stored as required for QCAA processes.

Tannum Sands State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

### Due Dates

**School responsibility** - Tannum Sands State High School is required to adhere to ACARA, EQ, and QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses, checkpoints and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule by the end of Week 2.

The assessment schedule will:

- align with ACARA and syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance and moderation processes
- enable timelines for School moderation and QCAA quality assurance processes to be met
- be clear to teachers, students and parents/carers
- be consistently applied
- be clearly communicated by the end of Week 3 each semester
- give consideration to allocation of workload.

**Student responsibility** - Students are responsible for:

- recording due dates in their diaries
- planning and managing their time to meet the due dates – including checkpoints and drafts
- seeking support from their teacher, Head of Year, Head of Department or the Guidance Officer
- 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 will:

- inform the Head of Department and classroom teacher as soon as possible
- provide the school with relevant documentation, e.g. medical certificate, parent letter detailing emergent circumstances, etc
- following school processes to apply for variation to assessment conditions / extensions
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.
- For students in Years 10 – 12, the AARA policy – contained in the QCE & QCIA Handbook must be followed, including for illness and misadventure.

**Parent / Carer Responsibility** - It is the parents/carers responsibility to ensure students are at and completing all assessment on/by the due dates. Events that can be rescheduled or are of the student's (or parent/carer's) choosing are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the school formal, family holidays).

Heads of Department will discuss all application for variations to assessment conditions and extensions with the Year Level Deputy Principal. Together a decision will be made that aligns with school policies and it fair and equitable. Decisions will be recorded and communicated to the teacher, student and parent. Appeals against these decisions must be directed the principal. The principal's decision will be final.

## Late or non-submission of assessment & Extensions

Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints and the instrument-specific task sheets provide details of the evidence that will be collected. Integrity of a student's response to an assessment item may be compromised if they do not complete the assessment by/on the due date.

When a student does not submit a response to an assessment instrument on or before the due date set by the school, a result should be awarded using evidence available on or before the due date. The evidence must be from the assessment task (i.e. bookwork, notes or classroom observations of related work is not acceptable). Evidence of a student's work must be in a format that allows the work to be moderated by an independent teacher and any marks awarded must align with the relevant syllabus marking guides or standards.

Where there is no evidence of a response to an assessment item, on or before or on the due date set by the school, a subject result cannot be allocated and 'Not-Rated' (NR) must be awarded. It is not appropriate to award a lower result, mark or standard as a penalty for late or non-submission.

NR results for Year 11 & 12 students must be reported in Student Management System according to SEP dates.

In Year 10, failure to complete assessment tasks will have an impact on a student's ability to meet the pre-requisites for entry into Year 11 subjects.

In Year 11 & 12, students are expected to complete all course and assessment requirements in order to receive credit for the Unit. Failure to receive a credit for the Unit may affect QCE and ATAR eligibility. Repeated failure to complete assessment tasks will result in an enrolment review.

### Late Submission

Work submitted / completed after the due date will only be awarded a result if the conditions for an Extension or AARA have been met and granted by the Year Level Deputy Principal.

Students are still expected to hand in assessment tasks as evidence that they have engaged in the course of study. However, only work completed up to and including the due date will be awarded a grade.

Heads of Department will arrange for lunchtime or after school detentions to ensure students complete the assessment task to a reasonable standard.

### Extensions

Heads of Department and Deputy Principals are the only school staff that are able to grant extensions for assessment work. Students must complete and submit the appropriate Application for Extension to Assessment. Extensions to draft-work due dates and final submission dates can only be granted if the reasons for applying are beyond the control of the student and are verifiable.

As assessment dates are given in advance, students must plan to manage their time and other responsibilities so they can meet required deadlines. Reasons relating to relationships, holidays or work are not valid reasons for extension. Being absent on the day the assignment is handed out may not be a valid reason for an extension. Information technology related reasons (including but not limited to printer faults, a queue at the scanning bay, computer malfunction and internet access) are not valid reasons for an extension.

Year 10, 11 & 12 Students making an application based on short or long term medical conditions including mental ill health, must apply through the Access and Reasonable Adjustment to Assessment (ARAA) process.

The Head of Year or Guidance Officer can support students and their families to complete the Extension / AARA applications.

The Principal's Delegate (DP) reserves the right to grant extensions based on a student's individual circumstances where the need arises, so long as it is believed to be in the best interest of the students and does not compromise the integrity of the assessment item.

## Absence on the day of assessment

If a student is absent on the day an assessment task is due, and the reason for their absence meet the criteria below, an assessment adjustment can be made.

### Criteria:

- AARA approved
- Illness or misadventure – with medical certificate
- Natural disaster
- Emergent/compassionate – with documentary evidence approved by principal
- School sport, culture or service activity
- School excursions
- Principal approved activity – academic, sport, culture or career pathway

### Assessment adjustments:

- submission/presentation of the assessments item before the due date
- an extension to the due date for submission / presentation
- sitting a comparable exam before or after the due date

The school must apply an option that maintains the integrity of the assessment and complies with AARA guidelines.

### Non-approved absences:

The following absences will NOT be approved by the school and therefore, assessment adjustments will not be made.

- Driving lesson/test
- Non urgent appointments
- Family holidays
- Moving house
- Care for younger siblings
- Extra-curricular sport
- Circumstances that are within the control of the student or parent/carer

Where a student does not sit/submit/present and assessment task on the due date, and their absence is not approved, they will be marked on work completed and seen by the teacher up to and including the due date. Where the task is an exam, or no evidence has been sighted, the student will receive an NR for the Unit. In the case of Unit 3&4, failure to submit one or more of the four assessment tasks will result in no credit for the subject at exit.

### Process:

1. Planned absence - communicate planned absence and provide supporting documentation to the Year Level Deputy Principal as soon as possible. Once absence reason is approved, negotiate with Head of Department for an early completion or extension to the assessment task.
2. Illness or emergent circumstance –provide supporting documentation (See AARA for Yr 11 & 12) and an application for an extension (Appendix 2) to the Head of Department. If successful, negotiate to complete/submit the assessment at the earliest time available.

Where a student is unable to access a medical appointment on the day of the illness, they need to attend one as soon as practicable (within 48 hours) and provide the documentation to the Year Level deputy principal. Once approved by the principal, negotiations with the Head of department to submit/present the assessment or sit a comparable exam will be arranged.

Youth Support Coordinators, Heads of Year and Guidance Officers are able to support independent or vulnerable students to access and apply for assessment adjustments where genuine circumstances exist.

## School Representation

Tannum Sands State High School values and supports students that engage in extra-curricular (non-paid) sporting, cultural, service and academic activities that align with creating their future pathways. While it is preferred that student's complete assessment prior to the absence, the school acknowledges that when performing at a 'high level' in these activities, the timing of events is often non-negotiable and may clash with schooling and/or assessment. Students who are operating at this higher level may be eligible for assessment adjustment (e.g. extensions), however supporting documentation and/or evidence will be required. Any applications for adjustments should be made at least one month in advance of any related absence.

## Minimum standard for draft work

Draft work is essential to enable to teacher to check on progress and provide quality feedback to students, prior to the submission of the completed assessment task. In addition, drafts are an indicator of the student's willingness to engage and commit to a subject, as well as providing a mechanism for authenticating student work. Draft-work may also include diagnostic exams and/or checkpoints or other forms of evidence (see Appendix 1).

Each task sheet will specify a draft-work date and outline what is expected as an acceptable draft. In Year 7 – 9, up to 2 complete drafts may be submitted for teacher feedback. In Year 10 – 12, each assessment piece will have a maximum of ONE draft that can be submitted for feedback (see QCAA policy on Drafts & Feedback in QCE handbook).

When a submitted draft does not meet the acceptable minimum requirement (or if no draft is submitted) the student will be required to attend assignment support session during lunch breaks or after school; until they produce work of a sufficient standard. In Year 11 & 12, failure to attend and commit to the support session may lead to your continued enrolment in that subject being reviewed.

## Electronic Submission of Assignments (Yr 10 to 12)

Written assignments (or parts thereof) in most subjects must be submitted electronically (*with an accompanying hard copy if required by the faculty*). For work that is handwritten it can be scanned then submitted electronically. The time and date of the electronic submission will be evidence of the submission date and time. For practical subjects more details will be provided if/when electronic images are required.

- *Submitting files electronically* - The information regarding submission details will be provided on each task sheet when appropriate.
- *Storage (backup)* - Students must back up all work and keep the latest version available on request.
- *File format* - We will specify the file format (e.g. footage) and this information will be made available to students if/when applicable.
- *Scanning facilities* - The school will make facilities available for students to scan files if/when needed. However, students are responsible for managing the timing of this to ensure they meet all due dates and timelines.
- *Absent on day of submission* - Students who are absent on the day an assignment is due must follow the 'Late and Non-submission of Assessment procedure detailed elsewhere in the policy.
- *Feedback on drafts (electronic or hard copy)* - Feedback may be sent electronically or provided in hard copy. Teachers will provide more information. However, it is important that students check their emails regularly.

## 10. Exam Blocks

### School created Exam Block – Years 10, 11 & 12

- **Year 10** - There will be exam session at the end of year only. When students are not in scheduled exam sessions they must attend regular classes. During these exam sessions, supervising teacher may not be teachers of the class.
- **Year 11**– In terms 1 & 2, arrangements will be made by each subject in order to administer exams, which run between 90 – 120 minutes. At the end of Term 3, an exam block for Year 11 will run over 6 days.
- **Year 12** – Each term, arrangements will be made by each subject in order to administer exams, which run between 90 – 120 minutes.

### QCAA External Exam Block – Year 12

- **Year 12** – in Week 3 of Term 4 a 17 day External Exam Block will run for General subjects only. The QCAA develops the external exam schedule based on state wide subject enrolment, ensuring students complete a maximum of two external assessments in one school day. During these exam sessions, supervising teacher will not be teachers of the class.
- During this time, students in Essential, Applied and VET subjects may be required to sit exams, complete assignments or undertake regular class work, depending on course requirements.
- Once the QCAA External Exam schedule is released, the school will determine when students' will be required to attend classes and / or tutorials outside the scheduled exam sessions. More details regarding class schedules and attendance requirement during this block will be are provided before the end of Term 3.

More information regarding the External Assessment will be available at the beginning of the year and can be accessed through [www.qcaa.qld.eq.edu.au](http://www.qcaa.qld.eq.edu.au).



## 11. Retention and disposal of student work

Schools must retain student work used in determining results for internal assessment for periods specified by EQ and QCAA.

In Years 7- 10, student assessment tasks are kept by the school in assessment folios. These folios are kept for one year and the work returned to students (assignments) or destroyed for security reasons (exams) at the end of the next school year.

In Year 11 & 12, student work student work used in determining results for internal assessment must be retained until the end of Term 1 of the year following a student's exit from the school.

Schools retain this evidence for EQ and QCAA quality assurance purposes and must make it available to support school judgments in determining all results reported via Oneschool and Student Management System to students, parents, EQ and the QCAA. The evidence may be required if there is a request for a review or verification of results. After this time, it is a school's decision whether to retain or return to students their responses to internal assessment.

When a student transfers to another school, the original school in which the student was enrolled must retain the student's responses until required.

Schools also adhere to relevant school, sector or government requirements for document retention.

## 12. Ensuring academic integrity

Tannum Sands State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Detailed information about specific strategies to support academic integrity are available in the QCE & QCIA Handbook <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/8-school-assessment-policies/8.2-integrating-learning-assessment>.

Each Year students and staff will complete the QCAA academic Integrity course.

### Academic integrity course for students

The academic integrity course for students is available in the Student Portal on the myQCE website. Parents and families can also view the course content. Schools are encouraged to use it to promote good scholarship.

### Academic integrity course for teachers

The academic integrity course for teachers is in the QCAA Portal. Teachers are encouraged to complete it to improve their understanding of academic integrity and academic misconduct.

## Scaffolding

Scaffolding is a structured, interactive and collaborative process that occurs between teachers and students to construct knowledge and skills as part of teaching, learning and assessment. It is important that the integrity of the requirements of the task or assessment instrument is maintained so a student's response is their own. Scaffolding may be provided individually or as an instructional strategy to a class of students.

Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:

- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.

## Checkpoints

Teachers may use defined checkpoints to:

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

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.

Heads of Departments and parents/carers will be contacted if checkpoints are not met. If a student does not produce sufficient work at the check point, they will be required to attend assignment support session during lunch breaks or after school until they produce work of a sufficient standard.

## Drafting

Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. A draft is a preliminary version of a student's response to an assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. Drafts can also be used to authenticate student work and may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Before submitting a draft, students may be required to submit an outline or discuss their approach with the class teacher.

### Feedback on drafts

The purpose of viewing a draft is to provide a student with feedback so that they can improve their response. Providing feedback on a draft is a consultative process, not a marking process. Teachers should not allocate a notional result for draft student responses.

Feedback should encourage a student to reflect on strategies they might use to refine their response. The relevant instrument-specific marking guide (ISMG), instrument-specific standards or syllabus standards should be used to help students identify the areas they need to refine. Feedback on a draft must not compromise the authenticity of student work. Teachers should not introduce new ideas, language or research to improve the quality of student responses.

Feedback on a draft is:

- provided on a maximum of two drafts (Year 7 – 9) or one draft (Yr 10 – 12) of each student's response
- a consultative process that indicates aspects of the response to be improved or further developed
- delivered in a consistent manner and format for all students
- provided within one week of a submission of a draft.

Feedback on a draft must not:

- compromise the authenticity of a student response
- introduce new ideas, language or research to improve the quality and integrity of the student work
- edit or correct spelling, grammar, punctuation and calculations
- allocate a mark.

Students may be advised to:

- consider other aspects of the text, report, performance or activity they are creating or responding to
- develop their response to show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points ensuring adherence to referencing style.

Teachers may:

- indicate some textual errors and that the draft requires more careful editing — teachers should not correct or edit all the textual errors in a draft. Editing and proofreading for spelling, grammar and punctuation is not a part of the draft feedback process
- provide feedback only on a draft submitted by the draft due date
- provide a summary of their feedback and advice to the whole class.

A copy of the feedback will be stored with a hard copy of the draft in the student's folio.

### Non-submission of a draft

It is essential that students submit drafts in order to receive feedback on their progress towards the completion of the finished task. Drafts enable teachers to support students to complete assessment tasks to the best of their ability. They are also an opportunity for early intervention to prevent academic misconduct, such as plagiarism.

Parents and caregivers will be notified by email about non-submission of drafts and the processes to be followed. The Head of Department will arrange for a students to attend lunch time or after school detention in order to complete the draft to an acceptable standard.

### Extensions on draft dates

Applications for an extension on a draft must be submitted to the Head of Department and are subject to the same conditions as an extension on a final copy.

## Managing response length

In developing a response to an assessment instrument, students are required to meet the conditions outlined in the syllabus. One of these conditions is the response length. Syllabuses describe assessment techniques and conditions for each assessment technique. All assessment instruments indicate the required length of a response as a word length, duration of time, or page count to match syllabus requirements.

### Solo response

An individual response will be marked as per one of the processes outlined below, which may differ from faculty to faculty. For each subject, length may refer to many conditions other than words e.g. in Drama it might be time. The same marking tool will be used regardless of length with no arbitrary reduction in the result for not meeting response length.

### Group response

When a student's response is part of a group the length permitted for assessment of each student will be in accordance with the syllabus conditions. For example, if a student's response must be 3-5 minutes, then each student will be assessed only on their first 5 minutes (maximum) accumulative time of the presentation. The group may continue to present until each group member has exhausted their maximum presentation time.

### Determining Length

Response requirements are expressed in syllabuses as a word length, duration of time, or page count and vary according to the technique and response type such as written, spoken/signed and multimodal or performance responses. Elements to be included in or excluded from the word length or page count of a written response are provided in the following table.

<p>Inclusions</p> <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>	<ul style="list-style-type: none"> <li>• all pages that are used as evidence when marking a response</li> </ul>
<p>Exclusions</p> <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>

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.

After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either:

- allow students to redact responses under HOD supervision;  
OR
- use the appropriate elements of the task specific ISMGs to take into account the length of the response;  
OR
- mark the response only up to the prescribed length.

Faculties will ensure students are informed in writing of the process which will be followed for managing response length for each assessment item when the task is administered to students.

Year 11 & 12 work will include annotations on work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.

## 13. Authenticating student responses

Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Tannum Sands State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments.

Teachers are best positioned to determine authenticity of student work and are responsible for ensuring that it complies with syllabus requirements.

### **Student responsibility:**

Students must provide evidence of the authenticity of their responses for each assessment task. Strategies may include students:

- signing a declaration to state that they have not shared any part of the planning or final response with any other student and the work is their own (signing the declaration of authenticity)
- documenting the development of the response in a journal or logbook
- submitting the final response using plagiarism-detection software, (when available)
- participating in interviews during and after the development of the final response
- complete an approved QCAA course on Academic Integrity

### **Parent/carer responsibility:**

- support the efforts of teachers and students to authenticate student responses by ensuring that tutors, family members or others who support students are aware of and follow the guidelines for drafting and providing feedback on a draft student responses

### **Teacher responsibility:**

- take reasonable steps to ensure that each student's work is their own across a range of conditions, particularly when students have access to electronic resources, when they are preparing responses to collaborative tasks, and when they have access to others' ideas and work
- collect evidence of the authenticity of student responses
- ensure assessment decisions are fair and equitable for all students
- implement strategies to ensure authentication of student work.

When the authenticity of a student's work is challenged, students must be able to demonstrate the work they submit is their own. We recommend students:

- keep copies of drafts and reference material used
- do not approach students, teacher, tutors or other experts and ask for assistance that lies outside comprehension of the task sheet and marking criteria
- do not allow other students to view or copy their material
- complete as much work in class as possible, demonstrating to teachers the authenticity of the work
- provide a draft copy of work by the due date
- be able to answer questions relating to the development and content of their submitted work.

In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

## 14. Managing academic misconduct

Tannum Sands 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. The following are some examples of academic misconduct:

### **Cheating while under supervised conditions - A student:**

- begins to write during perusal time or continues to write after the instruction to stop writing is given
- uses unauthorised equipment or materials
- has any notation written on the body, clothing or any object brought into an assessment room
- 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.

**Collusion** - When:

- more than one student works to produce a response and that response is submitted as individual work by one or multiple students
- a student assists another student to commit an act of academic misconduct
- a student gives or receives a response to an assessment.

**Contract cheating** - A student:

- pays for a person or a service to complete a response to an assessment
- sells or trades a response to an assessment.

**Copying work** - A student:

- deliberately or knowingly makes it possible for another student to copy responses
- looks at another student's work during an exam
- copies another student's work during an exam.

**Disclosing or receiving information about an assessment** - A student:

- 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
- makes any attempt to give or receive access to secure assessment materials.

**Fabricating** - A student:

- invents or exaggerates data
- lists incorrect or fictitious references.

**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
- 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 audiovisual 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.

## Procedure for managing academic misconduct

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). All work in each individual assessment task must be the work of the student.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Head of Department. As part of this process, the student and the parent/carer will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

**For authorship issues** - 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.

**For all instances of academic misconduct** - Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

**For instances of academic misconduct during examinations** - Students will be removed from the venue and sent to the Head of Department to be supervised to complete the task. The Head of Department will investigate and provide the students the opportunity to respond to the allegations. If the student is deemed to have cheated, they will be awarded a Not-Rated (NR) for the exam. For Year 11 & 12 students, the *QCE and QCIA policy and procedures handbook* ([Section 8.5.1](#) and [Section 8.5.2](#)) will apply.

NOTE: Students who have permitted their work to be copied, similar or different consequences and/or penalties may be applied.

In addition to academic penalties, where appropriate, the school's behaviour management policy will be implemented. Consequences will be determined on a case by case basis by the Principal's delegate and could include suspension.

The parent/carer will be informed of the decision made, the penalty and any further disciplinary action.

## **Allegations of academic misconduct during External Exams (Year 12)**

If an alleged incident of academic misconduct by a student is detected at the assessment venue, the External Assessment coordinator is to:

- permit the student to complete the assessment
- remove the student from the assessment room if they are distracting and/or disrupting others
- inform the student after the assessment that an academic misconduct report must be completed and submitted to the QCAA
- inform the QCAA of an alleged incident of academic misconduct by completing the EA coordinator report that includes
  - a statement from the EA coordinator and/or invigilator/s
  - witness statements (optional)
  - a description of any relevant circumstances leading up to the incident
  - details of any discussion of the incident after the completion of the assessment.

The QCAA will investigate cases of alleged academic misconduct and may refuse to issue the results of one or more students. If the QCAA considers a student committed some form of misconduct, they will be issued with a show cause notice that presents QCAA's reasons for refusing to issue a result and gives them an opportunity to make their case. After considering the student's response, the QCAA will make its decision and advise them accordingly. If the QCAA decides not to issue a result, the student will be able to seek an internal review of the decision. If the student is dissatisfied with the internal review decision, they may apply for an external review by the Queensland Civil and Administrative Tribunal.

## 15. Applications for AARA – Year 11 & 12

Tannum Sands 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 principal manages all approval of AARA for students. The school follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019).

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

The QCAA uses four broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional.

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
- matters that the school could have avoided.

Copies of the medical report template, extension application and other supporting documentation are available from the school website

### Principal-reported AARA - Units 1 & 2 and Short Courses

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

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

Schools must notify the Queensland Curriculum and Assessment Authority (QCAA), via the QCAA Portal, of Principal-reported AARA for students undertaking summative internal and external assessment in Units 3 and 4 of General and Applied syllabuses, and for assessment in Short Course and Senior External Examination syllabuses.

Schools are required to retain supporting documentation for Principal-reported AARA. Schools may be required to supply supporting documentation as part of the quality assurance processes or as part of an appeals process.

### QCAA-approved AARA – Units 3 & 4

The QCAA is responsible for approving identified AARA for students undertaking assessment in Units 3 and 4 of General and Applied subjects. QCAA-approved AARA are specific practical arrangements and adjustments that can only be approved by the QCAA following consideration of supporting documentation submitted via the Portal.

Schools apply to the QCAA for approval of specific AARA for use for General, Applied, Short Course and Senior External Examination syllabuses. The list of QCAA-approved AARA for external assessment is more extensive than the list of AARA for summative internal assessment.

Schools must submit applications for QCAA-approved and/or principal-reported AARA to the QCAA on students' behalf.

Temporary medical conditions or injuries should be identified as soon as possible and managed with awareness of relevant assessment dates.



# 16. Transferring between subjects and schools

## Year 7 – 10 Subject Changes

With the exception of Year 7 and 8 Technology and Arts Electives, all subjects in Year 7-10 are offered in Semesters. All efforts are made to minimise disruption to students' learning by limiting the timing and number of subject changes students are able to make each semester. Students are able to change their elective choices within the first 3 weeks each semester. After this, changes will only be made in extenuating circumstances as approved by the Year Level Deputy Principal. Students changing subjects may be required to undertake additional work in order to complete assessment tasks.

## Year 7 – 10 Transfer students

Where a student transfers into the school mid-term, the Head of Department will make arrangements for sufficient assessment to be completed so that the student can be reported on for achievement in that subject. If a student is unable to complete an assessment task in the subject, due to their late enrolment, they will be given an NR.

Students transferring into the school in Semester 2 of Year 10 are required to produce their most recent semester reports in order to demonstrate pre-requisite entry into Year 11 subjects. Year 10 students will be offered the opportunity to complete summer school assessment sessions in order to demonstrate pre-requisites required for Year 11 subject entry.

## Year 11 and 12 Subject Changes

For QCE attainment, all General, Essential and Applied subjects in Year 11 offer Unit 1 and Unit 2. While it is preferred that students complete both foundation units for success in Year 12, they are able to change subject at the end of Unit 1 and / or Unit 2. The requirements of QCE attainment place limits on the number of changes that can be made. Students changing in at the end of Unit 1 or Unit 2 will need to demonstrate the pre-requisites required for entry into the new subject.

Once students commence Unit 3, they will not be permitted to change subjects. The QCE and ATAR require that students complete Unit 3 and 4 as a pair – with the summative assessment items in each subject contributing to the end of Year 12 result. In an extenuating situation where a student cannot continue in a General, essential or Applied subject, VET courses are the only alternative.

## Year 11 and 12 transfer students

Where a student transfers between schools during senior secondary schooling, the school to which the student transfers must provide an opportunity for the student to access assessment.

To receive an overall subject result or exit result, students must meet the assessment requirements of their subjects and/or courses. No summative assessment instrument may be waived due to student transfer; extensions of time may be appropriate, depending on the transfer student's circumstances. Schools must meet QCAA quality assurance timelines.

A student transferring between schools should not be disadvantaged by their access to assessment. Where a student has completed summative internal assessment in a subject or Short Course, and has provisional marks recorded by a school, and then the student leaves the school, the provisional marks and student response remain the responsibility of the school they are leaving for the purposes of confirmation.

## Transferring within Queensland

A student who transfers from a learning provider within Queensland will already have a learning account in which completed semesters of study may be recorded.

Queensland transfer students must discuss subject and course offerings with the school before enrolment, to ensure that they are eligible to meet the requirements of the QCE (the set pattern including the completed Core requirement). Where a transfer student is unable to continue subjects or courses to meet the requirement of 12 credits from completed Core courses, they should choose subjects closely aligned to previous studies and apply for relaxation of the completed Core requirement.

When students transfer between schools in Queensland, the original school in which the student was enrolled must retain the student's responses until the student/school requests that their responses are sent to the new school; or the date for retaining student work expires. The students and the new school should make the request within the first term after the transfer occurs.

## **Interstate and international transfer students**

Students transferring to a Queensland school at the beginning of the senior phase of learning (entering Yr11 subjects) are not considered to be transfer students.

Students who transfer into a Queensland school and begin studies during the senior phase of learning (after the start of Yr11) may seek to obtain credit for their previously completed or partially completed studies.

With advice from the schools, transfer students should choose subjects closely aligned to previous studies. The QCAA makes decisions on a case-by-case basis about granting relaxation of completed Core or credit for previous studies.

## **Commencing studies at the start of Unit 3**

Students who begin their studies in Queensland in Term 1 of the summative year, must have access to all summative internal assessments. Students who begin their studies in Term 2 of the summative year should have access to at least two summative internal assessments.

Students who transfer to a Queensland school after Term 2 of the summative year may not be eligible for a QCE, depending on the timing of the transfer and the amount of summative assessment the student is able to complete. Schools should consult with the QCAA in these circumstances.

To be eligible for a QCE, transfer students must provide evidence of results and/or qualifications gained from their previous learning provider.

For interstate transfer students, this may take the form of school reports, official certification of results or certificates for completed or partially-completed senior secondary school studies (i.e. Year 11 and 12); VET qualifications and/or any other senior studies or further education.

For international transfer students, this may take the form of a letter from the principal of the previous learning provider that confirms the dates of enrolment, year level at exit, and the certificate or diploma that the student was studying towards.

The academic year in the northern hemisphere differs from that in the southern hemisphere by six months. This creates potential issues for students beginning their education in Queensland after the beginning of the school year:

- studies in their previous country may not be deemed to contribute credit towards a QCE
- a student may not be eligible for a QCE at the end of Year 12 if they do not meet the completed Core requirement
- entrance to a university course in their home country may be more difficult if they do not have a QCE
- a student who has not met the completed Core requirement may fail to meet prerequisites (such as four semesters of a General English subject or Applied English subject) for a preferred university course in Australia.

Students transferring from New Zealand are treated as overseas transfer students.

## **Queensland students intending to study overseas**

Students who wish to complete part of their senior secondary schooling overseas or enrol at an overseas university after finishing schooling in Queensland should be aware of the following considerations.

## 17. Subject Results

All results are provisional until they have been moderated and confirmed through the appropriate process.

**Year 7- 10** results will be reported to the student after internal moderation is complete. Students will receive an A-E grade on their subject profile and end of term Report.

**Year 11** results will be reported to the student after internal moderation and quality assurance processes are complete. Students will receive a numerical mark as well as an A-E grade on their subject profile. Students will receive and A-E grade on their Report Card at the end of Unit 1 and again at the end of Unit 2 (cumulative result for the year).

At the end of **Year 11**, students' results will be reported to the QCAA as an S (satisfactory A-C result) or a U (unsatisfactory D or E result) for each unit of each subject completed in Year 11. A 'Satisfactory' result for Unit 1 contributes one point to a student's Queensland Certificate of Education (QCE). The same occurs for Unit 2. A copy of this report will be sent home to students.

**Year 12** results will be reported to the student after QCAA confirmation processes are complete. Students will receive a numerical mark as well as an A-E grade on their subject profile. Students will receive and A-E grade on their Report Card at the end of Unit 3 and again as a cumulative result for the year after the completion of Unit 4 internal assessment (IA3).

**Year 12** results for Units 3 & 4 are considered 'provisional' until they have been confirmed by QCAA. Students will be advised when 'Confirmation' has been completed. Year 12 students will know their status in each subject (a mark out of 75 for most subjects or a mark out of 50 for mathematics and science subjects) prior to commencing the external assessment. Subject scores are finalised by QCAA prior to school ending but after Year 12 students have graduated.

Units 3&4 are linked (you must complete Units 3 & 4 to gain credit). Each unit does not contribute individually to QCE points so students gain either two QCE points for a 'C' or better result or zero points for attaining a 'D' or lower result.

## 18. Reporting student achievement

Tannum Sands State High School regularly reports student achievement to students, parents, EQ and the QCAA.

Achievement is reported to students and their parents via:

- Year 7 – 10 - written reports on a 5 point scale (A-E) four times
- Year 11 & 12 - written reports on a 5 point scale (A-E) 3 times a year
- All students - face-to-face twice a year at student-parent-teacher conferencing
- Year 7 – 10 students - subject profile with criteria on a 5 point scale (A-E) after each assessment
- Year 11 & 12 students – subject profile on a numerical scale (1-100) and a 5 point Scale (A-E) after each assessment
- Year 7–9 students - Tracked profile including achievement, behaviour, attendance and JCE progress each term
- Year 10-12 – Tracked profile including ATAR eligibility, achievement, behaviour, attendance and QCE progress each term
- All students - on request, a comparison of the students' level of achievement in each learning area and/or subject against the achievement of other students the school, in the same year level who undertook learning area and/or subject, while maintaining privacy of individual students.

The achievement of students from Year 7 to 12 is reported to EQ via Oneschool each semester.

In addition, the achievements of students in Year 11 & 12 in General, Essential, Applied and VET subjects is reported through the Student Management System at the end of Unit 2, 3 and midway through unit 4.

Reporting decisions come from the marking of assessment designed by the school (not class observations, general class work etc.). It is to be noted that information with regards to the content and format of each report is detailed in the school's Reporting Manual. This can be accessed on request.

In Year 11 & 12, any judgements reported to students and their parents are indicative only until confirmed through QCAA moderation and confirmation processes.

## Year 10, 11 & 12 school subjects (VET courses)

The school only reports on VET courses that are delivered by teachers of the school. Written reports will be provided in keeping the general school reports and include effort and behaviour grades (as per regular reporting requirements). Achievement will only be reported on as either 'Working towards', 'Certificate Achieved' or 'Withdrawn'. For more information please contact the school.

### Unit 1-4 QCAA reports

#### Units 1 & 2

When a student completes Unit 1 and/or Unit 2 of an Applied or Applied (Essential) subject, the school reports the results to the QCAA as satisfactory or unsatisfactory. The QCAA reports these results and the credit/s accrued to the QCE in the student's learning account and on the student's statement of results.

#### Units 3 & 4

As a student completes internal assessments in Units 3 and 4 of a General or General (Extension) subject, the school reports the provisional marks to the QCAA. The QCAA reports confirmed internal assessment results in the student's learning account after each confirmation event. The QCAA also reports the student's external assessment result in the student's learning account.

#### Certification

At certification, the QCAA reports the following information in the student's learning account and on the student's statement of results:

- overall result as a mark out of 100
- exit result (A–E)
- credit/s accrued to the QCE.

#### End of Year 12 Reporting

At certification (after graduation), the QCAA reports the following information in the student's learning account and on the student's statement of results:

- overall result as a mark out of 100
- exit result (A–E)
- credit/s accrued to the QCE.

## 19. Appeals & Reviewing Results

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for an assessment piece, in the first instance, they must discuss the issue with their teacher.

If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/carer) should approach the relevant Head of Department responsible for the course.

If an assessment issue cannot be resolved through discussion with the Head of Department, the student (or parent/carer) must apply in writing for a meeting with the Year Level Deputy Principal or Principal's Delegate to further discuss the matter. If the matter is not resolved at this stage, the Principal's Delegate will outline further appeal options.

NOTE: The QCAA has definitive timelines for reporting students' results. Therefore, any appeals and/or review discussions must be conducted in a timely manner.

## 20. Related school policy and procedures

The following policy and procedures are available on request:

- AARA
- Student Code of Conduct
- Senior schooling policy (including VET)
- Appropriate use of electronic devices and resources policy
- Internal moderation policy (including school procedures for endorsement and confirmation)
- Reporting handbook